



**Workforce Policy Web Seminar:
*Professional Development
Specialists***



**NAEYC Early Childhood Workforce Systems Initiative
October 28, 2009**

Early Childhood Workforce Systems Initiative

- ★ Part of NAEYC's Policy and Public Affairs Division
- ★ Sponsored by the Birth to Five Policy Alliance and Cornerstones for Kids
- ★ Resources on the web at www.naeyc.org/policy/ecwsi

Welcome

- ★ Thank you
- ★ Meeting reminders
- ★ Seminar focus
 - ☆ Policy lens
 - ☆ Standards for professional development specialists
- ★ Seminar goal
 - ☆ Explore issues and critical questions through state examples
 - ☆ Provide linkages and resources for continued discussion



Agenda

- ★ Overview of topic
- ★ State perspectives
 - ★ Michigan—Mentors
 - ★ Georgia—Trainers and TA providers
 - ★ Illinois—Professional Development Advisors
- ★ Q & A
- ★ Wrap-Up

Integrated early childhood professional development system

- ★ A comprehensive system of preparation and ongoing development and support for *all* early childhood education professionals working with and on behalf of young children.



Essential Policy Areas

- ★ **Professional Standards**
- ★ Career Pathways
- ★ Articulation
- ★ Advisory Structure
- ★ Data
- ★ Financing



Principles for Policy-Making

- ★ Does this policy increase **integration among the sectors?**
- ★ Does it include **quality assurances?**
- ★ Does it support **diversity, inclusion, and access?**
- ★ Does it increase **compensation parity?**

Exploring Critical Questions and Opportunities

- ★ Gathering definitions, questions, ideas, opinions, and policies
- ★ Examining opportunities for synergy
- ★ Today is one step in this ongoing journey

Mentoring Early Childhood Teachers in Michigan: Great Intentions

★ *Lindy Buch, Ph.D.*

★ Director, Office of Early Childhood
Education and Family Services,
Michigan Department of Education

Michigan's Early Childhood Teachers, Supervisors, Mentors

- ★ Different funding, different qualifications, different professional development paths
 - ★ All licensed and approved center-based programs must follow Licensing Rules for Child Care Centers
 - ★ State Board of Education recommends *Early Childhood Standards of Quality* for all programs, required for state-funded programs
 - ★ State PreK program, Great Start Readiness Program, has specific requirements
 - ★ State teacher certification has pre-certification, induction, and ongoing PD requirements

Child Care Licensing Rules

- ★ Classroom staff need 12 clock hours of annual training
- ★ No requirement for coaching or mentoring
- ★ Center program directors are assumed to provide supervision and mentoring
- ★ Opportunities and “experiments” in coaching and classroom support
 - ★ University of Michigan + 4 community colleges
 - ★ Mental Health consultation to child care centers

State Board of Education

Early Childhood Standards of Quality (ECSQ)

- ★ *ECSQ-PK* (Prekindergarten)

- ★ *ECSQ-I/T* (Infant/Toddler Programs)

- ☆ Each program should have an administrator or early childhood specialist with a graduate degree in early childhood education or child development appropriate to the age group served. The early childhood specialist must have experience in implementing and evaluating curriculum for a variety of child populations and experience in the supervision and evaluation of personnel.

State Prekindergarten: Great Start Readiness Program (GSRP)

- ★ Early Childhood Specialist must meet with each classroom teaching team regularly
- ★ Program quality is assessed at least three times per year
- ★ Individual, classroom team, and program professional development plans and goals are derived from the program quality scores
- ★ Michigan Department of Education provides some training and technical assistance for early childhood specialists

Michigan Public School Teachers: New (Certified) Teacher Induction/Mentoring

- ★ First 3 years: master teacher/mentor assigned to the new teacher (master teacher qualifications defined in district contract)
- ★ First 3 years: at least 15 days of intensive professional development induction based on an individual professional development plan
- ★ Ongoing credit or continuing education unit requirements to renew certificate
- ★ Included in annual professional development required for all school district teachers

Great Intentions: The Special Case of the School District Great Start Readiness Program

- ★ Certified elementary teachers with an early childhood endorsement (major/minor) meet new teacher mentoring/induction requirements
- ★ Programs approved by child care licensing
- ★ Programs meet ECSQ-PK requirements
- ★ Programs meet GSRP Implementation Manual requirements

Issues in Implementation

★ When it works:

- ☆ New teacher mentors are early childhood specialists
- ☆ Ongoing professional development meets licensing requirements and each individual teacher's continuing certification requirements



★ When it doesn't work:

- ☆ New teacher mentors are “next” on the seniority list for extra compensation for mentoring and may not have early childhood expertise
- ☆ Ongoing professional development is collaborative in the school building, but not specific to young children and does not meet licensing requirements
- ☆ Teachers' coursework for re-certification is additional and not coordinated with other requirements

