



FLAMINGO LEARNING

Lastinger Center for Learning
Flamingo Learning
Product Catalog

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The Why

Leaders and culture spend a lot of time telling educators what they should be teaching students, but very little on how to improve their skills. Often seen as costly, time-consuming, and immeasurable, educator professional development becomes a cumbersome endeavor that rarely leads to improving instruction.

Why? Traditional professional development has failed to keep up with the changing needs of educators and their curricula. Most professional development lacks the context of how to apply techniques in the classroom. These “drive-by” weekend sessions end without any follow up or support. In *The Six Flaws of “Traditional” Professional Development* published by Getting Smart, “When a workshop ends, support ends with it. That means it isn’t there when teachers need it most — in their classrooms, when they’re trying out a new strategy or skill for the first time.”

Not only is it not working, it’s expensive. Data published in 2019 show that while a one-day session of professional development for 235 educators costs \$12,000, the cost in time (salary x hours) is about five times that for a total of \$65,000.

Understanding these challenges and the missed opportunities for educators, students, and entire communities to improve learning, we created a suite of professional development platforms to reduce these barriers and provide educators with research-based, 24/7 accessible, cost-effective courses that improve student outcomes.

“As I prepare for another afternoon of professional development activities, I make sure I bring plenty of work to do. This isn’t because I have a bad attitude. The sad fact is that the majority of professional development I attend are repetitive, simplistic, or downright boring.”

- Pauline Zdonek, Math Coach, Chicago

About the Lastinger Center

Housed within the University of Florida College of Education, the Lastinger Center for Learning is an education innovation hub with a dynamic team of researchers, educators, technology experts, and strategic innovators. The diverse experience of Lastinger Associates allows the Center to blend academic research with practice to make meaningful improvements in education and student learning.

Kindergarten readiness, third grade reading proficiency, and mastery of algebra skills by 9th grade are critical milestones that are predictive of a child's success in school and life. With intentional focus on these milestones, the Lastinger Center has developed scalable, relevant, and practical professional development programs to increase teacher knowledge and improve teacher practice, ultimately supporting positive student outcomes.

We create equitable educational systems where every child and educator experiences high-quality learning every day to support the achievement of critical educational milestones



**Kindergarten
Readiness**



**3rd Grade
Reading**



**9th Grade
Algebra**

Flamingo Learning System

The Lastinger Center’s proprietary learning management system, Flamingo Learning, is designed to be a learning community for educators and houses applications focused on improving early childhood, literacy, and mathematics outcomes in children. Since its creation, Flamingo Learning has served over 650,000 users with more educators joining every day.

Flamingo Learning is an innovative, fully online, mobile-friendly social learning and professional development system for teachers, administrators, instructional coaches, and other educational professionals. Flamingo Learning is a pioneer platform in that it was designed specifically for the education professional; while there are many online education platforms available today, Flamingo provides access to a unique design, mission, user, and opportunity for research focused on professional learning.

Flamingo Learning hosts the Lastinger Center’s professional development content, such as Flamingo Early Learning Coaching, Flamingo Literacy Matrix, and Flamingo Early Learning Professional Development Courses. Flamingo Learning is also able to host professional development from other educational institutions.



Flamingo Early Learning

Flamingo Early Learning is a comprehensive professional development system built to meet the needs of early childhood educators. Developed at the University of Florida Lastinger Center for Learning, these courses reflect the unique needs of the early childhood workforce. This includes our professional development courses, Communities of Practice, and coaching certification program to provide educators the necessary skills for high-quality instruction.

Our strategy focuses on building capacity within early childhood organizations to magnify the benefits of our courses. We offer instructor credentialing for providers to build their own capacity and facilitate Flamingo Early Learning professional development courses.

Since 2015, we've delivered 600,000 hours of professional development to early childhood educators.



