

Session 6 Landing Pad on Growing the Capacity of Professional Development Providers

(e.g., Faculty, Mentors, Coaches, Consultants, Technical Assistance Providers)

This landing pad offers research (Just the Facts, Ma'am), publications (Read All About It), audiovisual resources (See for Yourself), web materials (Find It Online), and resources (Tools



You Can Use) to design, implement, and evaluate intentional efforts to support the effectiveness of the professional development providers who support the early childhood workforce. The featured resources can be used to discover available evidence, examine current policies and practices, and develop explicit action steps toward improvement.

Just the Facts, Ma'am

The Early Childhood Challenge: Preparing High-Quality Teachers for a Changing Society

This white paper from American Association of Colleges for Teacher Education's FOCUS Council on Early Childhood Education highlights the roles that higher education can play in preparing personnel who can help to close the achievement gap for young children of color. The report highlights changing needs and challenges for children, society, institutions, and professionals and delineates what programs are, aren't, and can be doing to be more effective.

http://aacte.org/pdf/Programs/Early_Childhood/ECEpaper.pdf

Educators' Preparation for Cultural and Linguistic Diversity: A Call to Action

The guiding motivation of this policy paper is to provide information about issues surrounding the education of culturally and linguistically diverse student populations. Preparation of dual language learners to survive in English-dominant schools and society is more complex than current policy debates would suggest. Of paramount concern in this paper is the need for teachers who can deliver classroom practice that respects the language and culture of the child, and effective, accommodative, instruction that results in literacy and academic success for dual language learners.

<http://aacte.org/pdf/Programs/Multicultural/culturallinguistic.pdf>

Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of Four-Year Undergraduate Teacher Preparation Programs

This paper summarizes research that examined how the developmental and educational needs of children with special needs, children of color, children who are low-income, immigrants, second language learners and second dialect speakers were reflected in early childhood teacher preparation program requirements for a bachelor's degree. Despite the obvious interest of teacher education programs in the developmental and educational needs of children of color,

second language/dialect speakers, and others, the findings suggest that few hours of coursework and little practice is devoted to teaching early childhood teachers how to be effective educators and to work with their families and communities.

<http://www.erikson.edu/PageContent/en-us/Documents/pubs/Teachered.pdf>

Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of State Boards of Higher Education and National Professional Accreditation Organizations

This document summarizes research findings on how the developmental and educational needs of children of color, poor children, second language/dialect speakers, and others are addressed in early childhood teacher standards (Pre-K – early elementary grades) developed by state boards of education and professional accreditation organizations. A significant finding was that state early childhood teacher standards convey an inconsistent and ambiguous message regarding domains of teacher competence and the developmental and educational needs of a very complex population of children (e.g., children of color, second language/dialect speakers) their families, and communities. Recommendations for improvement are offered.

<http://www.erikson.edu/PageContent/en-us/Documents/schedules/standards.pdf>

Read All About It

Building the Workforce Our Youngest Children Deserve

The first 2012 issue of the Social Policy Report from the Society for Research in Child Development identifies many barriers in the “non-system” of early childhood professional development, including separate funding streams for different types of programs, low wages, high turnover, and limited evidence of effectiveness of teacher education and training. However, the report also identifies ways in which quality rating and improvement systems (QRISs) can build more cohesive systems.

http://www.srcd.org/index.php?option=com_docman&task=doc_download&gid=1354

By Default or By Design? Variations in Higher Education Programs for Early Care and Education Teachers and Their Implications for Research Methodology, Policy, and Practice

This report from Marcy Whitebrook and her colleagues draws upon a case study of two early childhood B.A. completion cohort programs in order to illuminate the limitations of current ways of conceptualizing and studying early childhood teacher education. Focusing on four dimensions— program content, clinical experiences, faculty characteristics, and institutional context—they examine challenges encountered and lessons learned, then offer a series of recommendations for more nuanced ways of describing and evaluating the quality of higher education programs for early care and education practitioners.

http://www.irle.berkeley.edu/cscce/wp-content/uploads/2012/01/ByDefaultOrByDesign_ES_2012.pdf (executive summary)

http://www.irle.berkeley.edu/cscce/wp-content/uploads/2012/01/ByDefaultOrByDesign_FullReport_2012.pdf (full report)

(NOTE: A higher education survey, designed to examine the four dimensions mentioned above, is currently being field tested. If you are interested in additional information about the survey, contact Fran Kipnis at the Center for the Study of Child Care Employment.)

