



# **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

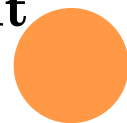
Education attainment

### Lower rates of:

Social services use

Criminal involvement

Substance abuse



# IN MISSOURI . . .

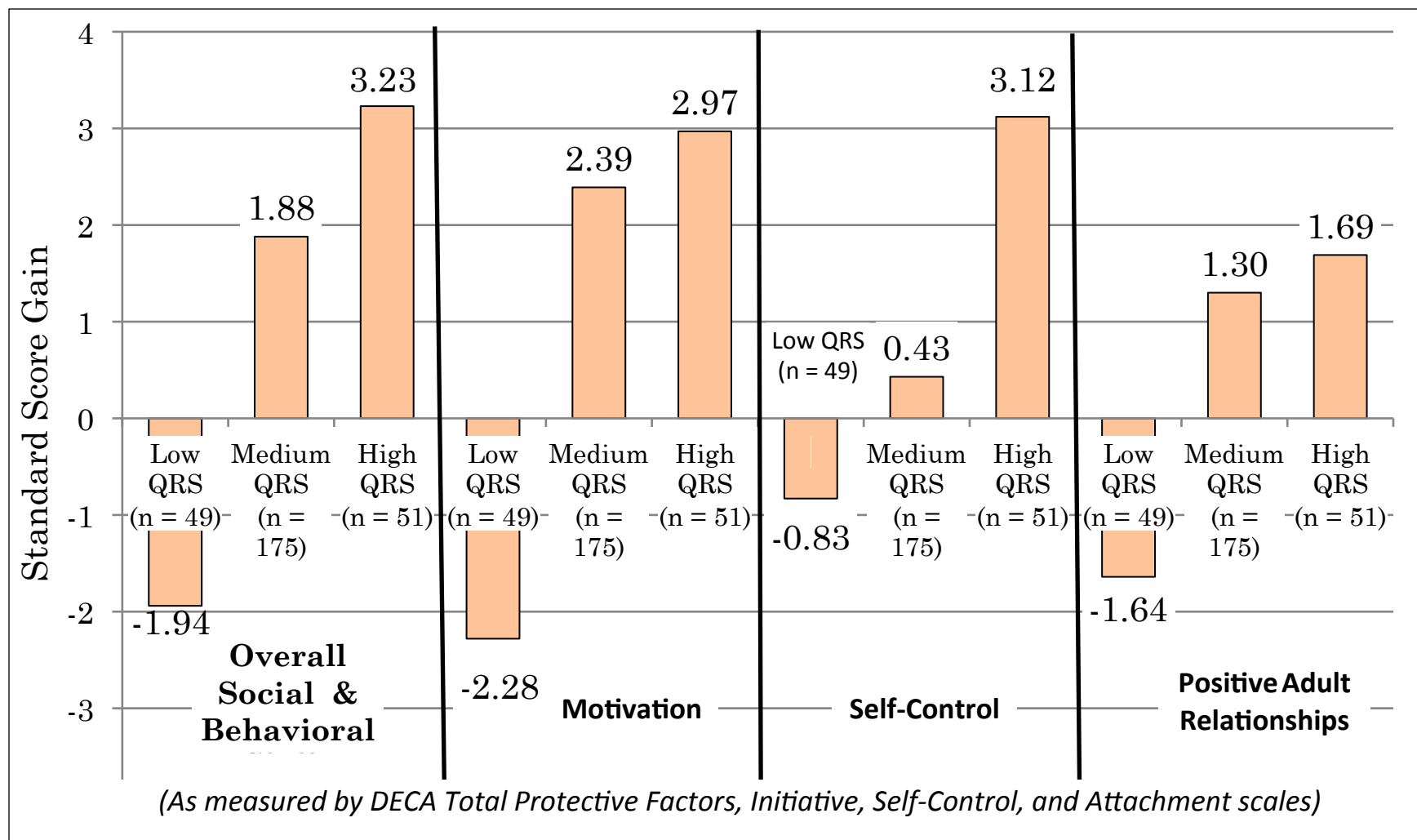
QRS CHILD OUTCOME STUDY; 2009  
(Kansas City, St. Joseph, Columbia)

