



## **Mind in the Making's Learning Modules for Educators: Evidence of Effectiveness**

The facilitated learning professional development model that is at the center of the Mind in the Making (MITM) Learning Modules for Educators has been evaluated by both researchers and practitioners. Those evaluations have focused on educators' responses to the training experience as well as changes in their early childhood education knowledge, beliefs, and practices. The findings from those studies have shown several positive attributes of MITM professional development. Specifically that it:

- **Is a Positive Experience for Educators**
- **Increases Educator's Knowledge**
- **Improves Classroom Practice**

Using a sample of 120 center and family child care providers, Swartz (2009) from the Connected Beginnings Training Institute found that the MITM modules were "effective in helping providers from many different backgrounds enhance their knowledge about how children learn" and that they helped those same diverse providers "become more confident in their abilities to support children's learning and development". The majority of providers reported that they were very satisfied with the modules and found them to be very useful. These findings built upon an earlier pilot study by Swartz & Zimmerman (2008) which found the same results from a sample of 21 family child care providers.

Researchers at Penn State University (Fiene & Carl, 2006) used 42 child care centers in a comparison group design to evaluate the MITM modules. Their work showed positive gains in classroom quality from pre to post training as measured by the Early Childhood Environmental Rating Scale, Infant Toddler Environmental Rating Scale, and the Arnett Caregiver Interaction Scale.

Using those same three valid and reliable tools, Zajac, et al (2006) from the University of Pittsburgh found that for teachers in 45 centers, participating in the MITM learning modules "contributed to positive, meaningful changes in classroom practices that promote children's social, emotional and intellectual development". Furthermore, teachers with different educational levels, and years of experience of teaching and from programs of different levels of quality were equally likely to improve.

Researchers at the University of New Mexico (Armstrong & Sanchez, 2006 and Sanchez, 2008) collected survey data from two samples (165 respondents in 2006 and 235 in 2008) of teachers, administrators, child care providers, parent educators, and community health professionals who had attended MITM sessions. Within both samples they found that participants indicated that they had gained new knowledge about children's development and practical strategies that could be used to support it.



## References

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