Systems Building and Alignment

- ★ Professional development databases
 - ☆ Child Care
 - ☆ Public Schools
- ★ Continuing education/incentives
 - ☆ QRIS—possible incentives
 - ☆ Teacher salary incentives
- ★ Coaching/mentoring vs. clock or credit hours
- ★ Articulation
 - ☆ Provider quality
- ★ Hope and growing pains



Related Resources

- ★ Licensing Rules for Child Care Centers
http://www.michigan.gov/documents/dhs/BCAL-PUB-0008_241660_7.pdf
The relevant sections are R 400.5102a, R 400.5103, R 400.5103a, and R 400.5104.
- ★ Early Childhood Standards of Quality for Prekindergarten
http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF
The staffing section starts on page 15 of the document, which is page 24 of the pdf.
- ★ Early Childhood Standards of Quality for Infant and Toddler Programs
http://www.michigan.gov/documents/mde/ECSQ-IT_Final_180649_7.pdf
The staffing section starts on page 59 of the document, which is page 62 of the pdf.
- ★ Great Start Readiness Program Implementation Manual
http://www.michigan.gov/documents/mde/IMP_MAN_07_MiAEYC_DRAFT-Edit2_201029_7.pdf
The staff qualifications, training, PD section begins on p. 47 of the document, which is p. 54 of the pdf.
- ★ The teacher mentoring and induction standards for certified teachers are found at
http://www.michigan.gov/documents/TeacherInduction&MentoringProgramStds_SBE_1_84349_7.13.04.pdf .

Trainers and Technical Assistance Providers



*Georgia Early Care and Education
Professional Development System*

- ★ ***Karen Shetterley, Ph.D.***
- ★ Senior Public Service Associate,
University of Georgia, Center for
Continuing Education

Professional Development Specialists: Trainers

- ☆ Trainer Approval System developed as a result of recommendations from strategic planning in 1993-95.
- ☆ Pilot project collaboration to develop a system to increase the effectiveness of training and to ensure that all training is competency-based.
- ☆ Recent developments include online application process, training calendar, trainer professional designations (2005).

Environment

- ★ Training not always tied to competencies
- ★ No minimal qualifications for trainers
- ★ Quality of training inconsistent
- ★ Approval process was minimal
- ★ No tracking of trainers/training

Trainer Role and Qualifications

★ Role:

★ Individual Trainers approved provide training content primarily to:

- Early Care and Education Professionals
- School-Age Care Professionals
- Program Administrators

★ Training delivery - variety of formats

★ Responsible for delivery of training that is:

- Competency/Research based
- Promotes DAP
- Facilitates adult learners

Trainer Role and Qualifications

- ★ Qualifications for a Trainer I, II, III or Specialty Area:
 - ★ Education (Content Area and Adult Learning)
 - ★ Experience (Content and Professional Development)
 - ★ Skill (Training Development and Delivery)
 - ★ Designation renewed every 3 to 5 years, depending on the designation

Professional Development Specialists: Technical Assistance Providers

- ★ Georgia Technical Assistance (TA) Professional Designation System developed 2005-2007 as a result of findings that short-term technical assistance produced no measureable changes to quality ratings
- ★ Developed to improve the quality of technical assistance to early care and education programs

Environment

- ★ Various providers
- ★ Consistency and reporting
- ★ Different definitions of TA
- ★ Variations in qualifications of providers
- ★ Professional preparation for technical assistance providers not identified

TA Providers Role and Qualifications

★ Role:

- ★ Partner

- ★ Needs Assessor

- ★ Facilitator of Change

- ★ Joint Problem Solver

- ★ Trainer/Educator

- ★ Information Specialist

- ★ Caseload Manager

★ Responsible for providing technical assistance that:

- ★ Promotes quality

- ★ Facilitates positive change

TA Providers Role and Qualifications

★ Qualifications for a Candidate, Associate, Specialist:

- ★ Education (Content Area)
- ★ Specialized Training (*Art of Technical Assistance*)
- ★ Experience (Content and Professional)
- ★ Portfolio (Specialist only)
- ★ Designation renewed every 3

Why Professional Designations?

- ★ To recognize skills, education and experience of professionals
- ★ To encourage professional growth
- ★ To encourage career choices in the field
- ★ To promote professional recognition
- ★ To encourage professionals to keep current in the field
- ★ Accountability

Things to Consider when Developing Professional Specialists Options

- ★ What is valued? Education/Experience/Skill
- ★ Overall system goals – what do we want in the end?
- ★ Current licensing regulations, funding, political climate, etc.
- ★ What are others doing (states, fields) and what part of that makes sense/doesn't make sense to us?
- ★ Broader base input = stronger system
- ★ Decide what can be “phased in” or allow time to catch-up
- ★ Accountability – effective, feasible on larger scale

Lessons to Learn

- ★ It is easy to say how things should be; much more difficult to actually do it. Takes time.
- ★ Consistency and flexibility is important.
- ★ Develop a logic that can become the foundation of all decision-making and implementation no matter how large or small.
- ★ For systems to be (and remain) effective –
 - ★ Based on sound research/practice
 - ★ Broad based input
 - ★ Must change as needed; continually evolve
 - ★ Must be accountable