Outcomes for 3-5 year old  
children who attended  
programs that earned from  
1-5 stars on the Quality  
Rating System

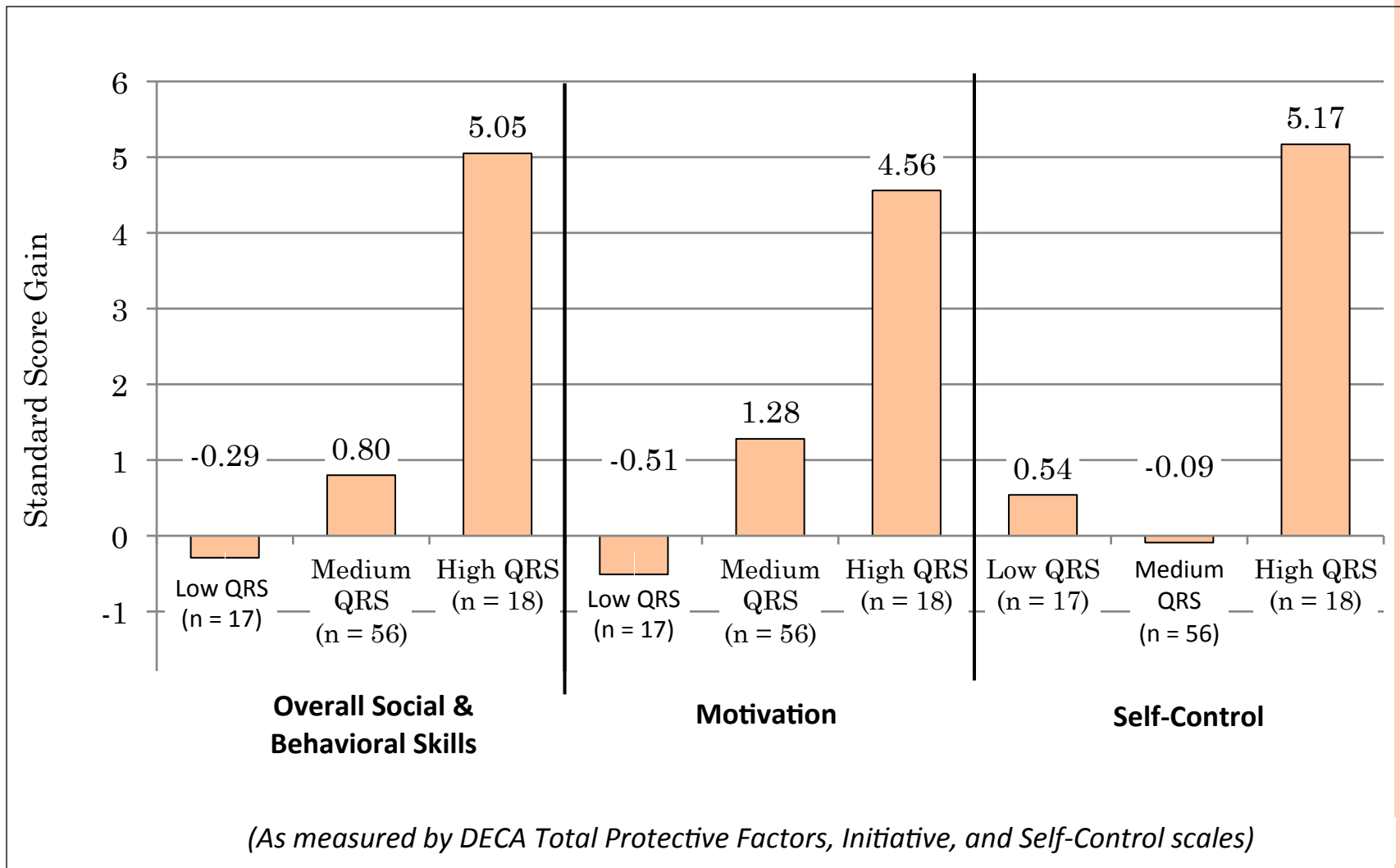