Professional Development Courses

Overview

Flamingo Early Learning offers a comprehensive suite of early childhood professional development courses that provide targeted content and skill-building strategies to support early learning professionals in achieving the highest learning and development outcomes for young children. Flamingo Early Learning courses are differentiated for infant-toddler teachers, preschool teachers, and program directors. The courses are led by credentialed instructors who provide participants with personalized feedback and support throughout the learning experiences, thus providing an engaging and interactive online format unparalleled in the field.

PreK 2.0 IACET-approved CEUs, the equivalent of 20 professional development hours, are earned upon successful completion of a course, documented by a downloadable certificate of mastery. When courses are paired with blended supports using our Communities of Practice or Coaching models, you earn additional professional development hours and related CEUs. Additionally, Flamingo Early Learning courses:

- Provide high-impact, research-based content and strategies to easily implement with children
- Align to state and national standards and competencies, including CLASS, Head Start, and NAEYC*
- Offer multiple ways to engage in learning through text, videos, interactive games, and discussions
- Highlight real early learning programs in action, using actual classroom footage of exemplar strategies and techniques discussed within a course
- Assess learning through pre- and post-assessments

Select Professional Development Courses are available in Spanish.

**See Appendix for Early Learning Course List and Competencies and Standards*

Intended Participants

Flamingo Early Learning Courses are designed for participants who currently work in the early learning classroom or program setting and are suited for programs implementing any developmentally appropriate curriculum. Courses are available for early childhood program directors, infant-toddler teachers, and preschool teachers.

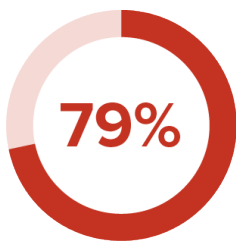
Duration/Delivery Model(s)

Each 20-hour course is led by a credentialed instructor and is completed within 8-10 weeks. Delivery models include:

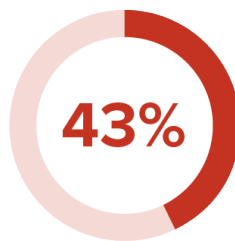
- Online course only
- Online course plus Community of Practice participation

See Appendix for **Early Learning Course List and Competencies and Standards**

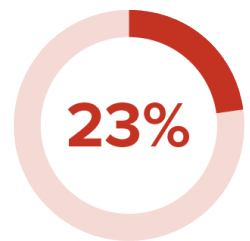
As part of the Early Learning Performance Funding Project³, Flamingo Early Learning demonstrated:



Improvement in
teacher-child interaction as
measured by CLASS®



Improvement of **content**
knowledge



Higher **average child**
developmental growth
rates as measured by
Teaching Strategies GOLD®

Coaching Certification Program

Overview

Data indicates that high-quality coaching has positive effects on teachers' practices across differing measures of instructional quality. This often includes improvement in language, literacy, and social-emotional development. Deploying high-quality coaches in programs brings an exponential benefit.

Our Coaching Certification program develops early childhood professionals' skills to deliver high-impact, teacher-centered coaching support. Participants learn the fundamentals of coaching, strategies that aid in goal-setting, and modeling best practices. It also informs their instruction by teaching them how to effectively collect and use data to engage in coaching conversations that lead to improved teacher practice and child outcomes.

Intended Participants

Professionals who work with early childhood education teachers, leaders, and administrative-level providers.

Duration/Delivery Model(s)

We tailor our coaching experience to meet your organization's unique needs. Our online program is offered through 10 modules for individual, paired, or team completion. This eight-month certification program course is led by an instructor and paired with a virtual Community of Practice. Our first three foundational modules take approximately one month to complete in total. Modules four through ten each take approximately one month to complete.

Our in-person coaching program is approximately six months, dependent on facilitator, facilities, and cohort schedule needs. This program kick-offs with a three day institute followed by five full-day implementation sessions that are hosted four to six weeks apart. Implementation sessions two and three are held on back to back days.

