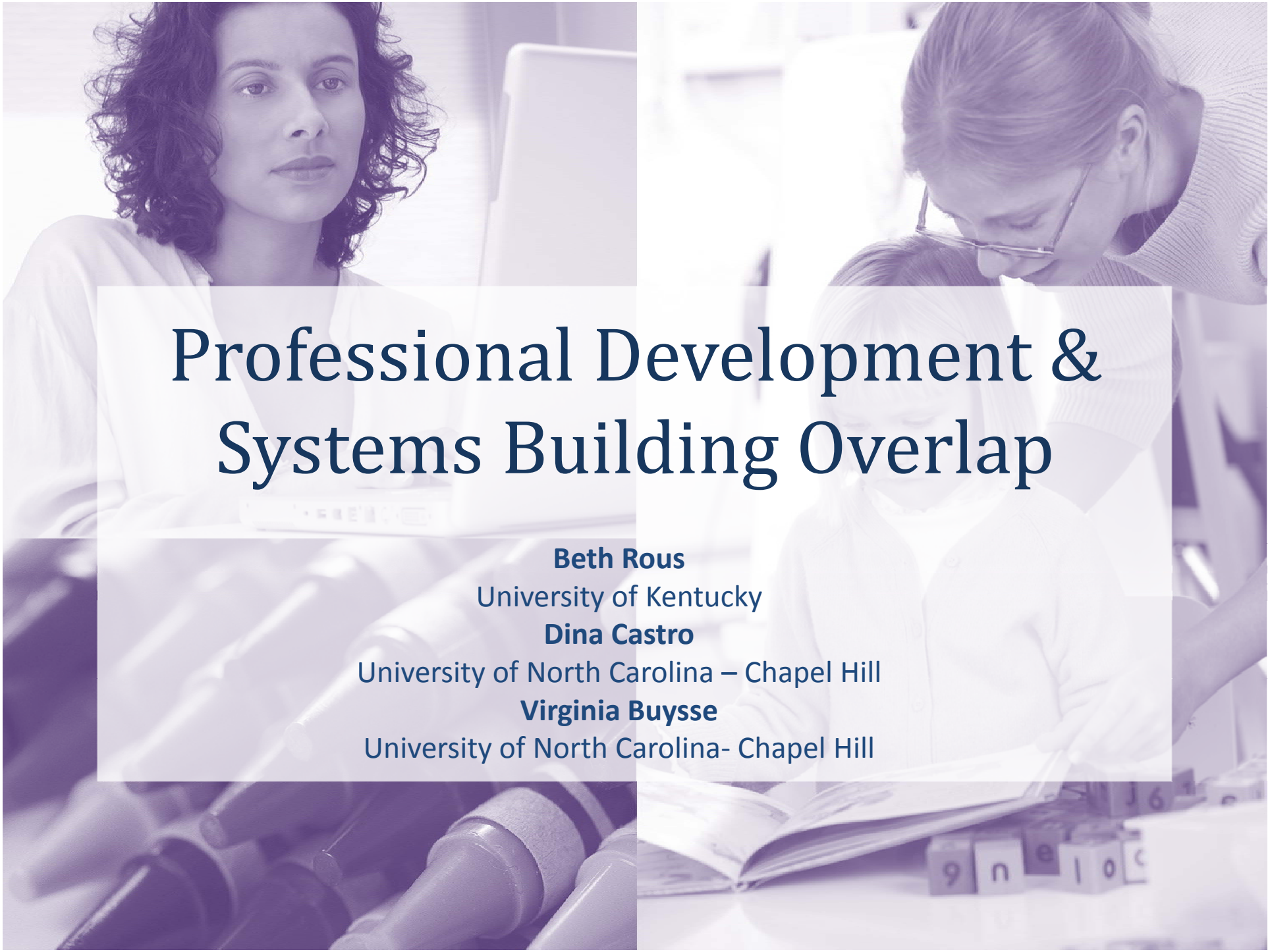