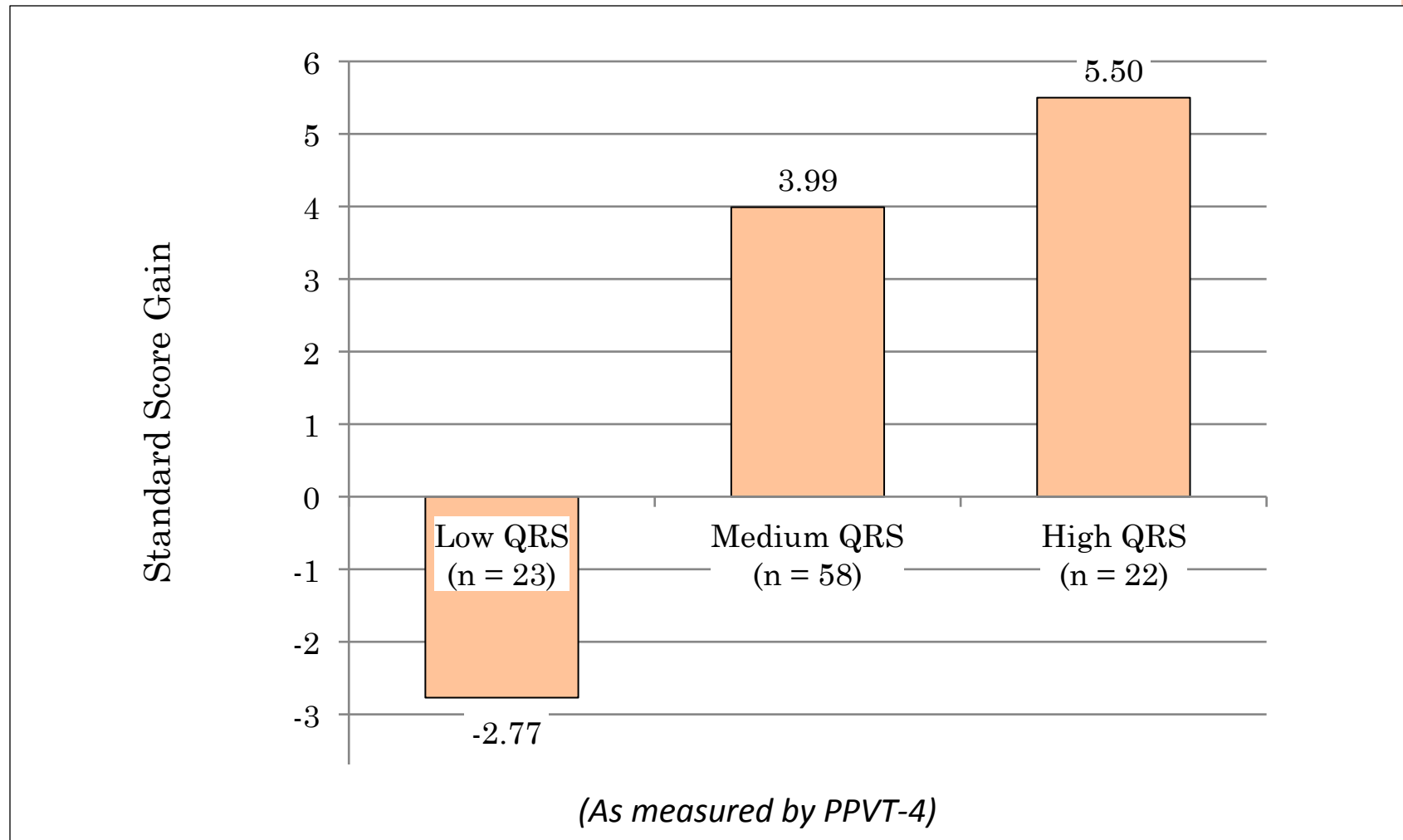
# AVERAGE GAINS ON MEASURES OF SOCIAL AND EMOTIONAL DEVELOPMENT FOR ALL CHILDREN



