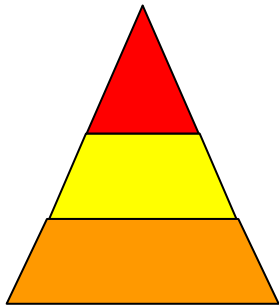


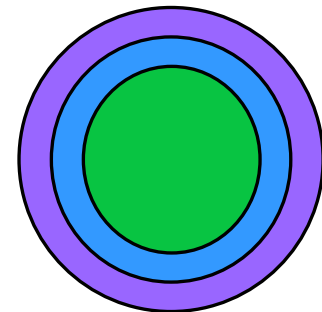


Professional Development: A Legacy of Similarities and Differences

Smart Start Presentation: February 18, 2010





*Sharon L. Kagan, Ed.D.
Teachers College, Columbia University
Child Study Center, Yale University*






Presentation Overview

- *Part 1: Who Are We, Really: Similarities and Differences*
 - *Part 2: Our Challenges: Similarities and Differences*
 - *Part 3: Potential Solutions: Diverse Options for a Diverse Field*
- 




Part I:
Who Are We, Really:
Similarities and Differences





Poll

- What is your major role?
 - Work directly with children
 - Work in federal, state, or local governmental organization
 - Work in non-profit advocacy, research, teaching, or TA organization
 - What is your highest level of professional degree?
 - PhD, EdD
 - MA, MS, MED
 - BA, BS
 - AA
 - CDA
- 



Who Are We, Really: Similarities

- We're big:
 - 2.3 million strong:
 - 24% center-based
 - 28% family child care
 - 48% family, friend, or neighbor care
- We share many things:
 - Predominantly women
 - Predominantly middle-aged (30s-40s)
 - Mostly underpaid and under-compensated
 - Leave our jobs in high numbers
 - Committed to the well being of young children.




Who Are We, Really: Differences

We are diverse ethnically and that variation also differs according to program type:

	White	Black	Hispanic	Asian	Other
Pre-kindergarten	64%	13%	15%	2%	8%
Head Start	36%	28%	24%	2%	
Center-based	78%	10%	6%	1%	5%
Family child care	20%	27%	26%	23%	

Center-based program data come from Saluja, Early, & Clifford (2002); Family child care data come from Layzer & Goodson (2006); Head Start data are from Hart & Schumacher (2005); Pre-kindergarten data are from Early et al. (2005).






Who Are We, Really: Differences

We vary in our compensation rates by program type:

	Wages	Health insurance	Retirement benefits
Pre-kindergarten	\$30,998	89%	80%
Head Start	\$24,608	65%	48%

Center-based data are from Herzenberg, Price, & Bradley (2005); Pre-kindergarten data are from Gilliam & Marchesseault (2005); Head Start data are from four Midwestern States, Raikes et al. (2003).



Who Are We, Really: Differences

We vary in our professional training by program type:

	HS or less	AA/ some college	BA or more	Child Development Associate (CDA) credential	State license or endorsement
Pre-kindergarten	13%	14%	73%	23%	57%
Head Start	31%	33%	36%	22%	N/A
Center-based	30%	41%	30%	18%	44%
Home-based	56%	32%	11%	3%	7%

Pre-kindergarten data are from Gilliam & Marchesseault (2005); Head Start data are from Hamm (2006); Center-based data (includes teachers and directors) and home-based data on formal education are from Herzenberg et al. (2005), Center-based and Family Child Care data on credentials are from Saluja, Early, & Clifford (2002).




