

Session 5 Landing Pad on Growing Capacity Through Professional Development



This landing pad offers research (Just the Facts, Ma'am), publications (Read All About It), web materials (Find It Online), and practical resources (Tools You Can Use) to design, implement, and evaluate intentional efforts to support professional development that grows the capacity of early childhood personnel to support children who are culturally, linguistically, and ability diverse. 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

Assessment of Diversity in America's Teaching Force: A Call to Action

This report from the National Collaborative on Diversity in the Teaching Force summarizes the current state of diversity and cultural competence in the classroom. It briefly addresses the representation of teachers of color in the teaching force and their impact on student achievement.

<http://www.ate1.org/pubs/uploads/diversityreport.pdf>

Early Childhood Professional Development: A Synthesis of Recent Research

While the literature summarized in this synthesis may not provide conclusive knowledge, it does provide some insight into which professional development efforts have had a positive impact on child care in at least limited arenas.

<http://muskie.usm.maine.edu/Publications/CYF/Early-Childhood-Professional-Development.pdf>

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

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 are well worth reading.

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

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

This guidance highlights the capabilities that are necessary to address each child's unique strengths and needs using authentic, developmentally appropriate, culturally and linguistically responsive methods.

http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education

NAEYC's position statement offers recommendations for working with children, families, and programs, as well as the capabilities that are necessary to effectively support young children who are linguistically and culturally diverse.

<http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.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>

Read All About It

Building an Early Childhood Professional Development System

To build a statewide system of professional development for all program staff and personnel who work with young children, this report proposes that states should work to:

- Coordinate early childhood professional development policies;
- Implement research-based standards for early childhood professional development;
- Ensure access to professional development opportunities; and
- Gather and use data on characteristics of the early childhood workforce to improve professional and program quality.

It is noteworthy that the document only mentions an emphasis on cultural, linguistic, and ability diversity in the context of state-specific examples.

<http://www.nga.org/files/live/sites/NGA/files/pdf/1002EARLYCHILDPROFDEV.PDF>

Building the Workforce Our Youngest Children Deserve

This report explores workforce characteristics that affect children's development and considers ways to build early childhood education as a profession. The authors identify two broad policy goals for public agencies at all levels of government and professional organizations within the field: 1) using current funding streams to promote quality and 2) building public will through communicating the importance of policies and programs that enhance early childhood development.

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

Challenging Ethnocentric Literacy Practices: [Re]Positioning Home Literacies in a Head Start Classroom

Findings from this author's research indicate that as teachers seek to build on young children's language and literacy strengths, it is pedagogically beneficial to engage in documenting home literacy practices while simultaneously engaging young children as authentic curriculum designers. <http://apbrwww5.apsu.edu/SRATE/JournalEditions/191/Meece.pdf>

Characteristics and Consequences of Adult Learning Strategies

Trivette, Dunst, Hamby, and O'Herin examined the effectiveness of four adult learning methods (accelerated learning, coaching, guided design, and just-in-time training) and reported the results in this research synthesis. All adult learning method characteristics were associated with positive learner outcomes, but learning methods and practices that more actively involved learners in acquiring, using, and evaluating new knowledge and practice had the most positive consequences. Results also showed that the adult learning methods were most effective when used with a small number of learners (<30) for more than 10 hours on multiple occasions. Implications for professional training and technical assistance are described.

http://tnt.asu.edu/files/AdultLearning_rev7-04-09.pdf

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 presents findings from an interview study with technical assistance (TA) providers in 17 states that have statewide QRISs. The aims of the study are: 1) to learn about features of on-site quality assistance so that a key strategy used by QRISs to improve quality is better understood; and 2) to examine approaches used by TA providers in light of current research on early learning and quality improvement in order to consider the potential of on-site assistance, as it is currently being delivered, to improve quality. The four main sections of the report present:

- key findings from existing research relevant to technical assistance and coaching;
- results from interviews with QRIS TA providers;
- a summary of interview study results; and
- recommendations for strengthening and documenting QRIS technical assistance and coaching.

