Presenters

- **Alison Lutton**, Senior Director Higher Education Accreditation & Program Support, NAEYC
- **Sue Russell**, President, Child Care Services Association
- **Pam Winton**, Senior Scientist and Director of Outreach, FPG Child Development Institute – *ghost presenter*
- **Rosemary Fennell**, facilitator, US Department of Education
Expected Outcomes

• Participants will have a common understanding of the needs of the workforce that are driving demand for increased capacity of higher education programs and faculty;

• Participants will learn about effective strategies by connecting with peers; and

• Participants will be able to articulate system and policy issues that are needed to improve and sustain higher education capacity.
Agenda

• Introductions – Rosemary Fennell

• Content and Discussion
  – Personnel, program, and systems issues driving demand for increased capacity
  – Strategies to increase capacity
  – Recommendations for improving and sustaining capacity

• Wrap-up – Rosemary Fennell
Contextual Issues Driving Demand for Increased Capacity

- **Practitioners** need access to high quality PD experiences that lead to degrees and better salaries
- **Faculty and IHEs** need resources and support to build quality
- **PD infrastructure** needs to change in order to support the above needs
Practitioners need access to high quality PD experiences that lead to degrees and better salaries

– Flexible schedules (nights, weekends, practicum options)
– Scholarships for direct and indirect costs
– Support (knowledgeable advising, developmental coursework, coursework in languages other than English)
Practitioners, cont.

– Meaningful articulation to ensure smooth pathways to career advancement
– Pathways to degrees with many steps along the way (Credentials, Certificates, Diplomas)
– Transparent information about quality, availability and access to IHEs
Faculty and IHE need resources and support to build quality

– Professional development for faculty on:
  • research-based early learning and intervening practices for young children and
  • research-based approaches to adult learning

– PD resources for faculty that are
  • current,
  • reflect what is known about adult learning, and
  • focused on research-based early childhood practices
Faculty and IHE, cont.

– Resources to experiment with and study new IHE program designs to address diversity and inclusion (e.g., blended programs)
– Resources to address lack of diversity of IHE faculty
PD Infrastructure *needs to change* to support practitioners, faculty and IHE

- The current infrastructure consists of fragmentation:
  - across service systems,
  - across IHE departments,
  - across articulation efforts among two-year and four-year IHEs and other components of state PD systems
PD Infrastructure *needs to change* to support practitioners, faculty and IHE

– The current infrastructure consists of multiple IHE, program, and practitioner standards that both overlap and leave gaps:

  • NCATE accreditation,
  • NAEYC 2-year IHE accreditation,
  • National Board of Teaching Standards.
  • Child Development Associate Credential
  • State licensure/certification/PD system credentials
Higher Education Program Quality & Accreditation

• What should we expect from teacher education?

• What supports do early childhood teacher education programs need?

• Teacher preparation programs are designed to prepare new teachers for entry. They are just one part of much larger system.
At least **5 structures** needed to support effective teaching

- Teacher Education/preparation
- Induction/mentoring/coaching
- Leadership from principals/directors
- Adequate resources in the school/classroom
- Ongoing PD
- Engagement in professional networks and associations
The Role of Programmatic Accreditation in Higher Education

- Public **accountability and transparency** – information about quality of program
- National standards that reflect **evidence based expertise** in a profession
- Fewer, higher, clearer standards focused on **outcomes/student assessments**
- **Expectations** for meeting the standards that are both achievable and **aspirational**
- A structure that supports reflective, intentional **quality improvement**
- A structure that supports **capacity building** in IHEs and programs
Supports Needed to Build Capacity in Institutions of Higher Education and Early Childhood Programs

- Faculty Recruitment and Development – the “pipeline”
- Data Systems
- Resources to Meet National Standards
Faculty recruitment and development – the “pipeline”

• More & stronger graduate programs in early childhood education
• Mentoring for new, young, more diverse faculty
• Leadership development
• Professional development for all faculty
Data Systems

- Support transfer and articulation (who is responsible for the teacher’s performance?)
- Align standards and credentials – local/state/national & across child care/Head Start/P-12 education systems
- Support/monitor program quality, access, diversity of teacher ed students & graduates
- Support responsible innovation and risk, especially to respond to needs of specific underserved populations, such as Tribal communities or adult students who need time to become fluent readers and writers in English
Resources that Help Faculty Meet National Early Childhood Professional Preparation Standards

• Promoting Child Development and Learning
• Building Family & Community Relationships
• Observing, Documenting & Assessing
• Using Developmentally Effective Teaching Practices
• Using Content Knowledge to Build Meaningful Curriculum
• Becoming a Professional
The Result of Programmatic Accreditation of IHE

• Preparation for diverse children, families and communities across all of these standards.

• Preparation for inclusive classrooms across all of these standards.

• Evidence-based practice across all of these standards.
Resources and Supports for Faculty & IHE Innovations

Presented by:
Pam Winton
FPG Child Development Institute

Early Childhood 2010: Innovation for the Next Generation (EC2010)
Washington, DC
Context: Increased Attention to PD Quality

- Effective professional development
- Increase in teachers’ knowledge and use of evidence-based practice
- Improved child and family outcomes
Context: Increased focus on evidence-based practice

Practitioners are expected to use evidence-based practice
Faculty & PD providers are expected to incorporate EBP into PD. But what does that mean?
OSEP grant competition for institutions of higher education preparing early intervention, special education, and related services personnel at the associate, baccalaureate, master’s, specialist, doctoral, and post-doctoral levels. This notice is in the Federal Register at: http://edocket.access.gpo.gov/2010/2010-14229.htm. This competition provides financial support for scholars completing their degrees in early intervention, special education, or related services. This opportunity is planned to occur again in FY2011.