Who Are We, Really: Differences

We vary in our experience by program type:

Pre-kindergarten	8 years
Child care	11-13 years
Family child care	19 years
Family, friend, neighbor	22 years

Early, D. M., Barbarin, O., Bryant, D., Burchinal, M. R., Chang, F., Clifford, R. M., et al. (2005). Pre-kindergarten in eleven states: NCEDL's multi-state study of pre-kindergarten & Study of state-wide early education programs (SWEEP), preliminary descriptive report. Chapel Hill: University of North Carolina. Evans, G. D., Bryant, N. E., Owens, J. S., & Koukos, K. (2004). Ethnic differences in burnout, coping, and intervention acceptability among childcare professionals. Child and Youth Care Forum, 33(5), 349-371. Gilliam, W. S., & Marchesseault, C. M. (2005). From capitols to classrooms, policies to practice: State-funded prekindergarten at the classroom level. Part 1: Who's teaching our youngest students? Teacher education and training, experience, compensation and benefits, and assistant teachers. New Haven, CT: Yale University, Yale Child Study Center. Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). Then and now: Changes in child care staffing, 1994-2000. Washington, DC and Berkeley, CA: Center for the Child Care Workforce and the Institute of Industrial Relations, University of California.





Who Are We, Really: Differences

- We vary in our exposure to professional development
 - 62% of center-based child care teachers have participated in some form of training
 - 25% of family child care providers have participated in training
- Average training time differs by program type:
 - Pre-kindergarten: 45 hours
 - Head Start: 62 hours
 - Child care teachers: 27 hours



Who Are We, Really: Differences

- Bottom line
 - We're different and our professional development needs to be different in terms of:
 - Individual differences
 - Institutional or program differences
 - State differences
 - A one-size-fits-all strategy for individuals, all programs, and all states is unlikely to work
 - Variation must be regarded as good, and it must be planned for





*Part II:
Our Challenges:
Similarities and Differences*



Our Challenges: Similarities

Five established and weighty challenges:

1. *Low and inconsistent entry requirements and qualifications*

- Common across the entire ECE workforce
- States have diverse requirements, yielding qualifications that vary widely by program auspice

2. *Low compensation*

- Median hourly earnings of child care teachers in 2008 was \$9.12
- State-funded pre-kindergarten: 14% of teachers in poverty; 71% low-income
- 28% of ECE workforce had employer-provided health insurance, compared with 57% of workers in all industries

Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Bureau of Labor Statistics. (2008). *Occupational employment statistics*. Retrieved from http://www.bls.gov/oes/2008/may/oes_nat.htm#b25-0000. Center for the Child Care Workforce. (2006). *Low salaries for staff, high costs to children*. Washington, DC: Author. Gilliam, W. S., & Marchesseault, C. M. (2005). *From capitols to classrooms, policies to practice: State-funded prekindergarten at the classroom level. Part I: Who's teaching our youngest students? Teacher education and training, experience, compensation and benefits, and assistant teachers*. New Haven, CT: Yale University, Yale Child Study Center. Herzenberg, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004*. Washington, DC: Economic Policy Institute. Whitebook, M., Howes, C., & Phillips, D. (1998). *Worthy work, unlivable wages: The national child care staffing study, 1988-1997*. Washington, DC: Center for the Child Care Workforce.



Our Challenges: Similarities

3. *Inadequate professional development opportunities*

- Not affordable, accessible, systematic, or standardized, correlated with quality experiences for young children, or incentivized

4. *High turnover*


- One third of ECE teachers leave their job every year; half of these leave the field all together
- Association with lower quality services for children and families

5. *Unsuccessful recruitment and replacement*

- Loss of most qualified teachers to retirement or other, more lucrative and prestigious options
- Today, new teachers are less qualified than those they replace

Cost Quality and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers*. Denver: University of Colorado, Economics Department.

Howes, C., & Hamilton, C. E. (1993). *The changing experience of child care: Changes in teachers and in teacher-child relationships and children's social competence with peers*. *Early Childhood Research Quarterly*, 8(1), 15-32. Kontos, S., Howes, C., Galinsky, E., & Shinn, M. (1995). *Quality in family child care and relative care*. New York: Families and Work Institute. Whitebook, M., Howes, C., & Phillips, D. (1990). *Who cares? Child care teachers and the quality of care in America. The national child care staffing study*. Washington, DC: Child Care Employee Project, now the Center for the Child Care Workforce. Whitebook, M., & Sakai, L. (2003). *Turnover begets turnover: An examination of job and occupational stability among child care center staff*. *Early Childhood Research Quarterly*, 18(3), 273-293.





