FROM PIECES AND PARTS TO A PROFESSIONAL DEVELOPMENT SYSTEM

October 14, 2010
Jefferson City, MO
SPONSORED BY:

- Office of Early & Extended Learning (Missouri Department of Education)
- Professional Development Committee (Coordinating Board for Early Childhood)

Thanks to the Planning Committee and to all who are participating to give input to Missouri’s PD System for early childhood and afterschool professionals.
AGENDA FOR THE DAY

- Introduction—Why do we need a system and what “pieces and parts” do we have toward building the PD system?

- Dan Haggard will talk about PD in New Mexico and other states he has supported over the years

- Lunch (and network)

- More time with Dan Haggard

- Work Groups
Why do we want a PD system?
WHO WILL BENEFIT FROM A PD SYSTEM?

Professionals who work in a variety of programs:
- Preschools
- Child Care Centers
- Head Start/Early Head Start
- Pre-K
- Before-and after-school
- Title I
- Family child care
- Early childhood special education
- FFN’s (Families, Friends, and Neighbors)
- Parenting Education
WE WANT ALL CHILDREN TO ATTEND HIGH QUALITY PROGRAMS

- We know that children in high quality programs do better in the short-and long-term than children who attend low quality programs
  - High/Scope Perry Preschool Program
  - Abecedarian Early Intervention
  - Chicago Parent-Child Centers
  - Elmira PEIP
ACROSS FOUR LONGITUDINAL STUDIES...

Child Outcomes

Higher rates of:
- High school completion
- Overall test scores (math, language, social-emotional development; higher IQ’s)
- Better attitudes toward school among children

Lower rates of:
- Remedial education
- Special education

Adult Outcomes

Higher rates of:
- Stable employment
- Owning home & car
- Savings accounts
- Family involvement
- Education attainment

Lower rates of:
- Social services use
- Criminal involvement
- Substance abuse
IN MISSOURI . . .

QRS CHILD OUTCOME STUDY; 2009
(Kansas City, St. Joseph, Columbia)

Outcomes for 3-5 year old children who attended programs that earned from 1-5 stars on the Quality Rating System
Average Gains on Measures of Social and Emotional Development for All Children

(As measured by DECA Total Protective Factors, Initiative, Self-Control, and Attachment scales)
Average Gains in Measures of Social Skills for Children in Poverty

(As measured by DECA Total Protective Factors, Initiative, and Self-Control scales)
Average Gains in Vocabulary for Children in Poverty

(As measured by PPVT-4)
Average Gains in Social and Behavioral Skills for Children Not in Poverty

<table>
<thead>
<tr>
<th></th>
<th>Low QRS (n = 32)</th>
<th>Medium QRS (n = 119)</th>
<th>High QRS (n = 33)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Social &amp; Behavioral Skills</strong></td>
<td>-2.73</td>
<td>2.38</td>
<td>2.15</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>-3.03</td>
<td>2.88</td>
<td>2.03</td>
</tr>
<tr>
<td><strong>Self-Control</strong></td>
<td>-1.65</td>
<td>0.72</td>
<td>1.94</td>
</tr>
<tr>
<td><strong>Positive Adult Relationships</strong></td>
<td>-1.68</td>
<td>1.86</td>
<td>0.92</td>
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</tbody>
</table>
Average Gains in Print Awareness/Comprehension Skills for Children Not in Poverty

Standard Score Gain

- Low QRS (n = 49): -0.24
- Medium QRS (n = 142): 0.30
- High QRS (n = 46): 0.75
WHAT WOULD A SYSTEM LOOK LIKE?

ACCESS & OUTREACH

FINANCING

COMPENSATION

EVALUATION

QUALITY ASSURANCE

CORE KNOWLEDGE

QUALIFICATIONS, CREDENTIALS & PATHWAYS
INFRASTRUCTURE DEVELOPMENT FOR CORE KNOWLEDGE

- Core Competencies (EC and Youth Development)
- Program Standards
- Early Learning Standards
- On-site Coaching and TA
- Credit-bearing classes
- Non-credit classes
INFRASTRUCTURE DEVELOPMENT FOR ACCESS AND OUTREACH

- PD Calendar
- Training for Registered Providers
- Career Advising
- On-line courses
INFRASTRUCTURE DEVELOPMENT FOR QUALITY ASSURANCE

- Licensing
- Quality Rating System
- Training with Approved Trainers (basic through advanced including specialty areas)
- Registry of PD providers
- Standards for PD
- Measurement of participant outcomes
INFRASTRUCTURE DEVELOPMENT FOR QUALIFICATIONS, CREDENTIALS & PATHWAYS

- Credentials (CDA; Director; YDC)
- Articulation agreements among higher education programs
- PARS Registry (database for practitioners)
- Education matrix
- Career lattice
- T.E.A.C.H. MISSOURI
THE LAST PUZZLE PIECE . . .