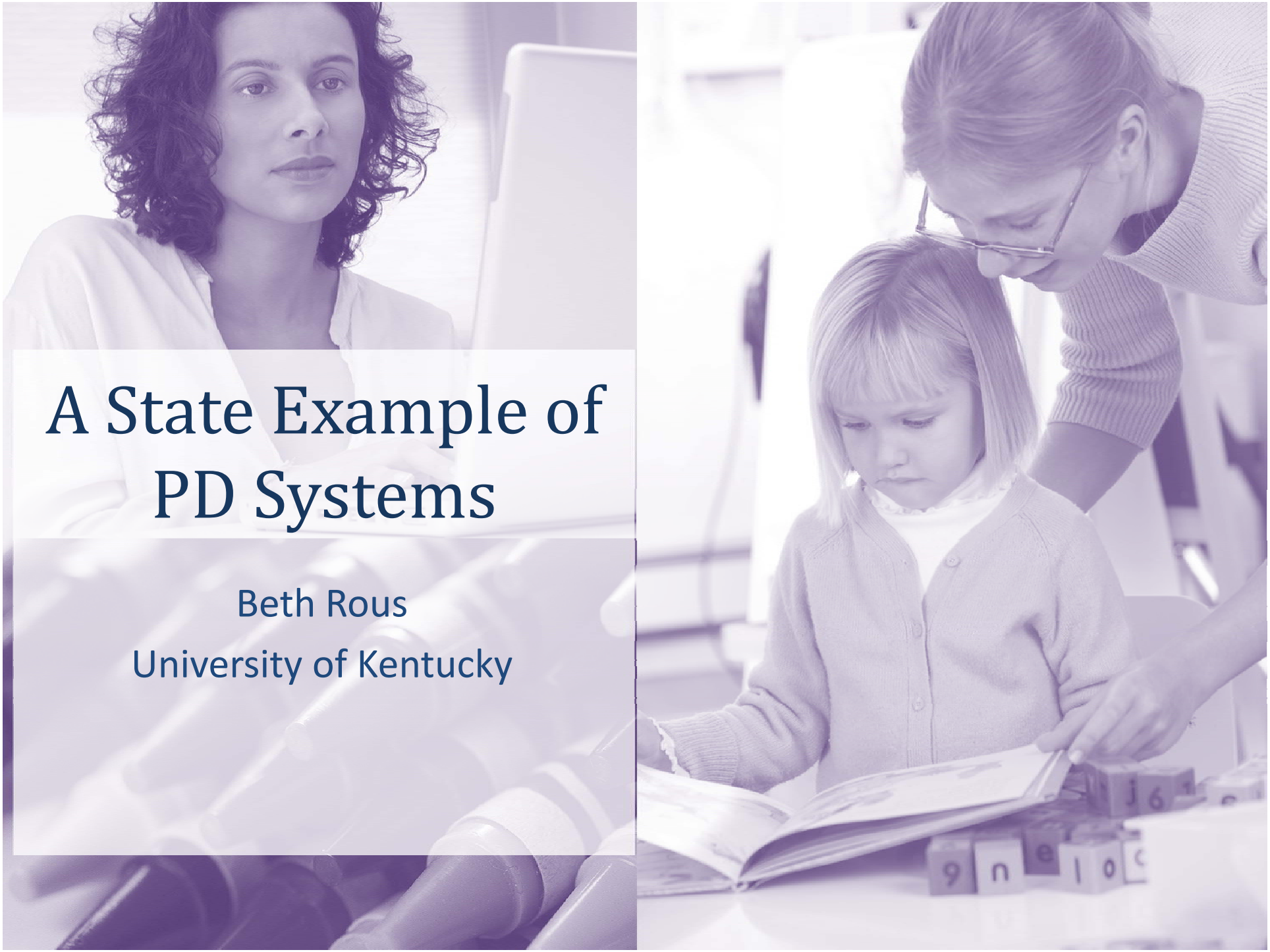