Our Challenges: Similarities

- Institutional and systemic challenges
 - The ECE “non-system” of services
 - Funding streams
 - Eligibility requirements
 - Program quality standards
 - Teacher qualifications
 - Professional development
 - Governance structures
 - Not parallel to public school system; more like higher education
 - Imperfect and incomplete market economy
 - Public good vs. private good
 - Incomplete information for parents





Our Challenges: Differences

- Variation in program intention and scope
 - Programs have different goals (comprehensive; universal, targeted)
 - Programs have different timeframes (full-day, part-day)
 - Programs have different allocations for professional development
 - Such variation means that professional development may need to vary





Our Challenges: Differences

- Variation in definition
 - In the past, we were pretty clear on what constituted quality in ECE
 - Current press for accountability has changed that
 - Some aim for *quality*, usually measured by the process variables associated with teacher-child interactions
 - Some aim for *effectiveness*, usually associated with positive changes in children's outcomes
 - No longer a consensus on functions and responsibilities of contemporary ECE teacher; this makes it difficult to unequivocally declare that any single professional development strategy is privileged in achieving it





Our Challenges: Differences

- Variation in ideas about the effects of informal professional development
 - Benefits of sustained workshops
 - ECE teachers who participated in five or more workshops were more likely to:
 - Have positive interactions with children
 - Facilitate children’s language development
 - Give greater support for concept learning
 - Demonstrate supportive behavior that promoted children’s social and physical skills
 - Others contend that
 - Effective strategies are more tailored to individual teachers’ needs and experiences so they call for:
 - Personalized approaches to PD (e.g., mentoring, coaching)
 - Making more effective use of technology





Our Challenges: Differences


- Variation in ideas about whether the BA is the answer
 - Some say BA is necessary because:
 - It will improve what teachers do with students (more warm, nurturing, sensitive behavior)
 - It better assures that teachers have a sound knowledge base in child development and developmentally appropriate practice
 - It is universally recognized and will be accompanied by higher salaries and benefits
 - Is a barometer of formal education that is associated with effective teaching
 - Others contend:
 - False assumptions that BA automatically breeds quality at preschool and primary levels
 - Lack of clarity: For whom would the BA be required? Teachers of infants, toddlers, and preschoolers? Can one definition of quality transcend all 8 years of the ECE spectrum?
 - One-size-fits-all BA might be too generic a metric—perhaps not right for the diversity that characterizes ECE
 - No resources to hire BA teachers
 - Recent data suggest little correlation between formal education and child achievement

Howes, C. (1997). *Children's experiences in center-based child care as a function of teacher background and adult : child ratio*. *Merrill-Palmer Quarterly*, 43, 404-425. Whitebook, M., Phillips, D., Bellm, D., Crowell, N., Almaraz, M., & Jo, J. Y. (2004). *Two years in early care and education: A community portrait of quality and workforce stability*. Alameda County, California. Berkeley, CA: University of California, Center for the Study of Child Care Employment. Howes, C., James, J., & Ritchie, S. (2003). *Pathways to effective teaching*. *Early Childhood Research Quarterly*, 18(1), 104-120. de Kruif, R. E. L., McWilliam, R. A., Ridley, S. M., & Wakely, M. B. (2000). *Classification of teachers' interaction behaviors in early childhood classrooms*. *Early Childhood Research Quarterly*, 15(2), 247-268.





Poll

- I think the BA should be a requirement for all lead teachers working with groups of children, birth to age 5
 - Agree
 - Disagree
 - I think the BA is a good idea, but should not be a requirement
 - Agree
 - Disagree
 - I think the BA is a false proxy for teacher quality and effectiveness
 - Agree
 - Disagree
 - I think the field should invest more time and resources in other types of professional development
 - Agree
 - Disagree
- 



Our Challenges: Differences

- Variation in, and limits to, our research base due to:
 - Small populations, specific states, specific program types
 - No common definitions used in field studies (e.g., Who is a teacher? What is ECE?)
 - Big data holes related to
 - Family child care
 - Threshold levels where professional development does and does not make a difference
 - For whom and under what conditions professional development makes the most difference in terms of child outcomes

