



PD Connections Fall 2010

www.ncicdp.org

October 20, 2010



Session: Continuing Education

- 10 AM
 - Update on EEC
 - Information on adult learning
- 11:30 AM
 - *Morning Stretch*
 - CEU Overview
- 12:15 Lunch
- 1:30 PM
 - Developing CEU Content
 - Creating Quality Sessions
- 3 PM - Adjourn



Content Overview

- What is the latest EEC news?
- Why is our field developing CEUs?
- Why is this important?
- What is a CEU?
- What are the elements of a quality CEU?
- How do I support a quality start for NC?
- What resources are available?



Time for Reflection & Learning

Worked together to...

- Build & test EEC system
- Implement new SA scale
- Build a base of EEC Rewards
- Assess trainer knowledge
- Draft trainer guidelines
- Advance EEC as a law for profession
- Create frame for CEUs



Questions

- Leaves on table
- Lunch time Conversation
- Email Institute
- Continuing Education Network
- Continuing Education Webinar



Understanding the Institute

- There is no “I” in Institute – it is you, all of us
- Since 1993
 - Catalyst for improving and supporting workforce professional development
 - Creates tools
 - Advocates for resources for workforce
 - Increases awareness about profession & professionals
 - Informs design of workforce supports
 - Informs design of frameworks



Understanding the Institute

- Who is the Board?
 - Many of best minds in the state around professional development
 - Representative of the field
 - Decades of experience, years of working on task groups & on professional development and systems alignment
 - Dedicated to advocating/developing comprehensive PD system
 - Reflective of needs of the field
 - Leverages existing resources
 - Committed to listening to the voices of ALL in the workforce
 - Education, Compensation & Recognition Advisory Committee
 - Task Groups & Committees
 - Partners
 - Volunteers
 - E-network
 - *New!* Continuing Education E-Network



Catalyst for Continuing Education

- Support creation EEC renewal options
- Work with systems to support provision affordable, accessible, quality CEUs
- Qualify instructors to provide CEUs
- Build cohort of strong instructors
- Promote quality opportunities



Connecting a Profession

- Group mission or identify
- Standards of behavior & practice
- Specialized body of knowledge
- Set of skills
- Recognition as member of profession



Advancing our Profession

- Economic resources
- Varied roles
- Jobs for nearly 50,000
- Services for children, families, adults, IHEs, nonprofits, government



Defining Certification

- EEC is acknowledgement of an individual's verified level of educational achievement, based on a standardized scale.
- EEC is field wide.
- EEC is required by law for those teaching in or administering licensed child care programs.



Learning More About EEC

- Level is based on education earned, not a specific certification class.
- No specific certification level.
- No test currently required.
- Does not replace B-K or Preschool Add-On license.
- Continuing education is required.
- Fee based.
- Certified by a field-based organization.
- Over half the teaching workforce submitted application.



Accessing EEC Information

- www.ncicdp.org
 - Handouts
 - EEC Q&A
 - 10/26 Webinar – 1 PM
 - 11/16 SA Webinar – Noon



Responding to Change

- ↑ Research...increased knowledge about child outcomes
- ↑ Education requirements...increased demand for education documentation
- ↑ Education documentation...increased time in files
- ↑ Less time on the floor and learning...less time with children



Listening to the Field

- Recognition as professionals
- Reduction paperwork
- Lower operational costs
- Increase strategies to raise compensation
- Increase efficiency
- Bring us together, don't divide us by role/setting
- Require accountability for individual actions



Listening to the Legislature

- Shortfalls in budget coming
- Reduce costs now
- Eliminate duplication
- Increase data
- Move quickly



Reducing the Load

- Counts **all** education – gen ed & older than 10 years
- Reduces workload in tracking down and mailing transcripts to many sources
- Provides a verified form of education review for hire
- Shifts responsibility from program to individual
- Reduces program costs and increases training options
- Provides access to discounts on purchases and services
- Verifies education for programs




Adult Learning

- Think back to the past 30 days.
- What is one thing you learned?
 - What and why?



Adult Learning

- The key to adult education is audience participation.
 - Malcolm Knowles, 1992.
- The purpose of adult education is to teach the learner how to solve their own problems.
 - Eduard Lindeman, 1961.

- 
- What do you know about adult learners?
 - Small group brainstorming activity



Adults as Learners-Characteristics

- Adults are *autonomous* and *self-directed*.
- Adults have accumulated a foundation of *life experiences* and *knowledge*.
- Adults are *goal-oriented*.
- Adults are *relevancy-oriented*.
- Adults are *practical*.
- Adults need to be shown *respect*.



Effective Instruction

- Motivation
- Reinforcement
- Retention
- Transference



Transference

- Association
- Similarity
- Degree of original learning
- Critical attribute element
- Time spent



Passive vs. Active Learning

- Studies show that over a period of three days, the retention of learning is as follows:
 - **10%** of what we *read*
 - **20%** of what we *hear*
 - **30%** of what we *see*
 - **50%** of what we *see and hear*
 - **70%** of what we *say*
 - **90%** of what we *say as we do* (orally work out a problem)
- Adults can learn by reading, listening, and watching, but they will learn better if they are actively involved in the learning process.



Adult Learning Principles

- Learning is enhanced when it is immediately applicable to real life concepts.
- Learning is enhanced when adults have control or influence over the educational experience.
- Learning depends upon past and current experiences.
- Learning depends upon active involvement of the learner (Problem-centered vs. Content-centered).



Adult Learning Principles

- Learning is enhanced when learners achieve self-direction.
- Learning is enhanced when connections are created.
- Learning should, where possible, account for learning style and individual difference.
- Learning environments must be safe.



Morning Stretch



CELS

What do they look like?