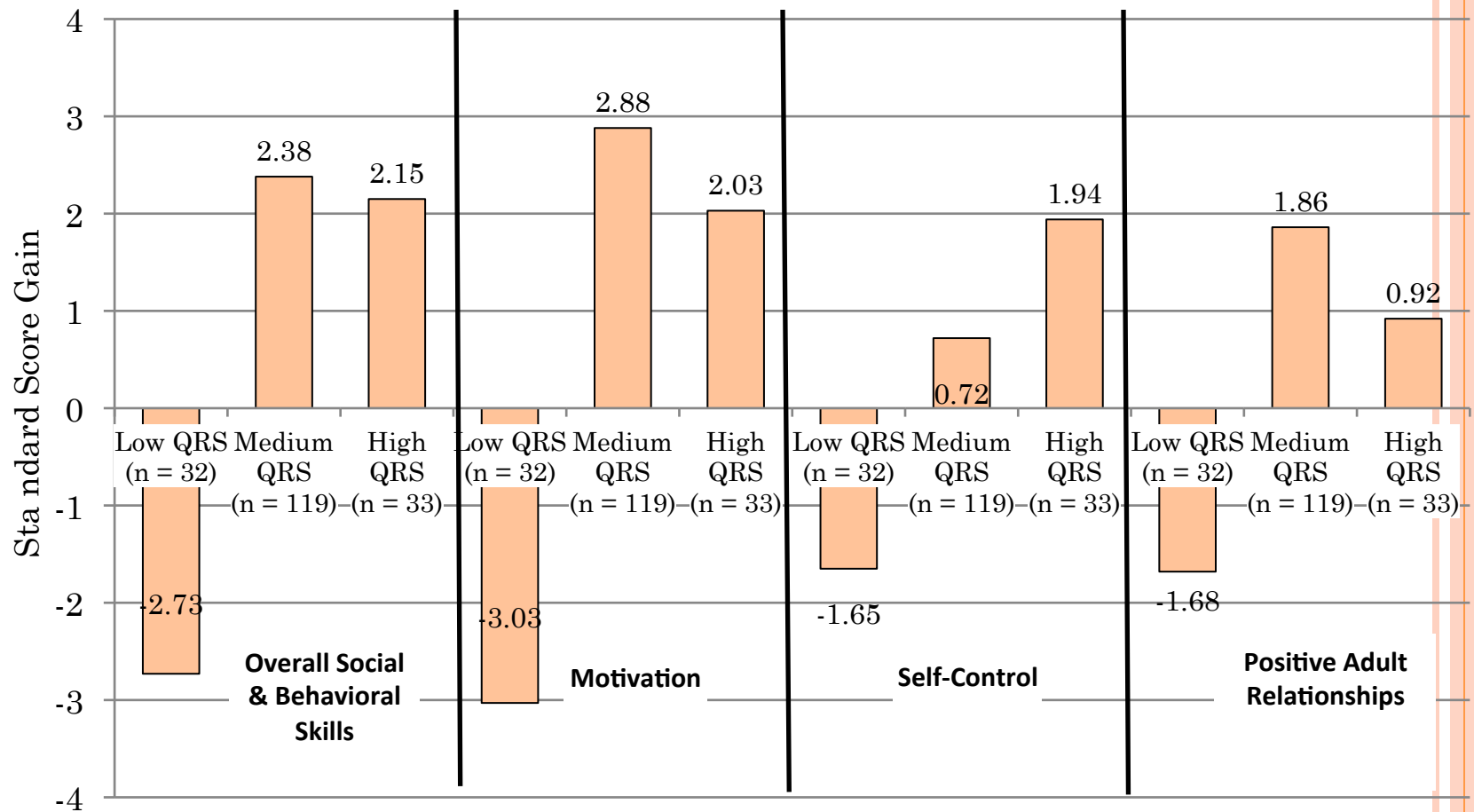
# AVERAGE GAINS IN MEASURES OF SOCIAL SKILLS FOR CHILDREN IN POVERTY



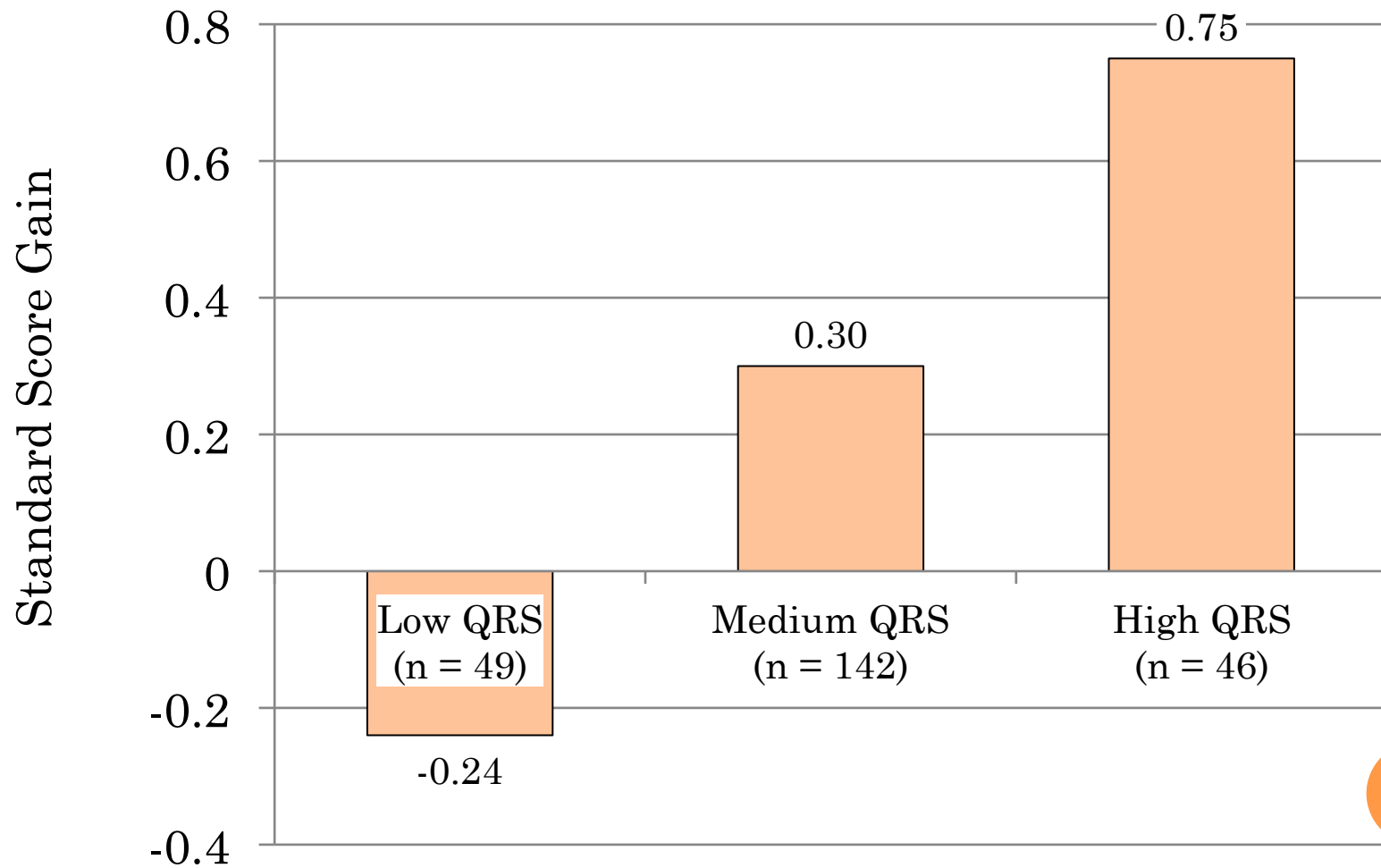
# AVERAGE GAINS IN VOCABULARY FOR CHILDREN IN POVERTY



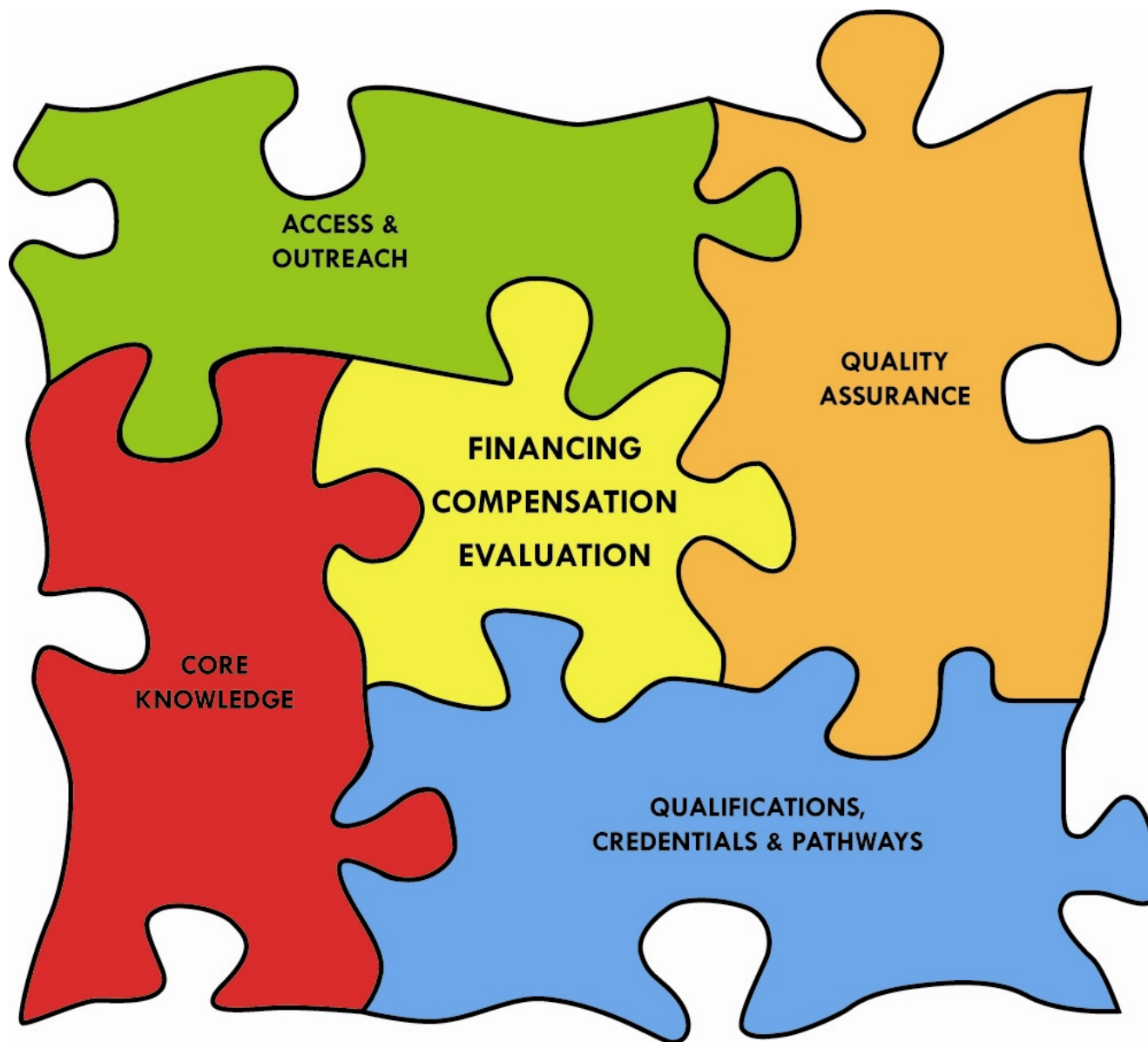
# AVERAGE GAINS IN SOCIAL AND BEHAVIORAL SKILLS FOR CHILDREN NOT IN POVERTY



# AVERAGE GAINS IN PRINT AWARENESS/ COMPREHENSION SKILLS FOR CHILDREN NOT IN POVERTY



# WHAT WOULD A SYSTEM LOOK LIKE?



# 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



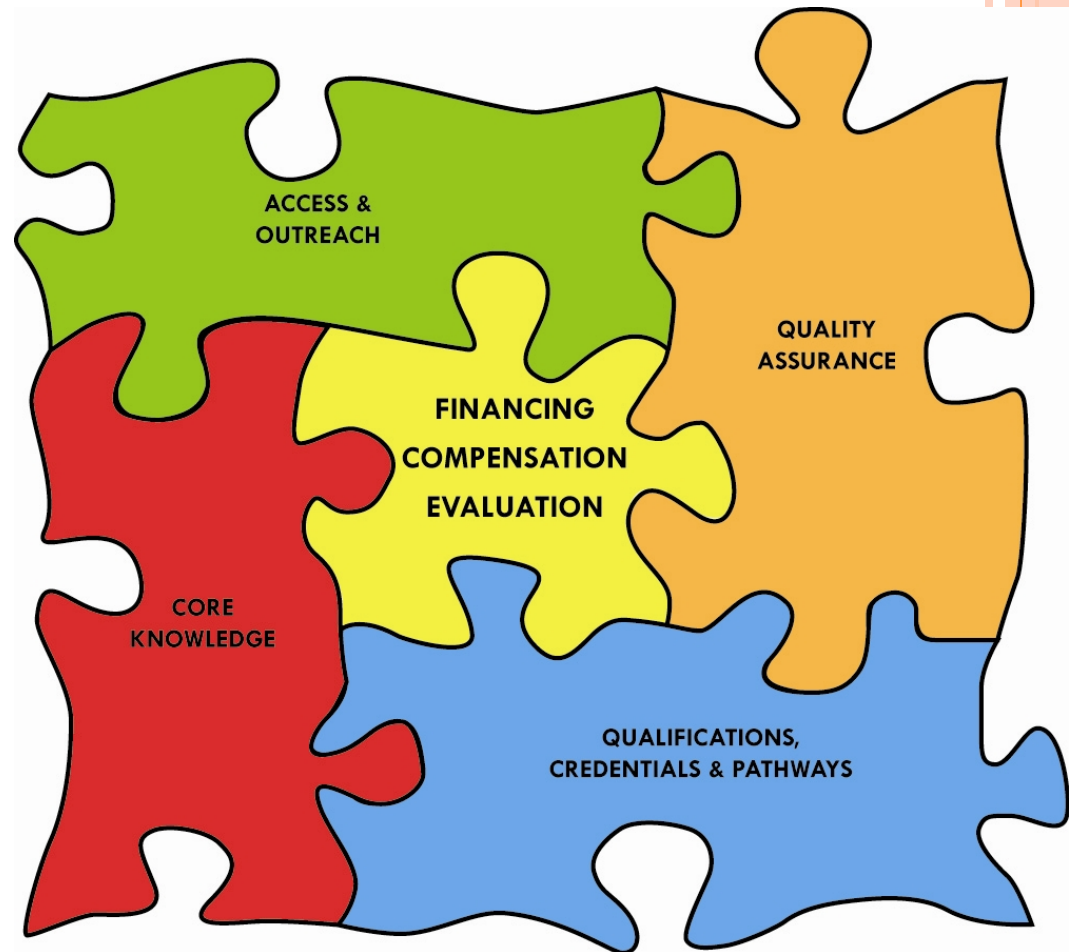