Howes, C. (1997). *Children's experiences in center-based child care as a function of teacher background and adult : child ratio*. *Merrill-Palmer Quarterly*, 43, 404-425. Whitebook, M., Phillips, D., Bellm, D., Crowell, N., Almaraz, M., & Jo, J. Y. (2004). *Two years in early care and education: A community portrait of quality and workforce stability*. Alameda County, California. Berkeley, CA: University of California, Center for the Study of Child Care Employment. Howes, C., James, J., & Ritchie, S. (2003). *Pathways to effective teaching*. *Early Childhood Research Quarterly*, 18(1), 104-120. de Kruif, R. E. L., McWilliam, R. A., Ridley, S. M., & Wakely, M. B. (2000). *Classification of teachers' interaction behaviors in early childhood classrooms*. *Early Childhood Research Quarterly*, 15(2), 247-268.





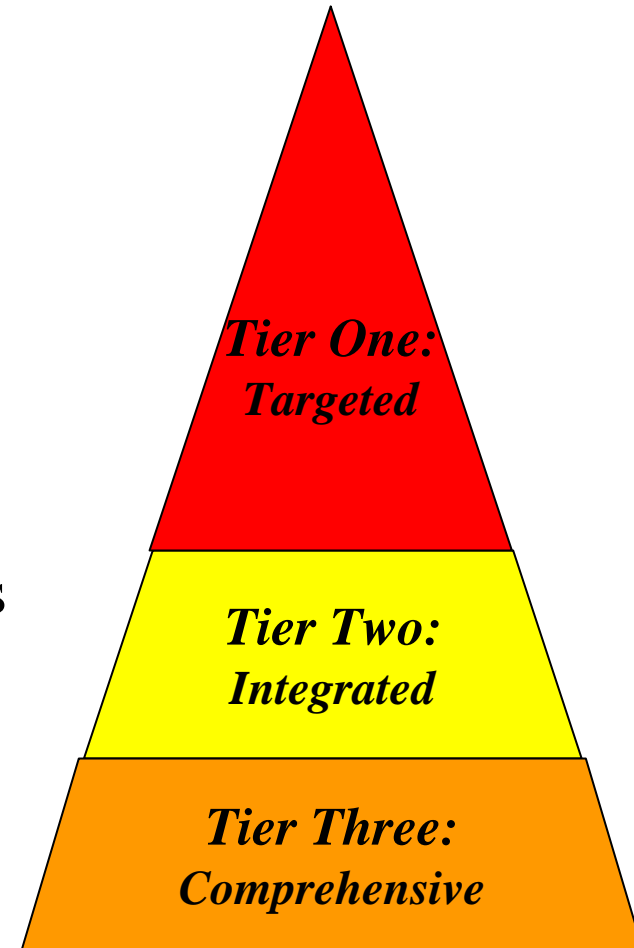
Part III:
Potential Solutions:
Diverse Options for a Diverse Field



Diverse Options for a Diverse Field: The Current Picture

A typology of policies and practices:

1. *Targeted efforts* focus on one major issue
2. *Integrated* efforts focus on more than one issue
3. *Comprehensive* efforts focus on coordinating policies and practices for all teachers





Diverse Options for a Diverse Field: The Current Picture

Tier One

- Targeted efforts focus on one issue
- Three types of targeted mission efforts:
 - Professional Development
 - Compensation
 - Workplace Environments
- E.g.: NAEYC and NCATE collaboration on teacher preparation program standards





Diverse Options for a Diverse Field: The Current Picture

Tier Two

- Integrated mission efforts focus on more than one issue.
- Four types of integrated efforts:
 - Connect compensation *and* professional development
 - Compensation *and* increased qualifications
 - Collective management *and* shared services
 - Unionization
- E.g.: T.E.A.C.H. Early Childhood®