Professional Development & Systems Building Overlap

Beth Rous
University of Kentucky
Dina Castro
University of North Carolina – Chapel Hill
Virginia Buysse
University of North Carolina- Chapel Hill

Session Format

- Panel members presentation (10 minutes each)
  1. A state approach to cross system professional development systems that includes embedded opportunities for research;
  2. Experiences and research related to efforts to balance diversity with increased educational requirements, and
  3. Experiences and evaluation tools for developing state cross agency professional development teams to support inclusive opportunities for young children.
- Opportunities for discussion of challenges and strategies for supporting cross-sector professional development.



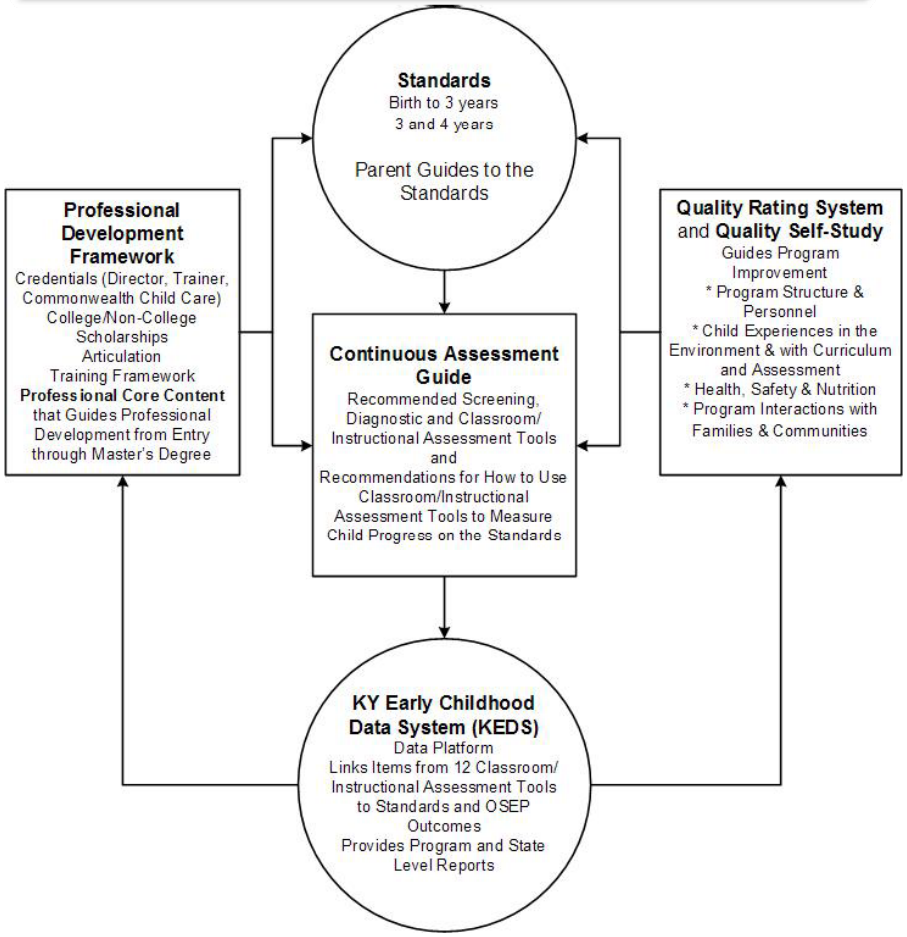
A State Example of PD Systems

Beth Rous

University of Kentucky

Cross Sector System