Online Coaching Certification Modules

- Asynchronous, with navigator support - A
- Instructor-led - IL
- Instructor-led with video submission - IL/VS

Module 1 | Interrogating Ideas About Coaching: Exposing Your Beliefs (A)

Explore your current thinking and existing beliefs about coaching. Self-assess your current coaching practice as it relates to the coaching competencies and associated behaviors.

Module 2 | Tell Me So I Can Grow: Encouraging Growth through Effective Feedback (A)

Consider the role of feedback in a coaching partnership and explore individual “Ways of Knowing” to determine coaching readiness. Learn how to apply your knowledge to different scenarios.

Module 3 | A Comprehensive Approach to Quality Improvement (A)

Learn about our coaching model, and how to distinguish between technical assistance and coaching supports.

Module 4 | Exploration and Relationship Building: Developing a Nurturing Partnership in Which to Grow (IL)

Advance deeper into the first stage of our coaching model. Observe and reflect on a conversation between a coach and a new coachee. Apply these strategies to build and sustain transformational coaching conversations.

Module 5 | Strategic Planning: Seeing the Path Forward (IL)

Learn the origins of the Focused Conversation Method and how to apply it to real-life scenarios. Develop a collaborative Coaching Plan to guide your work.

Module 6 | Professional Development: Building Content Knowledge to Achieve Sustainable Growth (IL)

Identify the five key characteristics of high-quality professional development and how to articulate the link between targeted professional development actions and the coaching process.

Module 7 | Identifying a Focus for Coaching (IL/VS)

Use probing questions and other facilitation strategies to guide a coachee to a focused, guiding question about teaching and learning. Leverage the value of video to cite evidence that establishes a mutually determined focus for their coaching cycle.

Module 8 | Using Descriptive Data to Power a Coaching Conversation (IL/VS)

Learn how to differentiate between interpretive and descriptive data. Explain the value of a data display and its role in one or two key practices.

Module 9 | Putting it All Together: The Coaching Conversation (IL/VS)

Understand the importance of self-reflection and awareness while developing your coaching practice. This includes identifying structural elements that establish a coaching conversation for success and creating a data display and video recording of your coaching conversation for the Benchmark Assignment.

Module 10 | Demonstrating Your Coaching Skills (IL/VS)

Video certification and program reflection.

“Overall, it has been a great experience...the knowledge I am gaining will assist me in providing a focus for coaching and in providing quality feedback to the coaches I supervise.”

- Flamingo Early Learning Coaching Participant

Communities of Practice Foundational Facilitator Training

Overview

Communities of Practice bring professionals together to address an issue or passion and by working together, it improves the learning experience. Our Communities of Practice (CoP) Facilitator Training develops early childhood professionals' facilitation skills based-on adult learning principles. Using collaborative protocols, our experts teach you effective ways of giving and receiving feedback, encouraging reflective conversations, analyzing successes, addressing challenges of practice, and improving work products. After the training you will have the tools and processes to use immediately in your practice.

Intended Participants

Early childhood education professionals who work with teachers, leaders, and administrative-level staff.

Duration/Delivery Model(s)

Our Communities of Practice Foundational Facilitator Training is 24 hours for cohorts between 15 and 25 participants.

In-person training is three days long and virtual training lasts eight weeks.



Communities of Practice Advanced Facilitator Training

Overview

In this training, you will elevate your CoP facilitation skills through targeted learning and practice. You will join a community of facilitators to collectively identify strategies to implement before, during, and after a facilitation experience. Utilizing the four key elements of CoP — content, process, structure, and conditions — you will build your skills to develop an action plan and embed facilitator moves into your practice.

Intended Participants

Early childhood education professionals with experience leading and facilitating Communities of Practice. (Requires successful completion of our Communities of Practice Foundational Facilitator Training.)