Diverse Options for a Diverse Field: The Current Picture

Tier Three: Comprehensive System Efforts

– Types

- Professional development systems
- Accreditation
- Quality rating and improvement systems
- Public/parent information
- Comprehensive funding strategies

– E.g.: Keystone Stars Child Care Quality Initiative



*Tier Three:
Comprehensive*





Diverse Options for a Diverse Field: The Current Picture

Tier Three: Professional Development System

– Key Elements:

- Core Knowledge
- Career Path
- Professional Development Delivery Mechanism
- Quality Approval and Assurance System
- Qualifications and Credentials
- Incentives for PD
- Access and Outreach
- Financing
- Governance
- Evaluation

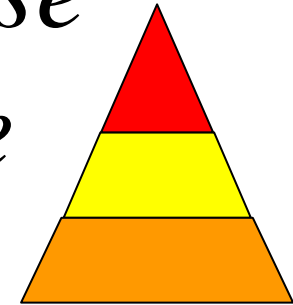


***Tier Three:
Comprehensive***





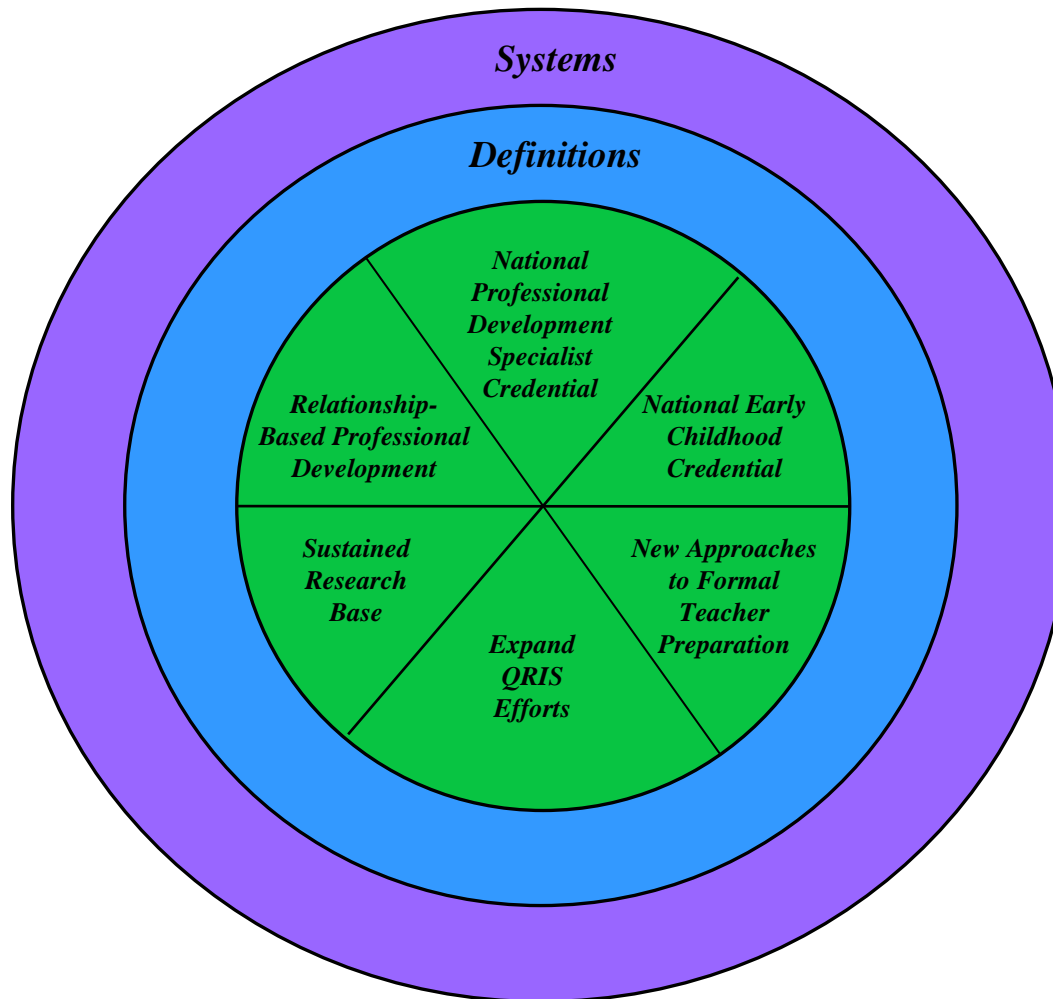
Diverse Options for a Diverse Field: The Current Picture