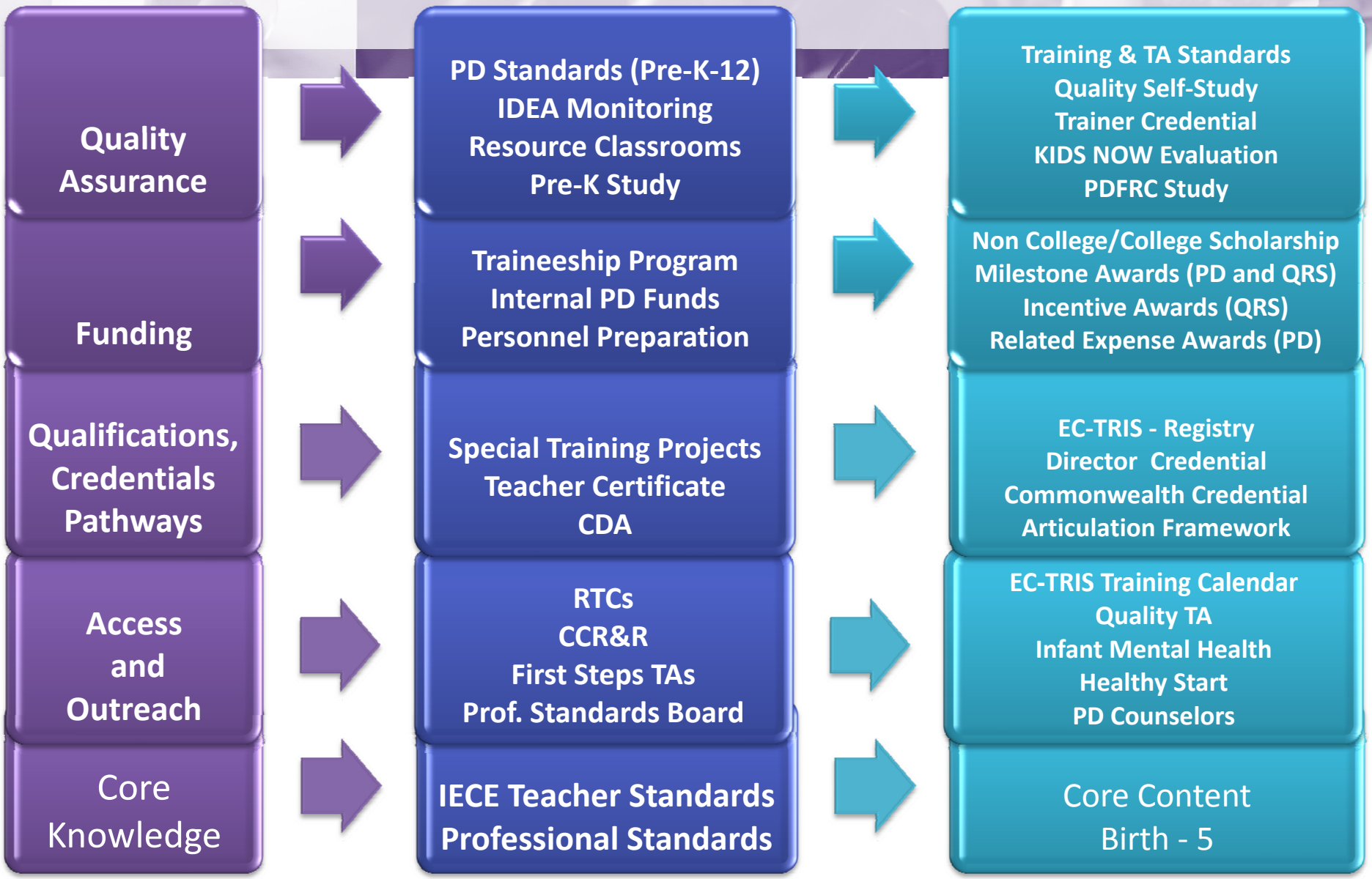
Key System Components



Major Players

- Child Care
- Public Pre-K
- Early Intervention
- HANDS
- Healthy Start
- Infant Mental Health
- Head Start

A Sample Cross Sector PD System



Cross System PD Data for Research & Evaluation

	Public Pre-K	Child Care	Head Start	EI	HANDS
Child Outcome	Partnership	Partnership	Partnership	Partnership	Partnership
Credentialed Trainers	Partnership	Partnership	Partnership	Partnership	Partnership
Training	RTC EC-TRIS	EC-TRIS	EC-TRIS	TRAIN EC-TRIS	TRAIN EC-TRIS
TA	RTC	Partnership	Partnership Regional Office RTC	PH - TAT	PH
Scholars	Partnership KDE	Partnership DCC	Partnership DCC		
Program Quality	KDE	Partnership DCC	Partnership DCC	Home Visiting Program	
Interagency Collaboration	Partnership	Partnership	Partnership	Partnership	Partnership

Kentucky **Partnership** for Early Childhood Services – TIPP, CCR&R, QEI, KEDS, KECTP