Financing
Compensation
Evaluation
PIECES AND PARTS FOR FFN’S AND REGISTERED PROGRAMS

- Educare visits (in some counties)
- Child and Adult Care Food Program
- Nurse Consultation services (in most counties)
- Start-up and Expansion Grants (must become licensed)
- Inclusion Coordinators
- CDA Credential Classes
PIECES AND PARTS FOR LICENSED PROGRAMS

- Child and Adult Care Food Program
- Nurse Consultation services
- Educare (very limited; mostly FFN’s)
- T.E.A.C.H. MISSOURI
- Start-up and Expansion Grants
- SAC Grants
- Accreditation Facilitation services
- Inclusion Coordinators
- MoT for MO Preschool Programs
- Head Start Training and Technical Assistance System
- CDA Credential Classes
- University Extension
THE CHARGE OF THE PD COMMITTEE

- In 2008, the CBEC commissioned an evaluation of Missouri’s PD system
- The board charged a PD committee with the task of moving forward with a set of approved recommendations, including:
  - Establishing one set of regions;
  - Defining various forms of PD (coaching, technical assistance, mentoring, etc.);
  - Funneling PD funds into one administrative organization or collaborative;
  - Ensure that all functions of a PD system are delivered across the state.
We have lots of good parts, but we still need to work on the whole (system)

We need:
- Congruent regions for PD
- Combination of appropriate college coursework, PD workshop modules, purposeful coaching
# Power of Collaborative Support

<table>
<thead>
<tr>
<th>Method</th>
<th>Know (%)</th>
<th>Do (%)</th>
<th>Implement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach (Theory)</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Teach &amp; Model (Demonstration)</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Teach, Model &amp; Practice (both guided and independent)</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Teach, Model, Practice &amp; Coach (feedback, reflection &amp; dialogue)</td>
<td>95%</td>
<td>95%</td>
<td>95% *</td>
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</tbody>
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*if ongoing/sustained peer coaching model used  
Joyce & Showers, 2002
HELP ME WELCOME . . .

Dan Haggard
NM Early Childhood Services
Why are we here today?
What are your expectations of the day?
What is the most critical early childhood professional development issue?

Review agenda
NEW MEXICO’S JOURNEY -

Getting Started

• 1987-88 “Memorials” – legislative study resolutions
• 1989 Office of Child Development with Governor-Appointed Child Development Board established in statute outlining responsibilities

Legislative Authority
NEW MEXICO’S JOURNEY -

Asking critical - basic questions to establish common vision and to build upon

- Retreats – “Advances”
  - LOTS of input
  - LOTS of dialogue

*Foundational Decisions*
Defining terms and words we use to make sure everyone knew what we were talking about

- What is a profession?
- Who is a professional?
- What is professional development?
- What is training?
- Is professional development different than training?
What is a professional development system?

• Pre-service?
• In-service?
• Role of higher education?
• Role of in-service training providers?
NEW MEXICO’S JOURNEY – GETTING TO THE FOUNDATIONAL DECISIONS

What are our reasons for establishing a professional development system?

• What are our expected outcomes?
  • For individuals in the professional development system?
  • For programs with individuals in the system?
  • For children and their families?
Who do we commonly view as “professionals”? How do other “professionals” view professional development?

- What do their systems of professional development look like?
  - Nurses
  - Attorneys
Who is the professional development system for?