Duration/Delivery Model(s)

Our CoP Advanced Facilitator Training is conducted over two semesters.	
Hybrid	<ul style="list-style-type: none"> ● One, 2-day in-person session (10 hours) ● One, 1-day in-person session (5 hours) ● Three, two-hour virtual sessions (6 hours) ● Ongoing office hours throughout program to support participants
Virtual	<ul style="list-style-type: none"> ● Three, 5- hour sessions (15 hours) ● Three, two-hour virtual sessions (6 hours) ● Ongoing office hours throughout program to support participants

Communities of Practice Refresher

Overview

Are you already a skilled facilitator? The CoP Refresher helps you retune and advance your skills. These sessions help you reflect, assess, and apply processes to your work for continuous quality improvement.

Intended Participants

Early childhood education leaders with experience leading and facilitating Communities of Practice. (Requires successful completion of our Communities of Practice Foundational Facilitator Training.)

Duration/Delivery Model(s)

- In-person: one day (8 hours)
- Virtual: two, 3-hour sessions



Flamingo Instructor Credential

Overview

This program offers introductory professional development targeted at supporting the skills of the online instructor. The modules and culminating portfolio experience help you develop an understanding of the skills consistent with the Instructor Guiding Principles. This includes components related to virtual learning.

Intended Participants

We conduct an applicant interview process and/or work directly with programs to identify participants.

Duration/Delivery Model(s)

This virtual program is three months long but can be adjusted for your specific needs.



Flamingo Literacy

Third grade reading proficiency is linked to virtually every quality of life indicator, from college and career readiness to lifetime earnings. However, **nearly two out of three fourth-graders in America cannot read on grade level**. The key to improving reading proficiency is to build teachers' specialized skills in effective reading instruction through research-based professional development. Flamingo Literacy is a collection of literacy-focused programs designed to support teachers in delivering high-quality reading instruction for students from PreK to 12th grade.

"All elementary teachers should be required to complete this program. I am a reading coach and learned so much that it renewed my inspiration to help every student reach his or her fullest potential as a reader."
- Flamingo Literacy Matrix Participant



Flamingo Literacy Matrix

Overview

The Flamingo Literacy Matrix is a competency-based, online professional development system that trains you to understand the Science of Reading and how to implement evidence-based reading instruction with even the most struggling readers. It includes foundational content and actionable strategies in the areas of assessment, instruction, and intervention. The system is based online, ensuring you can access the system anywhere at any time.

In an external evaluation of the Flamingo Literacy Matrix for the 2019-2020 academic year, the percentage of educators who showed mastery (a score above 80), increased from less than 10% at pre-assessment to nearly 100% of educators at post-assessment.

Of the educators who completed one strand, 71% experienced a traditional teacher preparation program and 39% had attained a master's degree.

Once enrolled, you customize your coursework based on your professional development needs through six courses:

- Big Picture (prerequisite for all course takers)
- Competency 1: Foundations of Reading
- Competency 2: Instructional Practices
- Competency 3: Assessment of Reading
- Competency 4: Intervention
- Competency 5: Demonstration of Accomplishment

Intended Participants

PreK to 12th grade educators and coaches seeking reading professional development and/or who want to earn Florida's required reading endorsement.

Duration/Delivery Model(s)

The Flamingo Literacy Matrix is offered entirely online and takes approximately nine months to complete. Completion of one course takes approximately four to six weeks.

Flamingo Early Literacy Initiative

Overview

The Flamingo Early Literacy Initiative focuses on improving outcomes for children in preschool classrooms by ensuring they have a smooth transition into formal schooling. PreK students and early childhood educators benefit from increased quality and quantity of language interaction at school and at home.

Topics in these professional development courses and sessions include:

- Phonological Awareness
- Print Concepts
- Emergent Reading and Writing
- Children's Vocabulary
- Letter Knowledge

Intended Participants

PreK teachers, coaches, and district-level personnel.

Duration/Delivery Model(s)

Combination of in-person professional development, online courses, and virtual Communities of Practice.

