



Washington State Department of Early Learning

Professional Development Consortium

Friday, February 13, 2009

8:30 am – 12:30 pm

Tacoma Community College

Meeting Minutes

In Attendance: Michelle Andreas, Sally Holloway, Hannah Lidman, Elizabeth Bonbright-Thompson, Sarah Borgida, Sheryl Garrison, Kursten Hollabird, Sue Winn, Mary Jo Shannon, Rachel Kim, Karen Tvedt, Amie Lapp Payne, Char Rupp, Juliet Torres, Mari Offenbecher, Marilyn Chu and Agda Burchard

Definitions

Professional Development System – A professional development system can be defined as having several core components, most common of which are higher education programs that prepare teachers, state and local resources that provide in-service support to teachers through workshops or courses, and a system of licensure and certification through which state use higher education programs and in-service training as a means of certifying teachers as qualified to teach in that state.

Howes, C., Pianta, R., Bryant, D., Hamre, B., Downer, J., & Soliday-Hong, S. (2008). *Ensuring effective teaching in early childhood education through linked professional development system, quality rating systems and state competencies: The role of research in an evidence-driven system.*

Early Childhood Education Competencies – Early Childhood Education Opportunities are what ECE educators need to know and do to demonstrate that they are well-prepared to effectively educate and care for young children. ECE competencies typically start with broad concepts or

domains of knowledge and skill. Within those broad domains are clusters of specific knowledge areas and skills.

Howes, C., Pianta, R., Bryant, D., Hamre, B., Downer, J., & Soliday-Hong, S. (2008). *Ensuring effective teaching in early childhood education through linked professional development system, quality rating systems and state competencies: The role of research in an evidence-driven system.*

Professional Development Map – A professional development map is a statewide web-based map that is accessible to all early childhood education professionals and those who support early childhood education professionals through training and education. The map will capture and maintain information on professional development opportunities across the state (criteria for a professional development opportunity defined by the Consortium) and help examine existing resources and gaps for professional development systems planning.

Welcome and Introductions

Sally Holloway welcomed the group to fourth meeting of the Professional Development Consortium. Sally asked each person to introduce themselves and describe their frame of mind with one word

Presentation by Interim DEL Director Karen Tvedt

Karen started by discussing House Bill 1943. Many of the members of the PD Consortium testified on this bill the day before and there seemed to consensus on the important work that this group is doing. HB 1943 will validate the work of the consortium and require reporting deadlines.

Karen discussed that she is presenting to the group as someone who has been in the early learning field for over forty years. Her focus is on building relationships both within the Department and with the external community. As a field, we need to think about the multiple pathways of entrance and Karen spoke of her own journey into the field.

Karen started as a licensed family child care provider. She was invited to a training, and it was there she learned about the Family Child Care Association. She started taking classes at North Seattle Community College where she was introduced to many pioneers in the field in Washington State. She was able to complete her studies at the University of Washington.

Our challenge is to move beyond a system that works well for some and not for others when moving along a career path. We aren't starting from scratch – we have a strong community college and technical system and a rich history in Washington. Karen spoke of the demand for child care growing in the 70's and 80's and with this increased demand came new initiatives

and an infrastructure began to develop in our state. It is time to rethink where we are and build upon this infrastructure.

Karen likes that the NAEYC Blueprint talks about the whole child care system and the importance of articulation so providers can make smooth transitions between systems. It is important that the advisory structure is transparent and that DEL is a partner in this work but the Consortium needs to own it.

There are many challenges and opportunities. It is important to stay evidence based and resist the temptation to recreate what already exists in other professions. Own the research that addresses the importance of relationships – this research tells us that the relationship between child and teacher is incredibly important as is mentorship, coaching and internships. We know that a degree isn't the only thing that works.

Incentives and financing are also challenges. We tend to alarm people if it costs too much – we may need to be incremental in our work and build gradually. We all come to the table from a different perspective and it is by coming together that we can move forward. Karen reminded the group to focus deeply on the needs of children and families when we get stuck.

There was a question about the new Director of DEL, Bette Hyde, and how her appointment will factor into the move toward kindergarten readiness.

Karen replied that Bette worked closely with the family child care and center community and has pulled them into what she wanted to accomplish in K-12. She is excited to see where it goes!

Sally stated that it will be interesting to see her perspective on standards alignment.

