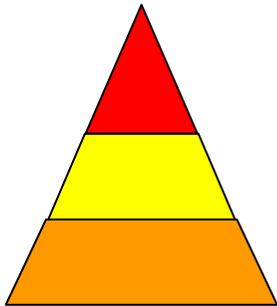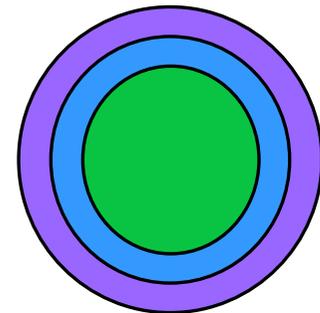# Professional Development: A Legacy of Similarities and Differences

*Smart Start Presentation: February 18, 2010*

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*Teachers College, Columbia University*
*Child Study Center, Yale University*

# Presentation Overview

- *Part I:    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.

*Burton, A., Whitebook, M., Young, M., Bellm, D., Wayne, C., & Brandon, R. N. (2002). Estimating the size and components of the U.S. child care workforce and caregiving population: Key findings from the child care workforce estimate (Preliminary Report). Washington, DC and Seattle, WA: Center for the Child Care Workforce and Human Services Policy Center.*

# *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% | |

# *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).*
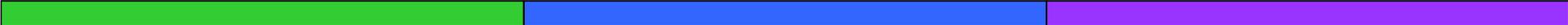
# *Who Are We, Really: Differences*

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

*Data come from Saluja, Early, & Clifford (2002); They encompass ECE providers in four states.*

# *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 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. 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.*

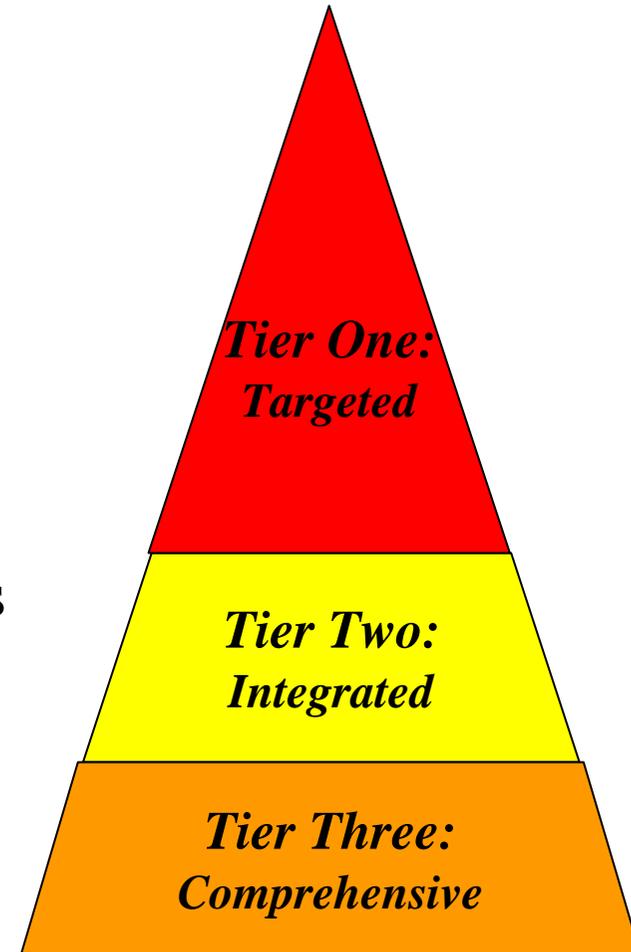*Part III:*
*Potential Solutions:*
*Diverse Options for a Diverse Field*