Coaching and Quality Assistance in Quality Rating Improvement Systems: Approaches Used by TA Providers to Improve Quality in Early Care and Education Programs and Home-Based Settings

This report from the National Center for Children in Poverty presents findings from an interview study with technical assistance (TA) providers in 17 states that have statewide QRISs. The four main sections of the report present: 1) key findings from existing research relevant to technical assistance and coaching; 2) results from interviews with QRIS TA providers showing trends in the types of settings receiving TA and coaching, the amount, frequency, and content focus of on-site assistance, TA providers' use of different coaching methods, and training and supports available to TA providers; 3) a summary of interview study results; and 4) recommendations for strengthening and documenting QRIS technical assistance and coaching.

http://www.nccp.org/publications/pub_1047.html

Degrees in Context: Asking the Right Questions about Preparing Skilled and Effective Teachers of Young Children

The Center for the Study of Child Care Employment and the National Institute for Early Education Research have jointly published a NIEER Policy Brief, *Degrees in Context: Asking the Right Questions about Preparing Skilled and Effective Teachers of Young Children*. In this Policy Brief, Marcy Whitebook and Sharon Ryan argue that too much attention has been given to debating the baseline qualifications required of preschool teachers – AA vs. BA. They contend that it is just as necessary to take into account the nature of the education teachers receive en route to a degree, supports for ongoing learning, and the effects of the workplace environment on teaching practice.

<http://www.irle.berkeley.edu/cscce/2011/degrees-in-context-asking-the-right-questions-about-preparing-skilled-and-effective-teachers-of-young-children/>

Developing a Diverse and Skilled Workforce: Lessons from the New Jersey Abbott Preschool Experience

What lessons about workforce diversity and quality can be learned from a state in which teachers in the 31 poorest districts are required to achieve a BA and early childhood certification in four years? This report shares the lessons learned.

http://www.buildinitiative.org/files/Abbott%20Diversity%20Briefing%2010-21-08_0.pdf

Features of Professional Development and On-Site Assistance in Child Care Quality Rating Improvement Systems: A Survey of State-Wide Systems

This 2010 report presents findings from an interview study that investigated features of the professional development and on-site assistance available to center-based staff and home-based providers who participate in states' Quality Rating Improvement Systems (QRIS). The summary of findings and recommendations is well worth reading.

http://www.nccp.org/publications/pdf/text_970.pdf

Getting in Sync: Revamping Licensure and Preparation for Teachers in Pre-K, Kindergarten, and the Early Grades

Laura Bornfreund compiled this report, which underscores that teachers are not well prepared to work with young children in Pre-K through third grade. Problems identified included:

- Preparation, licensing and hiring systems are not currently designed to produce teachers who have a strong understanding of child development for early grade classrooms.
- Teacher preparation programs have weak admission requirements for prospective teachers and offer them little opportunities to gain practical experience with children in the younger grades.

The report points to promising practices worth a closer look such as an "immersion-style" program in Arizona and license restructuring in Pennsylvania to reduce grade-level overlap and makes 15 recommendations to ensure better preparation of Pre-K-3rd teachers.

www.newamerica.net/publications/policy/getting_in_sync

Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce

This policy paper is a product of a national working group on School Readiness, Culture and Language representing staff from multiple national entities. It pays thoughtful attention to defining what is meant by a high quality workforce for diverse communities, delineates the challenges, and presents scaffolds for achieving desired changes.

<http://www.californiatomorrow.org/media/gettingready.pdf>

Grow Your Own Teachers: Grassroots Change for Teacher Education

Editors Elizabeth Skinner, Maria Teresa Garretón, and Brian Schultz describe an Illinois-based model for preparing diverse community members to implement culturally responsive teaching approaches in their local schools in this book. Additional information is available at the Grow Your Own website.

<http://www.growyourownteachers.org/>

Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education

Marcy Whitebrook and her colleagues at the Center for the Study of Child Care Employment are responsible for Learning Together, a longitudinal study that focuses on four counties' efforts to expand bachelor's degree opportunities in early care and education (ECE) for adults currently working in the field. The "student cohort model" used in this study supports small groups of ECE students with similar interests and characteristics in pursuing a bachelor's degree together, which includes targeted support services. Among the findings shared in this latest report: The

overall rate of student graduation in the cohorts was 81%, a rate more than double that of the typical transfer student from a two-year to four-year institution.