# INFRASTRUCTURE DEVELOPMENT FOR QUALIFICATIONS, CREDENTIALS & PATHWAYS

- 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



# Educational Regions



Data Source: Department of Elementary and Secondary Education, 2010  
Map Prepared By: University of Missouri Extension, Office of Social and Economic Data Analysis (OSEDA)  
Map Generated On: 25 Aug 2010



# POWER OF COLLABORATIVE SUPPORT

	Know	Do	Implement
Teach (Theory)	10%	5%	0%
Teach & Model (Demonstration)	30%	20%	0%
Teach, Model & Practice (both guided and independent)	60%	60%	5%
Teach, Model, Practice & Coach (feedback, reflection & dialogue)	95%	95%	95% *

*\*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***



# NEW MEXICO'S JOURNEY – GETTING TO THE 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?



# NEW MEXICO'S JOURNEY – GETTING TO THE FOUNDATIONAL DECISIONS

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?





# NEW MEXICO'S JOURNEY – GETTING TO THE FOUNDATIONAL DECISIONS

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



# NEW MEXICO'S JOURNEY – GETTING TO THE FOUNDATIONAL DECISIONS

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 3<sup>rd</sup> 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



# FOUNDATIONAL DECISIONS

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 3<sup>rd</sup> 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”

- 1<sup>st</sup> – Developed professional portfolio system based on competencies



## BIGGEST BARRIER?

ARTICULATION – Making sure that  
“everything counts”

- 2<sup>nd</sup> – 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



## 3<sup>RD</sup> GENERATION (2007 – TODAY)

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.



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# WORK GROUPS AND HOMEWORK ASSIGNMENT!

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