Related Resources

- ★ Additional information on Georgia's Professional Development System is available on the web at www.training.decal.state.ga.us.
- ★ More information on the *Art of Technical Assistance* course available at www.qassist.com

Illinois' Professional Development Advisors



★ ***Joni Scritchlow***

★ Director of Professional Development,
Illinois Network of CCR&R Agencies

Multiple Models in Illinois

- ★ ***Professional Development Advisor (PDA)***
- ★ CCR&R Specialists
- ★ Mentoring Projects – school principals, new teaching staff

ECE Landscape

- ★ Illinois ECE landscape confusing to practitioners
- ★ PDA program: assist ECE practitioners with Professional Development/Career choices in early childhood

PDA Qualification Policies

- ★ Graduate Degree in early childhood or closely related field
- ★ Knowledge and experience (minimum 10 years experience)
- ★ Required participation in additional training

Big Questions

- ★ Private/Public funding for Research to answer questions:
 - ★ Are PDA's successful?
 - Factors related to success
 - ★ Practitioner characteristics
 - ★ PDA characteristics
 - ★ What is an effective model of professional development

PDA Processes

- ★ Practitioner or Center Director initiated request
- ★ Link to Advisor
- ★ Communication policies & procedures
- ★ Term of Advisement flexible
- ★ Monthly “report” - data collection

Lessons Learned

- ★ Flexibility related to PDA qualifications needed
- ★ Experience may be more important than graduate degree
- ★ Research parameters required “trade-offs”
 - ★ Passion versus payment

Preliminary Research Findings

- ★ PDA's serve higher numbers of culturally and racially diverse practitioners
- ★ Measurable progress made toward goals
- ★ Barriers to professional development encompass private and public realm

Potential Findings

- ★ Characteristics of PDA's may be as important as education and experience
- ★ Face-to-face discussions may be more effective than phone, e-mail
- ★ Multiple supports needed from PDA's
 - ☆ Cheerleader/encouragement
 - ☆ Specific knowledge
 - ☆ Assistance in deciding goal/defining pathway

Remaining Questions

★ Research may answer these questions:

☆ What factors contribute to success?

☆ Can an effective “model” of professional development be identified?

☆ Are there common practitioner characteristics who use PDA services?

☆ How effective are Professional Development Advisors?

Next Steps

- ★ **One Component of Professional Development in Illinois = *Mentoring, Advising, Coaching, PD Specialists***
- ★ Research as a platform to link various models and sectors
- ★ Identify a successful, research based model of professional development
- ★ Development of clear policies around quality practices for professional development
- ★ Ensure better support for all early care and education practitioners

Related Resources

- ★ Additional information on Gateways to Opportunity, Illinois Professional Development system is available on the web at www.ilgateways.com
- ★ Or by calling 888-548-8080

Questions and Comments



©Comstock

☆ From participants

Follow-up will be provided for questions we are unable to address during the seminar

Integration Questions



© NAEYC/Sills

- ★ PD specialists and quality rating and improvement systems (QRIS)
- ★ TA and other PD specialists networks
- ★ Collaboration across agencies
- ★ Provision across settings and sectors

Quality Assurance Questions

- ★ Responsibility and authority for monitoring PD specialists
- ★ Assessments and evaluating effectiveness
- ★ Monitoring and evaluation considerations
- ★ Ties to impact on practice



© NAEYC/Chase

Diversity, Inclusion, and Access Questions

- ★ Including family child care trainers
- ★ Engaging and retaining specialists who speak multiple languages
- ★ Cultural competence of specialists
- ★ Authentic representation of specialists to populations served



© NAEYC/Sills

Compensation Parity Questions

- ★ Funding sources for PD specialists
- ★ Linking compensation to roles and career lattice



© NAEYC/Callaghan

Additional Questions

- ★ Questions shared today
 - ★ Use the “chat” feature



© NAEYC/Chase

Related Resources

- ★ Collaborative consultation
 - ☆ Online peer-to-peer exchange platform
 - ☆ Annual state leadership team summit
 - ☆ State TA
- ★ www.naeyc.org/policy/ecwsi
 - ☆ Online state policy database
 - ☆ Blueprint, summary and additional tools

Thank you!

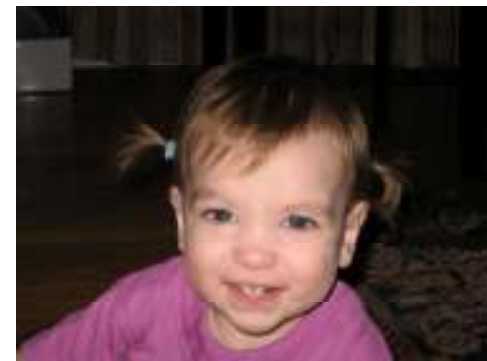
★ Please contact Sarah LeMoine
for additional information

★ NAEYC

1313 L Street, NW, Suite 500
Washington, DC 20005

202-232-8777, ext. 8841 or
800-424-2460, ext. 8841

slemoine@naeyc.org



© S. LeMoine