True/False for Trainers

1. Sometimes I feel like I'm running a race to cover the information I want to cover in a workshop.
2. There's always enough time to answer questions of participants as they come up.
3. I never know what "level" my participants are at when they walk in the door to my workshops.
4. I'm sure that participants in my workshop are learning.
5. I'm not sure WHAT my participants are learning.
6. Participants in my workshops have time to learn and practice new skills that they will take back to their classrooms/FCCHs.
7. I'd like to make my workshops more relevant to the participants experiences and needs.



Workshop	CEU
1 to 2.5 hours on average	1 CEU = 10 hours (minimum .5 CEU)
single meeting	multiple meetings/ assignments



What are the required topics?

- Just like DCD training, CEUs must fall under one of DCD's Nine Topic Areas:
 1. Planning a safe, healthy learning environment
 2. Children's physical & intellectual development
 3. Children's social & emotional development
 4. Productive relationships with families
 5. Program management
 6. Professionalism
 7. Observing & recording children's behavior
 8. Child growth development
 9. Inclusion of children with special needs



What organizations can issue a CEU for EEC?

- Issued by one of the following
 - Regionally accredited College/University
 - Local school systems/LEAs
 - An organization approved by IACET
(International Association for Continuing
Education and Training) (www.iacet.org)



Can my CEUs or semester credits be counted for my in-service requirements?

- DCD's approval system for CEUs is the same as that for training hours.
- In order for CEUS to count as in-service hours, the CEU delivering body must be a DCD-exempt agency or the trainer must submit their CEU session to DCD for approval.
- If applicants are unsure if their CEUs will meet DCD requirements for in-service training, they should contact DCD directly.

What looks the same?



- Welcome / introductions
- Training site information / "rules"
- Training goals/Pre-assessment
- Opening activity/Ice-breaker

The Finish Line



- ❑ Final Comments / Wrap-up
- ❑ Participant Reflection
- ❑ Q&A
- ❑ Post-assessment
- ❑ Training evaluation



What's different?

Increased opportunities for instructors to

- plan instruction and identify outcomes based on learning needs
- identify prerequisites or special requirements (if any) prior to the event
- use instructional time in a way that responds to the adult learning needs of participants
- assess learning throughout the instruction
- impact learning outcomes

What's different?

Opportunities for a *community of learners* to...

- use new information
- practice new skills
- reflect on their practice
- obtain feedback
- gain confidence



Key Concepts to Outcomes

Every child is unique in the way that they develop.	Discuss how culture, disability and temperament affect development
The physical environment and the interactions that a child has within the environment play a large role in how a child develops.	Describe an example of how the environment can support learning
The teacher's ability to observe children in their environment is key in planning for individual needs.	Collect information about an individual child by observing him/her in the learning environment.
Understanding the importance of planning and how to create a flexible plan is essential to meet the needs of each child.	Use observation information to create an individualized plan to meet the needs of the child observed.



Assessment of Learning

Discuss how culture, disability and temperament affect development.	Participants generate test questions based on the content presented in small groups and “quiz” the larger group.
Describe an example of how the environment can support learning.	Participants share one example during group discussion (or submit one in writing).
Collect information about an individual child by observing him/her in the learning environment.	Participants complete the observation homework assignment.
Use observation information to create an individualized plan to meet the needs of the child observed.	Participants demonstrate this during class with the individualized plan they create for the child they observed.



Workshop Agenda

- Mini Lecture: Key Concepts (15)
- Activity: Milestones (10)
- Mini Lecture: Environments (5)
- Activity: Environments (15)
- Mini Lecture: Observation (5)
- Activity: Video (10)
- Mini Lecture: The Planning Process (5)
- Activity: Planning for Individual Needs (10)



CEU Session Agenda, Part I

- Mini Lecture: Development (30)
- Activity: Approaches to Learning (10)
- Mini Lecture: Approaches to Learning (15)
- Activity: Discussion of The Core of DAP (10)
- Mini Lecture: Observation (10)
- Activity: Brainstorming (10)
- Wrap-up/review observation assignment (10)



CEU Session Agenda, Part II

- Discussion: Sharing discoveries about themselves as “observer” made during assignment (10)
- Mini-Lecture: Planning & the Environment (10)
- Activity: Infant and Toddler Environment Planning (15)
- Mini-Lecture: The Planning Process (25)
- Activity: Planning for the Individual Child (30)



Steps for a Quality Start

- Learn about the development of CEUs
- Build your adult learning knowledge and skills
 - Take a course or CEU
- Gather your resources and work with partners to assess needs in area/population
- Build sessions that meet needs & align with your knowledge & skills (use tools)
- Get certified & get ready for endorsement
- Participate in Institute's Continuing Education Network



Start Today!

Pick a session group

Try your hand at developing a CEU!



Continuing Education Framework

- Framework for EEC renewal
- Large task group representative of field
- Reviewed work of 20+ states
- Reviewed approaches by other professions
- Focused on aligning with existing EC & SA systems
- Building quality tied in continuing education



Qualifying the Instructor

- Education/Certification (Level 9 or 10 with 12 focused hours)
- Experience
- Letters of recommendation
- Application & Fee
- Renewal



Qualifying the Content

- Approval of Content
 - CCR&R approval
 - Community College approval
 - University approval
 - IACET organization approval



Tools

- Developed tools to support EEC renewal
 - Guidelines for Adult Educators
 - Online resources
 - CEU Development & Review Guide
 - Adult Learning PPT
 - Con Ed Publication – *under development*



Next Steps

- Continuing Education Network
 - Assess needs
 - Provide trainings
 - Offer Essentials of Adult Learning
 - Connect developers to tools
 - Continue to seek resources to support you
 - Increase public awareness



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