Key Features of the Evidence Informed In-Service Professional Development Model
(Dunst, 2015)

The following table provides an "At a Glance" of the key features described by Dunst (2015) and includes ideas and information to help professional development specialists implement each feature.

Key Feature	Implementation Ideas & Information
#1 *"PD specialists' explicit explanation and illustration of the specific content knowledge and practice to be learned"*	– Introduce & describe key characteristics – Demonstrate or illustrate use of the practice and its effects – Explain how practice and effects are aligned with professional development (PD) standards
#2 *"Active and authentic job embedded practitioner opportunities to learn to use a practice and to engage in evaluation of their experiences"*	– Provide practice opportunities that facilitate active learner participation – Facilitate learner self-evaluation of the consequence of using the knowledge, skills, or practice
#3 *"Explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of a practice"*	– Facilitate opportunities for reflection on what worked and what needs improvement on authentic use of practice – Include learner self-assessment against a standard, reflective conversations, journaling, group discussion, etc.
#4 *"Coaching, mentoring, or performance feedback by a PD specialist during in-service training"*	– Support transfer of skills and expertise from more to less experienced/knowledgeable practitioners – Provide a means of reflection on actions in a safe environment
#5 *"Ongoing follow-up supports by PD specialists, coaches, supervisors, peers, and so forth, to reinforce in-service learning sessions"*	– Include follow-up observations and specific feedback about use of practice – Prepare for follow-up support in training – Provide support in response to use of practice in context
#6 *"In-service PD of sufficient duration and intensity to provide multiple opportunities to become proficient in the use of a practice"*	– Learning opportunities are distributed across time – Include sufficient number of contacts with PD specialists and practitioners – Recommended in-service dosage: at least 20 hours distributed over 15-20 weeks or sessions
#7 *"In-service PD that includes all or most of the six sets of key features…is more likely to be effective than PD including fewer features"*	– Include as many features as possible to increase the likelihood of greater training effects – Include more hours of job-embedded authentic learning opportunities – Train smaller number of participants (20 or less) when trying to change practices

For more complete information about this model, click the title in this citation to read the full article:
*Dunst, C. J. (2015). **Improving the design and implementation of in-service professional development in early childhood intervention**. Infants & Young Children, 28(3), 210-219.*

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