<http://www.irle.berkeley.edu/cscce/wp-content/uploads/2011/04/Year3ReportExecutiveSummary.pdf> (executive summary)

<http://www.irle.berkeley.edu/cscce/wp-content/uploads/2011/04/LearningTogetherYear3Report1.pdf> (full report)

<http://www.irle.berkeley.edu/cscce/2010/learning-together/> (additional details and reports)

Providing Early Childhood Teachers With Opportunities to Understand Diversity and the Achievement Gap

This article highlights strategies for helping students in college programs to be prepared to implement culturally responsive curricular approaches and acknowledging differences without developing “a pedagogy of poverty.”

<http://apbrwww5.apsu.edu/SRATE/JournalEditions/191/Meece.pdf>

Taking the Next Step: Preparing Teachers to Work with Culturally and Linguistically Diverse Young Children

This article from NAEYC’s *Young Children* highlights how teacher-training programs are (or aren’t) preparing teachers to work with young children who are linguistically and culturally diverse. <http://www.naeyc.org/files/yc/file/200511/DanielFriedmanBTJ1105.pdf>

See For Yourself

Coaching, Consultation and On-site Quality Improvement: Results from Recent Research

This is a PowerPoint presentation by Nicole Forry, Kathryn Tout, Martha Zaslow, and Ivelisse Martinez-Beck from a June 2011 conference. Their synthesis of relevant research highlighted the need from a shift from *knowledge*-focused to *practice*-focused professional development.

http://www.childtrends.org/Files/Child_Trends-2011_06_13_SP_CoachingConsult.pdf

Developing and Implementing Cross Sector Competencies for Early Childhood Personnel Featuring Florida

In May 2012, the National Early Childhood Technical Assistance Center sponsored a webinar to feature examples of effective cross sector professional development from Florida. One example highlighted the way in which Florida has identified and is using competencies for technical assistance specialists that align with core competencies for young children with and without disabilities.

- Presentation with synced audio (*40 minutes, requires Flash*)
<http://www.nectac.org/~stream/calls/2012/pd2/>
- PowerPoints <http://www.nectac.org/~ppts/calls/2012/pd/nectac-webinar-2012-professionaldevelopment-fl.ppt>
- Florida’s Office of Early Learning: Florida Core Competencies for Early Care and Education

[http://www.flstepstosuccess.com/\(X\(1\)S\(40uo3i0zjc3anw5z11hbxttb\)\)/Survey.aspx?AspxAutoDetectCookieSupport=1](http://www.flstepstosuccess.com/(X(1)S(40uo3i0zjc3anw5z11hbxttb))/Survey.aspx?AspxAutoDetectCookieSupport=1)

- Florida Core Competencies for Early Care and Education Practitioners
<http://www.thechildrensforum.com/downloads/Practitioner%20Core%20Competencies.pdf>
- Florida Core Competencies for Early Care and Education Technical Assistance Specialists
http://www.floridaearlylearning.com/EarlyLearning/Documents/SysDev-ProDev/FL_CoreCompsforTA_HiRes.pdf
- Florida's Targeted Competencies for Specialists Supporting Inclusion
<http://www.centraldirectory.org/uploads/ACF2B00.pdf>

Policies and Practices that Strengthen Technical Assistance

On August 8, 2012, the National Association for the Education of Young Children and the National Center for Children in Poverty hosted a webinar on effective technical assistance. The PowerPoint slides from this presentation summarize recent evidence about what is work and what isn't. Other slides offer insights about strategies that can strengthen technical assistance efforts.

http://www.naeyc.org/files/naeyc/TA_Professionals_Webinar_Aug8.pdf

Tools You Can Use

Cross Cultural Leadership Action Program

This set of resources was developed in Minnesota to help build the capacity of early childhood PD providers to incorporate an emphasis on cultural and linguistic competence.

<http://www.ready4k.org/vertical/sites/%7BC2E38BFF-E19D-4F31-8282-94D11BD421A4%7D/uploads/%7B8C7181D8-46BA-4091-8ACB-5802B0A69CAD%7D.PDF>

Crosswalks: An Evidence-Based Approach to Supporting Diversity in Preservice Programs

With funding from the US Department of Education, colleagues from CO, IA, NC, and VA developed, implemented, and evaluated a model for increasing the priority for and emphasis on cultural and linguistic diversity in early childhood preservice programs. Crosswalks is an effective model for supporting changes in coursework, field experiences, and program practices. The model is currently being implemented in early childhood associate degree programs in six states.

