

Session # D2

Title: Changing Practice Through Professional Development

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<b>SUMMARY OF PRESENTATION</b>
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| <ul style="list-style-type: none"><li>• What have we learned from research and how is it being incorporated?</li><li>• What are systemic changes in the works?</li><li>• System Reform - aligning standards of early care and education</li></ul> <p>State Presentations:</p> <ul style="list-style-type: none"><li>• District of Columbia presentation – a professional development vision-cross sector participation-“DC PROS” – how do we evaluate our initiatives? There is a research agenda.<br/>Pre-K Incentive Program – teachers must be given training and support for teaching methods to adhere to standards.<br/>Pre-K assessment system – children, teacher, parent, informal, programmatic/environment assessments</li><li>• Kentucky presentation-a unified professional development system developed at the state level.<br/>Key provider variables – Program type, education, experience, annual wage, personality (5 traits) – extraversion, agreeableness, conscientiousness, openness, neuroticism<br/>Did teachers view their job as a career or a job(until find something else to do)</li><li>• Missouri – a dream for a professional development system<br/>Moving from silos to a system</li><li>• Nebraska – a centralized system with a training system and many entities from there.<br/>What are the systemic changes in Nebraska?</li></ul> |
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<b>SUMMARY OF DISCUSSION</b>
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- 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.