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

Coaching for Quality Improvement: Lessons Learned from Quality Rating and Improvement Systems (QRIS)

This research brief summarizes a recent report synthesizing findings from a literature review and a multi-case study of coaching in Quality Rating and Improvement Systems (QRIS) to understand more about the practice of coaching and whether features of coaching can be identified that are linked to positive outcomes for practitioners and children. The research brief concludes with an overview of implications for QRIS policy and practice.

http://www.childtrends.org/Files//Child_Trends-2011_04_27_FR_CoachingQuality.pdf

Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems(QRIS): Identifying Promising Features

This brief synthesizes findings from a review of the literature and a multi-case study of coaching in QRISs, in order to understand more about the practice of coaching and whether features of coaching can be identified that are linked to positive outcomes for practitioners and children. Conclusions drawn

from the synthesis can be used to generate recommendations for further specification of coaching models in theory and in practice.

http://www.childtrends.org/Files/Child_Trends-2011_04_27_FR_CoachingEarlyCare.pdf

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 California Tomorrow, Georgetown Center for Child and Human Development, National Black Child Development Institute, National Council of La Raza, and Zero to Three. 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>

Chapter 4 of *Getting Ready for Quality* (Developing a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce) is available as a separate document

<http://www.buildinitiative.org/files/DiverseWorkforce.pdf>

Meeting the Early Learning Challenge: Supporting English Language Learners

This thoughtful resource by Hannah Matthews highlights professional development and workforce competencies and knowledge for working with English language learners.

<http://www.clasp.org/admin/site/publications/files/ellsandelc.pdf>

Professional Development Through Reflective Consultation in Early Intervention

This article by Watson and Gatti describes a collaborative pilot project that integrates an infant mental health approach to support early interventionists within a special education system. The project supported the services of an infant mental health consultant to facilitate ongoing reflective consultation for 2 home-based school district teams working in an urban community. Data were collected to explore the effects of reflective consultation in supporting early interventionists, decreasing burnout, and increasing skills needed to work with diverse families. As a result of this project, the participants advocated for use of district professional development funds to continue reflective consultation with the consultant.

http://journals.lww.com/iycjournal/Fulltext/2012/04000/Professional_Development_Through_Reflective.2.aspx

Reaching for Quality: Lessons from New Jersey on Raising Preschool Teacher Qualifications While Maintaining Workforce Diversity

This brief examines New Jersey's pioneering experiences in building a high-quality preschool system in high poverty school districts under the State Supreme Court Abbott decision.

<http://www.researchconnections.org/childcare/resources/19977>

Staff Preparation, Reward, and Support: Are Quality Rating and Improvement Systems Including All of the Key Ingredients Necessary for Change?

As quality rating and improvement systems (QRISs) increasingly become the key strategy for improving the quality of early care and education, it is critical to understand and examine how such systems define quality, the benchmarks used to indicate quality, and the opportunities in place to support improvement. This report examines the extent to which QRISs support the professional development of practitioners and include in their rating rubrics key ingredients – staff

qualifications, direct compensation, and the factors related to work settings – that have been linked to quality.

<http://www.irle.berkeley.edu/cscce/2011/staff-preparation-reward-and-support-are-quality-rating-and-improvement-systems-including-all-of-the-key-ingredients-necessary-for-change/>

See For Yourself

An Evidence-Based Approach to Professional In-Service Training

Carol Trivette and Carl Dunst developed this PowerPoint presentation to highlight their research regarding effective inservice training practices. The slides also describe their recommended approach (Participatory Adult Learning Strategy or PALS) to effective professional development.

https://www.osep-meeting.org/2009conf/Presentations/Wednesday/Dunst,Trivette_Evidence-Based%20Approach.ppt

Find It Online

California Early Childhood Mentor Program

The California Early Childhood Mentor Program provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. Through Federal and local funding the Mentor Program provides stipends and professional development support to mentor teachers and director mentors.

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

Head Start National Center on Cultural and Linguistic Responsiveness

The National Center on Cultural and Linguistic Responsiveness provides the Head Start community with research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center>

National Center for Cultural Competence

This site features resources on knowledge, skills and awareness level resources and information related to cultural competence, instructional and self-discovery strategies, and guidance on how to incorporate cultural and linguistic competence into ones work. Be sure to check out the checklists, especially Promoting Cultural & Linguistic Competency Self- Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings (described below in Tools You Can Use).