- What systems are included?
- What personnel in those systems are/aren’t included?
  - Are there personnel within those systems who require differing “levels” of qualifications?
- Personnel working with what ages of children are included?
FOUNDATIONAL DECISIONS

The professional development system will be:
  • Inclusive
    • Birth through 3rd Grade
      • ALL children
      • ALL early learning systems (child care, home visiting, Head Start, public school (including ec special education), early intervention, family support - PreK
FOUNDATIONAL DECISIONS

The professional development system will be:

- Competency-based
- Transcript-based
  - Continuum of leveled competencies with corresponding degrees and certificates
FOUNDATIONAL DECISIONS

The professional development system will be:

- Universally accepted, applicable, available, accessible
- Fully articulated – all levels will count toward more advanced levels - no dead ends
The professional development system will be:

- Integrated into the infrastructure of state government
- Built upon community-based training and link formal and non-formal components
STRETCH BREAK
HOW WE GOT STARTED

BA Level Teacher Certificate - 1995

• Birth through 3rd Grade
• Inclusive
• Competency-based – 7 Competency Areas
• EC Higher Education Task Force Established
  • Focus on establishing Career Lattice
  • “Leveled” competencies with corresponding certification/licensure
Career Lattice

- 45-Hour Entry Level Certificate
- CDA
- Vocational Certificate
- Associate Degree (AAS)
- Bachelor’s Degree
- Master’s Degree
- Doctorate
1ST GENERATION (1995-2002)

Each institution developed coursework that incorporated competencies at their competency level (AA – BA)

• Issues
  • Did not articulate horizontally
    • Could not transfer to another higher ed institution until completed degree
  • Courses contained different combination of competencies
BIGGEST BARRIER?
BIGGEST BARRIER?

ARTICULATION – Making sure that “everything counts”

- 1st – Developed professional portfolio system based on competencies
BIGGEST BARRIER?

ARTICULATION – Making sure that “everything counts”

• 2nd – Established legislation
  • with “vocational modules” of 29 credits alongside “general education modules” of 35 credits = 64 credits
WORK GROUPS

Building Basic Knowledge and Skills
Co-facilitators: Stacey Owsley and Leanne Cantu
Note taker: Beth Ewers

Knowledge Into Practice
Co-facilitators: Joy Humbarger and Lori Williams
Note taker: Anne Reeder

Professional Pathways
Co-facilitators: Beth Ann Lang and Rae Anderson
Note taker: Becky Houf
Work Groups

Articulation
Co-facilitators: Jerry Kitzi and Rita Gulstad
Note taker: Jo Anne Ralston

Professional Recognition
Co-facilitators: Denise Mauzy and Sanaria Sulaiman
Note taker: Angela Oesterly

Quality Assurance
Co-facilitators: Carol Scott and Jeff Buehler
Note taker: Cindy Heislen
LUNCH AND NETWORKING
2ND GENERATION (2002 – 2007)

All institutions established a common course of study based upon a universal catalogue of courses with common syllabi and common course title and course number

- Allowed for:
  - Horizontal transfer of coursework
  - Centralized Credit for Prior Learning process
  - Distance Learning
2ND GENERATION (2002 – 2007)

Issues

- Field of early childhood is growing – (e.g. consultants, mentors, home visitors)
- Professional development system based on classroom teacher competencies
- Many not interested in working in public schools (K-3 competencies/courses not relevant to professional goals)
2ND GENERATION (2002 – 2007)

• Many not able to afford leaving job to “student teach”
• Age span too great – too much information to cover in an associate degree/bachelor’s degree program

Established State-issued equivalent to CDA
Established Three Pathways
  • Early Childhood Teacher
    • Birth through Age Four
      • Non-Licensure Option
    • Age Three through Grade Three
  • Early Childhood Program Administrator
  • Family, Infant Toddler Studies
NAEYC

Workforce Designs

- A *Policy Blueprint for State Early Childhood Professional Development Systems*

- Goal: State policies should create an integrated system of professional development uniting the early childhood sectors – child care; Head Start; prekindergarten; public schools; early intervention and special education.
**Essential Policy Areas:**

- **Professional Standards:** the content of professional preparation and ongoing development
- **Career Pathways:** routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated.
- **Articulation:** the transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits.
**Essential Policy Areas:**

- **Advisory Structure:** the coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state’s governance structure.

- **Data:** to gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability.

- **Financing:** the funding that all professional development systems need in order to operate.
**Work Groups**

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WORK GROUPS AND HOMEWORK ASSIGNMENT!

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