OSEP grant competition for associate degree programs preparing paraeducators. The notice is in the Federal Register at http://edocket.access.gpo.gov/2009/pdf/E9-21436.pdf. This competition provides support to institutions of higher education, with a particular focus on community colleges, to improve their early childhood or early childhood special education preparation programs. This opportunity is planned to occur again in FY2011.
EBP Emphasis: US ED OSEP Grant Opportunities

• **Purpose of Personnel Development Program:** Ensure that personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving children with disabilities.

• **Requirement for Applications:** Training requirements and required coursework for the proposed training program incorporate research-based practices that improve outcomes for children with disabilities.

• **GPRA Measure:** Percentage of projects that incorporate evidence-based practices into their curriculum.
Examples of Emerging PD Resources
CONNECT Modules
An EBP Approach To PD

A partnership between:

Funded by:
EBP: identifying specific research-based practices that have been validated through a rigorous review process

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005
EBP: A decision-making process that integrates the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
An Approach and Resource for Incorporating EBP into PD

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
CONNECT Modules: Focused on Practices within Real Life Settings

Research-Based Practices
Instructors’ Support

Instructor Community

Announcements
The CONNECT Modules are now available here, online, free-of-charge to instructors and learners nationwide.

Getting Started Videos
About CONNECT Modules
A 3-minute video presentation of CONNECT’s evidence-based practice approach to professional development.

Tours: Instructor Community | Learner Modules | Resource Library
Quick 2-3 minute video tours of the major CONNECT Module site sections. pdf version - “Getting Started With the CONNECT Modules Website Guide”

Stay connected: Subscribe to Newsletter (by email) | Subscribe to Blog (by RSS feed)

Help/FAQs
Frequently asked questions and help documents for instructors.

Discussion Board
A place for instructors to ask questions and share ideas with other instructors and CONNECT staff. Current discussions:
Module Usage | Textbooks

Additional Instructor Resources
Learner Modules | Resource Library Section

FPG Snapshot: Evidence Based Practice
Is this your first time using an evidence-based practice approach in your professional development? Download this pdf document for a quick overview of EBP.

Learn more about EBP
How EBP is Incorporated into CONNECT

- Provides **best available research** on a specific practice
- Builds **evidence-based decision-making skills**
- Reflects research on **effective PD**
  - Practice-focused rather than general content
  - Actively engages learners
  - Includes strategies for guidance and feedback to learners
- Aligns with standards, curricula & assessments
Demand-Side Strategies to Drive Supply, Quality and Access

Sue Russell, Child Care Services Association
Making Higher Education Affordable

This Strategy...

- T.E.A.C.H. Early Childhood®
  - Comprehensive scholarships
  - Leveraged reductions in costs
  - Employer buy-in and support
Making Higher Education Affordable

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• T.E.A.C.H. Early Childhood®
  – Comprehensive scholarships
  – Leveraged reductions in costs
  – Employer buy-in and support

Results in....

• Access by underserved populations
• Modest costs for students
• No debt
• More students
Rewarding Increased Higher Education

These Strategies...

• T.E.A.C.H. Early Childhood
• Child Care WAGE$
• QRIS standards and incentives
• Pre-K salaries and benefits
## Rewarding Increased Higher Education

**These Strategies...**
- T.E.A.C.H. Early Childhood
- Child Care WAGE$
- QRIS standards and incentives
- Pre-K salaries and benefits

**Result in...**
- Increased demand
- Increased persistence and completion rates
Improving Supply

• **Increased Demand**
  – More students overall
  – Increased working-student population

• **Workforce Intermediary**
  – Ongoing, shared consumer feedback
  – Individual and system advocate
  – Change agent
Improving Quality

**Quality Drivers...**

- Consumer knowledge
- Competition for consumers
- Increasing supply of consumers
Improving Quality

Quality Drivers lead to...

- Consumer knowledge
- Competition for consumers
- Increasing supply of consumers

Quality Hallmarks

- Accreditation
- Articulation
- Increased supply of knowledgeable, diverse faculty
Lessons Learned

• **Systemic interventions**
  – Buyer
  – Advocate

• **Investments**
  – Individual workforce
  – IHEs
The Return on Investment
A Time to Share
Other Strategies that Address Capacity

• What has worked in your program?
• What has worked at your institution?
• What has worked in your state?
Recommendations

- Practitioners and Employers
- Faculty and Institutions of Higher Education
- PD Infrastructure
Practitioners and Employers

Envision a professional, well-educated, culturally competent and effective early childhood workforce

• Commit to lifelong professional development
• Provide requirements, incentives and paid release time for staff to continue their education
• Create internal orientation and mentoring systems for new staff within programs
• Develop compensation structures that reward higher education and continuing professional development
Faculty and Institutions of Higher Education

Envision Institutions of Higher Education that are accessible, offer high quality instruction, have well educated, compensated and supported faculty, and support continuous paths of professional development.

• Create deliberate recruitment, compensation and mentoring strategies for qualified, diverse faculty
• Develop and support degree programs that focus on the needs of part-time, low-income, community-bound students
• Require IHEs and their early childhood degree programs to become accredited
• Encourage four and two year schools within communities and states to develop meaningful articulation agreements
• Support the development and maintenance of resources for faculty on research to practice
Envision one early childhood profession with levels and specializations across all systems with a coherent pathway from HS to doctorate.

- Create and/or improve individual certification and licensure systems for practitioners and administrators
- Use a common set of national professional preparation standards for practitioners from birth to eight and across all settings
PD Infrastructure, cont.

• Develop a common course catalog and/or common expectations for certificates, diplomas and degrees in early childhood education to support articulation of coursework within and across states

• Provide faculty funding to continue their own professional development and access to research in evidence-based practice

• Seek funding that provides scholarships and loan forgiveness for practitioners
Thank You