<http://nccc.georgetown.edu/>

Tools You Can Use

Culturally and Linguistically Responsive Express Checkout Worksheet

This downloadable worksheet allows you to quickly check whether materials for professional development are culturally and linguistically appropriate. It is designed for use when developing as well as selecting materials. It can also be used as a printed document.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/express-checkout-worksheet.pdf>

Including Children with Special Needs: Are You and Your Early Childhood Program Ready?

To help administrators and teachers build confidence in their abilities to be inclusive and increase their awareness of the needs of children with disabilities, the authors developed this Preschool and Kindergarten Inclusion Readiness Checklist for programs.

<http://journal.naeyc.org/btj/200903/pdf/BTJWatson.pdf>

Pathways to Cultural Competence

The goal of NAEYC's Pathways to Cultural Competence Project was to give early childhood programs that were participating in their state's quality rating and improvement system two checklists to help guide them in reflecting and improving upon their use of culturally competent practices. Related products include an overview, a teacher checklist, and a program checklist, all of which are included in the document below.

http://www.ecementor.org/articles-on-teaching/Pathways_to_Cultural_Competence_Project.pdf

Program Preparedness Checklist Version 5: A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families

This tool was developed to help Head Start and Early Head Start programs to promote school readiness for dual language learners by examining their systems and services for children and families who speak languages other than English. This revised comprehensive document features indicators drawn from the Head Start Program Performance Standards, the research, and recommended practices. Version 5 is an electronic document that provides automatic tabulation of the data and summary pages to support analysis and interpretation of the data, embedded links to guidance on the recommended practices, and guidance on how to use the data for program planning and decision making. While the focus of this instrument is Head Start, it provides an interesting model that could be used in many kinds of programs.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/management/ProgramPreparedn.htm>

Promoting Cultural & Linguistic Competency Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings

This self-assessment checklist is available in English and Spanish. When completed, it can identify areas on which to focus professional development.

<http://nccc.georgetown.edu/documents/ChecklistIEC.pdf>

Quality Benchmark for Cultural Competence Tool

Here's the final product of NAEYC's Quality Benchmark for Cultural Competence Project, which was created to determine key elements of cultural competence for early childhood programs and ways to meaningfully integrate these concepts within quality rating and improvement systems. The tool includes criteria related to seven core concepts of cultural competence, ideas for implementing culturally competent approaches in early childhood programs, and ideas for evaluating or measuring levels of cultural competence. This resource can be modified to reflect state and local priorities and used to assess current practices and target priorities for change.

<http://www.naeyc.org/files/naeyc/file/policy/state/QBBC%20Tool%20FINAL%20609.pdf>

Research Synthesis Points on Quality Inclusive Practices

This document provides brief descriptions and supporting references for evidence-based and promising practices that support early childhood inclusion.

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf

Evidence-Based Practices That Support Inclusion: Resources for Professional Development

This handout specifies resources that can be used in professional development to support the evidence-based practices mentioned in the above-listed document.

http://www.nectac.org/~docs/meetings/inclusionMtg2012/Catlett_EBPsessionoutline-handout.docx

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five

This document identifies 10 principles for culturally responsive programs (e.g., Principle 1: Every individual is rooted in culture), each of which is backed up by relevant research citations. For each principle there are reflective questions, some targeted to self-discovery and others organized to build culturally competent practices. While this resource came from the Office of Head Start, the principles and accompanying materials are designed to be used with or by any early childhood program.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/culture_and_diversity/manage_pub_00602a1_092305.html

Tools for Planning Cross-Sector Professional Development in Early Childhood

Two complementary tools, based on the National Professional Development Center for inclusion's (NPDCI) framework for professional development (PD), are available to assist in gathering and summarizing information about statewide PD practices as part of cross-sector planning:

- The Planning Matrix for Early Childhood Professional Development
- The Landscape: A Statewide Survey for Providers of Professional Development

Both tools are described in this document.

<http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-PD-Planning-Tools-2012.pdf>

Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems

This blueprint focuses on the policies that connect professional development activities and that support and make possible an effective implementation of a state system of professional development. It highlights policy principles and essential policy areas that build or sustain an integrated system—a system that ensures quality in all settings in which early childhood professionals work. These principles and highlighted policy areas look beyond the status quo; they are aimed at the development and retention of a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals.

http://www.naeyc.org/policy/ecwsi/#PD_definitions