Session # D2

Title: Changing Practice Through Professional Development
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SUMMARY OF PRESENTATION

- What have we learned from research and how is it being incorporated?
- What are systemic changes in the works?
- System Reform - aligning standards of early care and education

State Presentations:
- District of Columbia presentation – a professional development vision-cross sector participation-“DC PROS” – how do we evaluate our initiatives? There is a research agenda.
  Pre-K Incentive Program – teachers must be given training and support for teaching methods to adhere to standards.
  Pre-K assessment system – children, teacher, parent, informal, programmatic/environment assessments
- Kentucky presentation-a unified professional development system developed at the state level.
  Key provider variables – Program type, education, experience, annual wage, personality (5 traits) – extraversion, agreeableness, conscientiousness, openness, neuroticism
  Did teachers view their job as a career or a job(until find something else to do)
- Missouri – a dream for a professional development system
  Moving from silos to a system
- Nebraska – a centralized system with a training system and many entities from there.
  What are the systemic changes in Nebraska?

SUMMARY OF DISCUSSION
District of Columbia – A professional Development Initiative named “PROS”
Kentucky – Professional Development - determine the degree to which a unified professional development system developed at the state level enhances classroom quality and positive child outcomes. PD positively related to teacher perceptions on retention, quality and outcomes.
Personality – openness – a significant factor that made a difference for perceptions of PD impact
The more PD, the more teachers think the PD is making a difference
Income, education, experience or program type were not predictors of perceptions.
Missouri – Has core competencies with Kansas, and early learning guidelines (preschoolers), and a teacher’s guide and a parent handbook to support areas of professional development.
17 different funding sources that provide TA for professional development – a lot of fragmentation
Children are increasingly going into licensed care, but FFN’s are a majority of the population of providers.
Educare – serves 67 (out of 115) counties providing on-site technical assistance, seminars and support groups for FFNs. 267 support groups were held for FFNs last year, helped 75 programs obtain licensure
QRS components – starts with licensed programs, but need to remember FFN’s for professional development
QRS case study – Time 1 and Time 2 – across the board there was improvement in one year – because of a coordinated professional development system in a few communities that used grant dollars.
Nebraska – lessons from the Midwest child care research study of 2001, pre-post and experimental studies, public-private partnerships – new opportunities
36% was good care, 46% was mediocre, and 18% poor quality. There is not a very highly educated workforce, but had more training than required for licensing. 60% thought they were getting the training they needed.
14 assets predicted quality – completing a one year degree, more than 24 hours of training, CPR, some sort of intensive training, attending a national conference, completing a formal conference with parent, using a curriculum, participating in the USDA child and adult food program, receiving health insurance, accredited program,
If had 8 or more of the 14 assets – higher probability of seeing higher quality care with ITERS, ECERS, FDCRS
Assets with a QRS pilot study – change in average star level was increased from Time 1 to Time 2.
Change in ERS that were embedded in the QRS – higher level of quality. – biggest growth in parent involvement and learning environment
Public-private partnerships – creating a leverage for conceptualizing early childhood and professional development

KEY POINTS
• Alignment of standards and simplify for impact on practice
• There has been an evolution of state activities in professional development systems – it is coming back into focus again.
• Lack of consensus on metrics
• Kentucky- most view working children as a career and would choose the profession again, except for those that made $20,000 or below, their education level did not make a difference when answering these questions. If answered, “no” to the above questions - Why they would not stay in the field – retirement, changing career, pay/job demands. Why they would not choose again – pay, higher expectations, too stressful
• Missouri – The goal is to have a professional development system that is accessible and easily understood by all providers.
• Missouri’s hope is to look across programs and departments and make recommendations to Governor and within a year will have a coordinated professional development system in Missouri.
• Nebraska – Changes are seen with the 14 assets of professional development predicted higher quality in ERS ratings and in QRS ratings. What made the programs for up in QRS scores – is not answered yet.