- The bottom line on what's going on
 - No state has a monopoly on workforce reform; promising efforts exist throughout the nation
 - ECE teachers in different types of programs and in different states experience vastly different opportunities
 - The majority of efforts focus on Tier One generally though more and more states are thinking comprehensively with few having a full-fledged professional development system
 - Many states are moving toward QRISs, and therefore paying increased attention to professional development



*Potential Solutions:
Diverse Options for a Diverse Field*





Core Strategy 1

- Relationship-Based Professional Development
 - Work with coaches/consultants over time
 - Goals are mutually set
 - Ongoing, intensive, professional development where seasoned teachers worked with those less seasoned





Core Strategy 2

- National Professional Development Specialist Credential
 - Need something to assure the quality of those providing the professional development support
 - Some kind of competency driven credential
 - Needed particularly since we are advocating more relationship-based PD
 - Based on adult learning theory, field-based experiences, and individual





Core Strategy 3

- National Early Childhood Credential
 - To be required for all taking on lead teacher roles in the center based classrooms, irrespective of formal degree
 - Consider developing a competency based and rigorous credential for all who take on lead teacher roles in center based classrooms
 - Would pertain to all teachers, irrespective of degree level
 - Would be national in scope so highly recognized and transportable
 - Would be accompanied by increased compensation
 - Have a model in the nursing profession





Core Strategy 4

- New Approaches to Formal Teacher Preparation
 - Promote continuous career pathways by fostering articulation between AA and BA granting institutions and programs
 - Provide college credit for field experience
 - Blend theory and practice through guided independent studies
 - Reexamine the content of teacher preparation programs to be certain it is respectful of 21st century children, particularly in terms of diversity, globalization, and technology





Core Strategy 5

- Expand Quality Rating and Improvement Efforts
 - Represents the clearest systematic way to link program and individual quality
 - Need to be certain that sanctions are not placed on poor performing programs without sustained and requisite supports to improve those programs
 - Need some serious evaluation of the QRIS efforts, in terms of process and outcomes





Core Strategy 6


- Develop a Sustained Research Base
 - Challenges associated with conducting meaningful research are herculean
 - Need resources for more truly national (not 4-state studies)
 - Need ongoing longitudinal data systems that include information about children, programs, and early childhood workers





Poll

Select the one core strategy that you think is most likely to improve professional development in the short run. In the long run?

1. Relationship-Based Professional Development
 2. Professional Development Specialist Credential
 3. National Early Childhood Teacher Credential
 4. New Approaches to Formal Teacher Preparation
 5. Expand QRIS Efforts
 6. Develop a Sustained Research Base
- 



Think Hard about Definitions

- Some leading thinkers are worried that we have identified the issues for decades and have made only limited progress
- Suggest that we need to get serious and get aligned about what we mean by our profession and by professional development
- Common name, common vision, common intentions






Think Hard about Systems

- Thinking about professional development in isolation from a broader systems approach will not address the problem
- Need a more coordinated approach to governance and a mechanism to finance ECE
- Therefore, professional development systems need to be understood as one of the sub-systems of early childhood education





Use All Possible Means, Including

- Race to the Top
- Investing in Innovation Fund
- ESEA re-authorization
- Early Learning Challenge Fund
 - Provides for a tiered program rating and improvement system that:
 - Addresses staff qualifications and training and professional development and education linked to improved compensation
 - Includes a plan for providing comprehensive pre-service preparation and professional development





The Time Is NOW!!

- Never had more opportunity
- Never had more incentives to think systemically
- Never had greater need for high quality professional development
- Multiple core strategies and multiple system strategies will make the difference