Sample Cross-Sector PD Planning

PD Framework – Technical Assistance Services	
State Level	Regional System
Develop/implement overall plan for dissemination of the Revised PD Framework	
Define specific terms related to TA & support activities	ID processes/procedures for recording & reporting TA activities.
Define major areas of TA provider competency	ID specific qualifications of TA providers
	ID evidence based practice/standards to support TA activities
Provide a framework for level and intensity of TA	Define levels of intensity/duration of TA & establish outcomes
Define critical levels of evaluation to measure impact.	Develop plan to measure the impact/effectiveness of TA services & supports

Key Research Questions

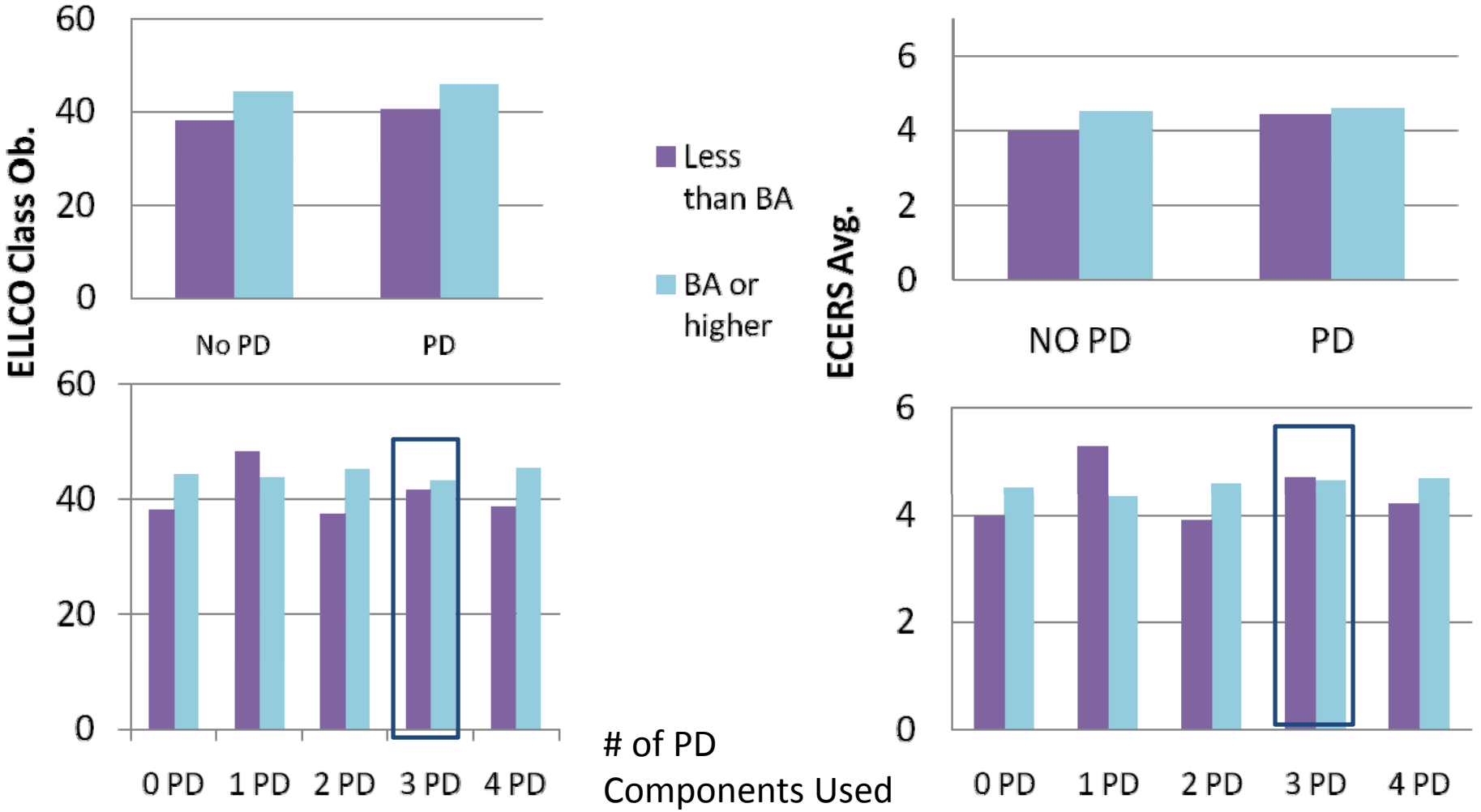
- Link between PD, quality and outcomes
- What level and intensity of PD supports provide most benefit?
- What is the impact of career paths on quality?
  - Level and intensity of course or credential content
- What Administrator factors most influence teacher/provider skill and quality.