Appendix

Early Learning Course List

Infant Toddler Courses

- Infant Toddler Social-Emotional Development (ITSE)* **
- Engaging Families of Infants and Toddlers (ITFE)* **
- Infant Developmental Stages: The First Year of Life (IFYL)
- Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers (ITDAP)* **
- Language Development for Infants and Toddlers (ITLD)
- Health, Safety, and Nutrition for Infants and Toddlers (ITHSN)* **
- Supporting Early Intervention with Infants and Toddlers (SEIT)
- Trauma-Informed Care: The Impact of Toxic Stress on Infants and Toddlers (ITTIC)*
- Designing Infant and Toddler Learning Environments (ITLE)* **
- Infant and Early Childhood Mental Health 1 (IECMH1)
- Infant and Early Childhood Mental Health 2 (IECMH2)

Preschool Courses

- Preschool Growth and Development: Maximizing Learning Experiences (PGD)* **
- Preschool Language Development (PLD) *
- Preschool Learning Environments (PLE)
- Using Observation to Inform Individualized Instruction in Preschool (PKO)* **
- Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL1)
- Screening and Assessing Young Dual Language Learners (DLL2)
- Strategies to Support Young Dual Language Learners in Preschool (DLL3)
- Instructional Support in Preschool: Quality of Feedback (PQF)
- Preschool Health, Safety, and Nutrition (PHSN) **
- Act 1: Getting Organized for Learning in Preschool (ACT1)
- Act 2: Planning for a Successful Year in Preschool (ACT2)
- Act 3: Designing Strategies and Refining Practice in Preschool (ACT3)

- Professionalism in Early Care and Education (PECE)* **
- Guiding Preschool Behavior and Building Classroom Community (PGB)**
- Effective Operations in Early Care and Education (EOECE)**
- Preschool Family Engagement (PFE)*
- Preschool Trauma Informed Practice (PTIC)
- Reframing Challenging Behaviors (RCB)
- The Building Blocks of Preschool Literacy (PLIT)
- Why Ask Why? STEAM in Preschool Learning Environments (STEAM)
- Inclusion in the Preschool Setting (IPS)

Program Leader Courses

- Professionalism in Early Childhood Education Directors Version (PECE-D)*
- Effective Operations in Early Care and Education (EOECE)*
- Organizational Leadership in Early Care and Education (OLECE)
- Instructional Leadership in Early Care and Education (ILECE)
- Reframing Challenging Behaviors (RCB)

* = Also available in Spanish

** = Combined for a six-course pathway to Child Development Associate (CDA) Credential

Competencies and Standards

Flamingo Early Learning Infant and Toddler online courses align to the following standards and competencies:

- Florida Core Competencies for Early Care and Education Practitioners (FCCECEP, 2016)
- Florida Department of Education Professional Development Competency 21st edition (2014)
- National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs (2010)
- Florida Early Learning and Development Standards for Birth to Four-Year-Olds (2010)
- Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015)
- Classroom Assessment Scoring System (CLASS)
- Infant Toddler (2008)
- Infant/Toddler Environment Rating Scale - Revised Edition (ITERS-R, 2006)
- Florida Early Learning and Development Standards for Four-Year-Olds (2011)
- Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015)
- Classroom Assessment Scoring System (CLASS) Pre-K (2008)
- Early Childhood Environment Rating Scale - Revised (ECERS-R, 2005)
- Early Childhood Environment Rating Scale - Third Edition (ECERS-3, 2014)
- Flamingo Early Learning Leadership online courses are aligned to the following standards and competencies:
 - [Florida Core Competencies for Early Care and Education Practitioners](#)
 - [Florida Core Competencies for Early Care and Education Directors](#)
- Child Development Associate Competency
- Florida Department of Education Professional Development Competency 21st Century edition
- National Association for the Education of Young Children Early Childhood Program Standards