Michelle stated that it is curious that there is a reluctance to share the real cost of caring for our children as the cost on the back end is much larger when we don't invest early. How do we message that? What happens if we don't?

Hannah added that there is a disconnect and a struggle to view early learning in the same way as K-12. There was a group discussion around societal messages and public interest in early learning and education.

Mapping

Juliet explained that after the last meeting, it became clear that people may have different definitions of mapping and shared a definition with the group for feedback. What is it what we want to include on the map? The Department is looking at pd efforts that it supports to see

how they line up through a planning contract with the UW. They are helping us do a matrix of all of these efforts. No matter which direction we head, we need to have criteria. Amie asked Juliet to share the different ways we came up with this and Juliet talked about the Local Menu of Service that each QRIS pilot site developed. They were all very different.

There was discussion about the map serving as a high level document with a link to trainings and information on resources. Some thought that a map wouldn't serve us well in the immediate future and should wait until an integrated system is in place. The group felt that a map, even if basic, would be helpful to providers. There was also concern about adding items to the map that were not quality supports or "junk" out there that is not currently supporting providers. Juliet stated that this is why we need to define criteria. There might be several steps in building a map that mirrors system integration. The first map may serve as a building block that has the capacity for our final vision. It would be helpful to have a map at the 60,000 foot level so others can see who we are and to provide a road map for providers who need to know their next step. Juliet stated that we need everyone's expertise to get started and she shared the definitions provided on the half sheet adapted from the NAEYC Blueprint.

Basic Criteria Suggestions for Inclusion on the Professional Development Map*

- Incorporate new knowledge and skill through a coherent, systematic program
- Be grounded in theory and research, promoting linkages between theory and practice
- Be outcomes based
- Be responsive to each learner's background, experiences, and current role

Providers of professional development must:

- Have appropriate knowledge and experience in early childhood education
- Demonstrate applications of the principles of adult learning

**Adapted from NAEYC Blueprint*

The group gave feedback on mapping criteria emphasizing that we should not invest in training that doesn't lead somewhere. Some members also discussed the importance of quality curriculum and how it ties to the competencies as well as verification of training validity. Juliet will send out a summary of feedback for mapping criteria to members to continue the discussion over email.

Juliet shared a document that gave a visual example of how a professional development system can come together. We all agree that the place to start is competencies – this will guide our work but the other elements on the visual are not set in stone. Karen added that the visual is a result of conversations with Representative Kagi – Juliet created this document for Rep. Kagi basing it on where things currently stand. The group was asked whether pieces are missing or

other changes that might need to be addressed. Members agreed that outcomes for communities, children and families should be added.

State Core Competency Activity

The group broke up into three groups to review 5 state examples of Core Competencies/Standards.

General Feedback:

- Like the use of an appendix and glossary
- Illinois focused on child outcomes
- Important to link program standards to practitioner standards
- Most community colleges link to Skill Standards
- Head Start standards are our national standard – Head Start links to higher education and every degree links to NAEYC
- Cannot get too rigid about degrees; that a degree means more than experience
- What about internships?
- Experience and education should both be recognized
- Virtual Practicum's seem to have some success if done in combination with mentoring. Students are exposed to situations that they may not see in the classroom for many years
- Wages and incentives are important

DEL will take all of the summary sheets from group work, compile feedback and get back to the group for our next meeting.

Agda shared that NAEYC will be holding webinars through the end of May on professional development. On March 19th, they will give an overview of the NAEYC Blueprint, advisory structures and federal resources. Other upcoming topics include: articulation, data, professional standards and career pathways, financing and workforce development & QRIS integration. Agda also shared that the NAEYC website has been updated with the policy areas. NAEYC will be providing a small stipend for state teams to come together on June 13th at the conference in Charlotte, North Carolina.

Agda shared that DEL and WAEYC attended a Professional Development Roundtable recently hosted by Region X. Bobbi Weber gave a presentation on Relationship Based Training that presented a summary of research.

Hannah shared the House Bill 1943 was heard yesterday and will probably go straight to the floor.

Key Messages

1. The time is right to do this and we are optimistic. It is important to build the case why early learning is so important – it is vital to public good.
2. Discussion of how we depict/map a system to showcase for internal and external communication. Link the system with positive child outcomes.
3. We are building on previous work. We intend to strengthen it, make stronger connections, and add new research.