The Bottom Line about Quality

- Quality scores increased as number of training sessions and training hours increased.
- Topic-specific training had an impact on quality scores across program types.
- Work environment was related to quality…..
  - Teachers who felt more positive about their environment had higher quality.
- When controlling for use of PD Framework components, the relationship between education and quality equalized across program types.

Use of PD Framework and Quality

When controlling for Framework Component use gaps in quality lessened & became non-significant



Ongoing Challenges for Cross Sector PD Research

- Maintaining and Building Relationships given Constant Changes in State Staff
- Understanding Policy and Practice Context from Multiple Perspectives
- Implications of Congruent System Design over Time.
- Constructing Measures that Address Differences in Program Nomenclature and PD System Design
- Constructing Quality Measures that Better Represent Range of Quality across Environments

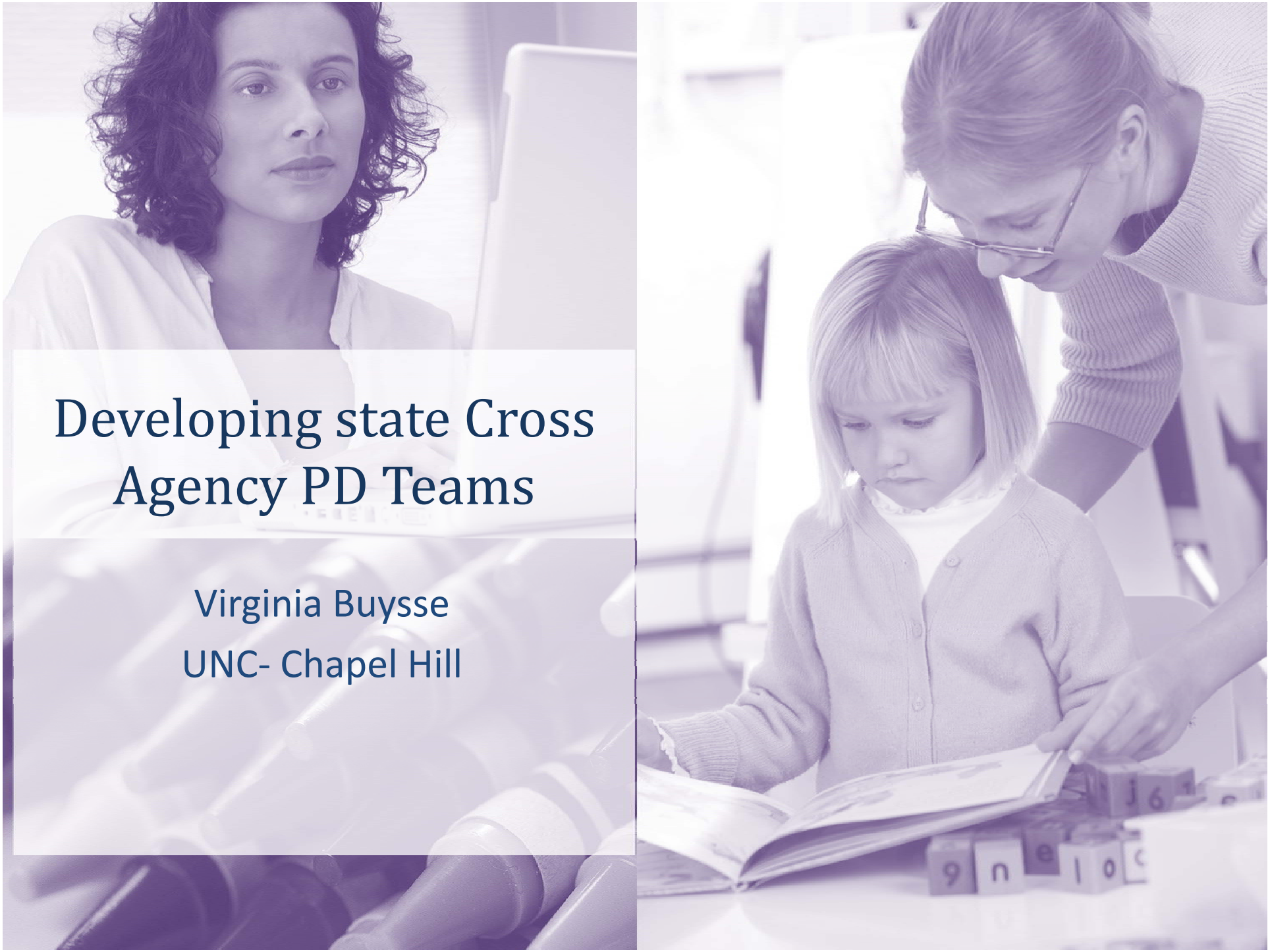
Key Cross Sector Strategies

- Researcher Involvement in Cross Agency Groups
- Support to Key State Administrators
  - Developing foundational systems
  - Linking systems and components
  - Ready access to data
  - Guidance on research and implications
  - Historical perspective

Balancing Diversity and Increased Educational Requirements

Dina Castro

UNC- Chapel Hill



Developing state Cross Agency PD Teams

Virginia Buysse

UNC- Chapel Hill

National Professional Development Center on Inclusion

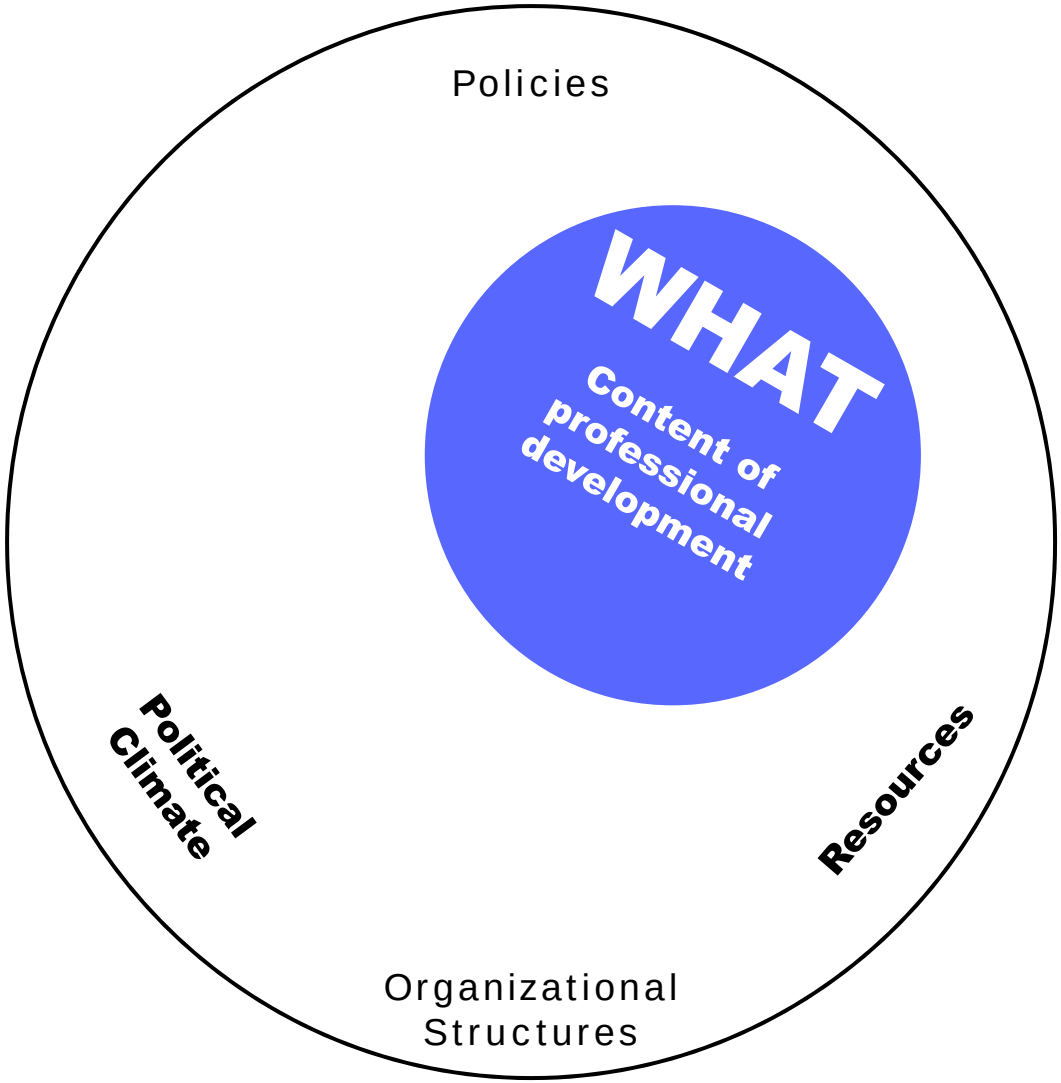
Helping states achieve an integrated professional development system that supports high quality inclusion