# 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

**Tier One:** Targeted

**Tier Two:** Integrated

**Tier Three:** Comprehensive

# *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

*Tier One: Targeted*

# *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®

*Tier Two: Integrated*

# 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
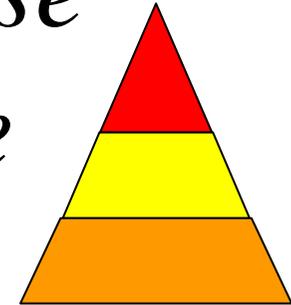
- Financing

- Governance

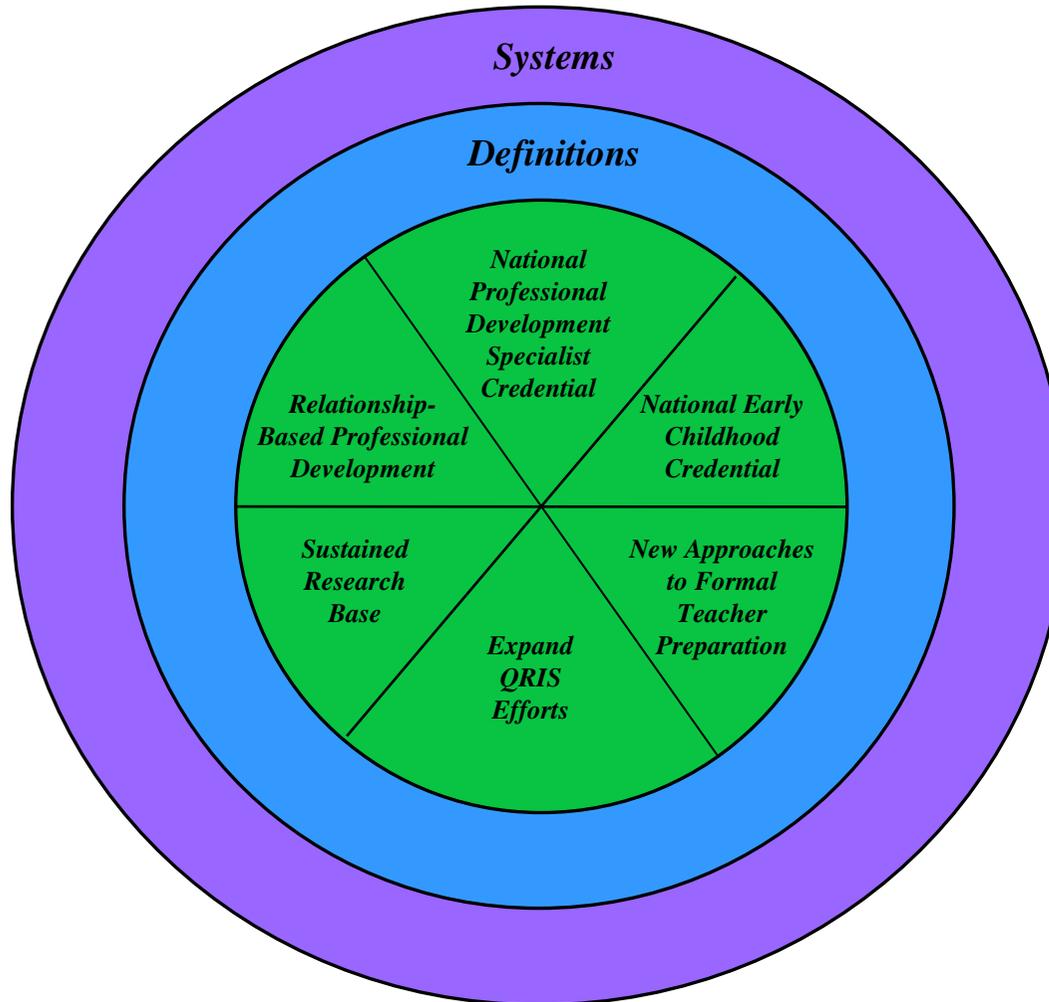- Evaluation

**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

**Systems**

**Definitions**

*National Professional Development Specialist Credential*

*Relationship-Based Professional Development*

*National Early Childhood Credential*

*Sustained Research Base*

*New Approaches to Formal Teacher Preparation*

*Expand QRIS Efforts*

# *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 or 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