- **Infusing Diversity Constructs in Preservice Teacher Preparation** (Crosswalks Article)
<http://build.fpg.unc.edu/resources/infusing-diversity-constructs-preservice-teacher-preparation>
- **CROSSWALKS: An Evidence-Based Approach to Supporting Diversity in Preservice Programs** (Crosswalks flyer)
<http://build.fpg.unc.edu/resources/crosswalks-evidence-based-approach-supporting-diversity-preservice-programs>

Curriculum Learning Communities

The Early Learning Coalition of Miami-Dade/Monroe has developed this model to support professional development for teachers within the context of the QRIS. Attention to issues of culture and language are thoroughly integrated in the approach, as is a priority for growing peer facilitators from within the community.

- **Overview** (PowerPoint)
<http://build.fpg.unc.edu/resources/curriculum-learning-communities-sustainable-model-building-teacher-capacity>
- **Project Description**
<http://build.fpg.unc.edu/resources/curriculum-learning-communities-project-description>

Early Childhood Professional Development Training and Technical Assistance Glossary

This glossary offers definitions of professional development, training, technical assistance, mentoring, coaching, consultation, and other key terms. The definitions were developed for those who provide PD, state policy makers, early education advocates, and program administrators working to connect PD activities and initiatives into an integrated system.

http://www.naeyc.org/GlossaryTraining_TA.pdf

Overview of Kentucky's Early Childhood Professional Development Framework

Pages 18-22 delineate how Kentucky is defining coaching, consultation, and mentoring (all of which they put under the umbrella of technical assistance/TA). In addition to the competencies and skills for early childhood technical assistance providers, this document offers a schematic to illustrate a continuum of TA services that includes matching level of need to outcomes.

<http://www.kentuckypartnership.org/Info/ecpro/ECPD/PDInfo.aspx>

Pennsylvania Diversity Institutes

One model for providing professional development for faculty and other PD providers is the focused institute. For four years, Pennsylvania provided a 2-day institute that offered methods, models, and materials for increasing the emphasis on cultural, linguistic, and ability diversity in professional development efforts. The agenda, PowerPoints, and handouts from the most recent conference (2011) are available online.

<http://www.pakeys.org/pages/get.aspx?page=buildingquality>

Relationship-Based Professional Development

Relationship Based Professional Development (RBPD) is a broad term used in Minnesota to refer professional assistance that uses relationships as a foundation: coaching, mentoring, consultation and technical assistance. Competencies have been developed for each area.

- Coaching http://mncpd.org/docs/RBPD%20Web%20Site%20Sep%202009/Core_Compencies_for_Effective_Coaching.pdf
- Mentoring http://mncpd.org/docs/RBPD%20Web%20Site%20Sep%202009/Core_Compencies_for_Effective_Mentoring.pdf

- Consultation http://mncpd.org/docs/RBPD%20Web%20Site%20Sep%202009/Core_Competencies_for_Effective_Consultation1.pdf
- Technical Assistance http://mncpd.org/docs/RBPD%20Web%20Site%20Sep%202009/Core_Competencies_for_Effective_Technical_Assistance2.pdf

Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems

This August 2012 policy brief from the Early Childhood Workforce Systems Initiative of the National Association for the Education of Young Children (NAEYC) examines the growing field of professional coaches, mentors and consultants working with early childhood programs. The report offers states policy recommendations to strengthen their professional development systems in four key policy areas: a common terminology for the diversity of technical assistance professionals; standards along with competencies, qualifications and credentials aligned to these roles; career pathways, ongoing support and appropriate compensation; and data, evaluation and quality assurance. A companion tool has been developed to help states in assessing their technical assistance efforts in each of the four areas.

http://www.naeyc.org/files/naeyc/TA_Professionals.pdf (policy brief)

http://www.naeyc.org/files/naeyc/TA_Professionals_Policy_Advocacy_Tool.pdf (tool)

A Reflection and Dialogue Tool for Technical Assistance and Training Providers

This tool was designed to assist technical assistance and training providers in enhancing their work in after school and youth programs to increase their emphasis on issues of diversity and equity. It offers indicators to chart strengths and opportunities for improvement in the areas of (1) training and TA, (2) process and pedagogy, and (3) ensuring access to diversity and equity support. While revisions related to early childhood and inclusion would be needed to make this a useful tool in QRIS work, the tool offers a model that could easily be modified.

<http://www.californiatomorrow.org/media/ptptrainer.pdf>

What Do We Mean By Professional Development in the Early Childhood Field?

This concept paper presents a definition and framework for professional development in early childhood. Defining what is meant by professional development is intended to guide efforts aimed at ensuring that the early childhood workforce is highly qualified and effective in working with young children (birth through 8) and their families.

<http://npdci.fpg.unc.edu/resources/articles/NPDCI-ProfessionalDevelopment-03-04-08.pdf>