What Do We Mean by Professional Development in the Early

Professional Development in Early Childhood

Core PD Components: WHO

Core PD Components: WHO



Core PD Components: WHO

Access NPDCI Resources and Conversations!
Share Your Expertise!

http://community.fpg.unc.edu/

Current Discussion

National Professional Development Center on Inclusion

Professional Development 1-2-3 Planning Guide

The National Professional Development Center on Inclusion (NPDCI) has developed a concept paper, *"What Do We Mean by*

Figure 1. A Conceptual Framework for Professional Development

Building Cross-Sector PD Approaches in Your State

STEP 1 - Set the Stage

- Identify an individual to coordinate the process
- Engage cross-sector leaders to work together
- Create a profile of state resources related to PD
- Identify the potential benefits

STEP 2 - Discuss core components: Who, what, how

STEP 3 - Discuss key contexts and supports for PD: Organizational structures, access and outreach, policies, resources, and evaluation

Building Cross-Sector PD Approaches in Your State

STEP 4 – Clarify your vision

STEP 5 – Identify goals for attaining your vision

STEP 6 – Develop your plan

STEP 7 – Evaluate your progress

Draft 7-9-08

National Professional Development Center on Inclusion

The Landscape: A Statewide Survey for *Providers* of Professional Development in Early Childhood

(Buysse, Hollingsworth, & West)

Purpose

This survey is designed to gather information that will produce a landscape of professional development in early childhood in your state. The intended respondents are ***professional development providers****—those who provide learning opportunities and support for practitioners (the learners) who work directly with young children (birth to 8) and their families. The information gathered by the Landscape can be used to describe* ***who*** *the learners are,* ***what*** *professional development content they receive, and* ***how*** *learners acquire core competencies and get support to apply what they learn in practice.*

Directions

This survey is divided into several sections: (I) the who, (II) the what, and (III) the how of professional development, along with (IV) questions about key contexts and supports for professional development. A final section is designed to gather background information about you, the provider. Read each of the items below and follow the directions to select the answer that most accurately reflects your own experience as a provider of professional development in your state or local community. In answering the questions, draw upon your

Summary of NPDCI Evaluation Plan

For Discussion

1. What framework for planning and evaluating PD are you currently using in your state or local efforts, and what aspects of the planning process do you find most helpful and challenging?
2. What tools and resources are you using to guide the planning process, the implementation, and the evaluation of PD? For example, what types of information are you gathering to determine needs and resources for PD and what methods have you found most helpful in evaluating PD?
3. What methods can the field use to determine whether PD is being implemented as intended and to document that practitioners are applying the knowledge and skills they gain through PD in their practice settings?