What do we mean when we talk about PD?

Using the NAEYC Early Childhood Education Professional Development Glossary

Agenda

NAEYC ECWSI Overview

ECWSI Resources

The PD Glossary

Ideas for Application

Suggestions and Feedback

The NAEYC ECWSI

The Early Childhood Workforce Systems Initiative (ECWSI)

- **Purpose**: assist states in developing, enhancing, and implementing policies for *an integrated early childhood professional development system* for all early childhood education professionals working with and on behalf of young children.

http://www.naeyc.org/policy/ecwsi

The NAEYC ECWSI

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Publications

http://www.naeyc.org/policy/ecwsi
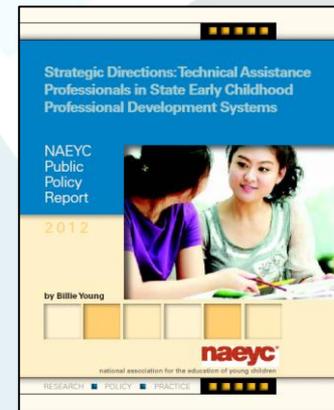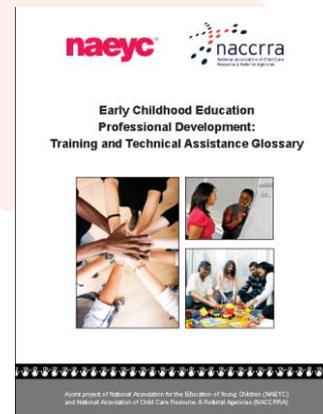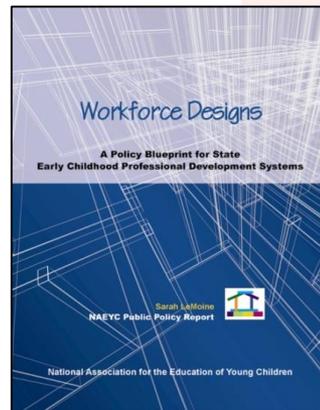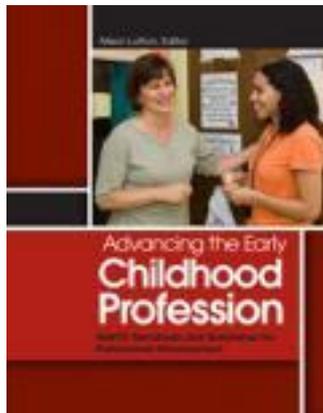
Advancing the Early Childhood Profession
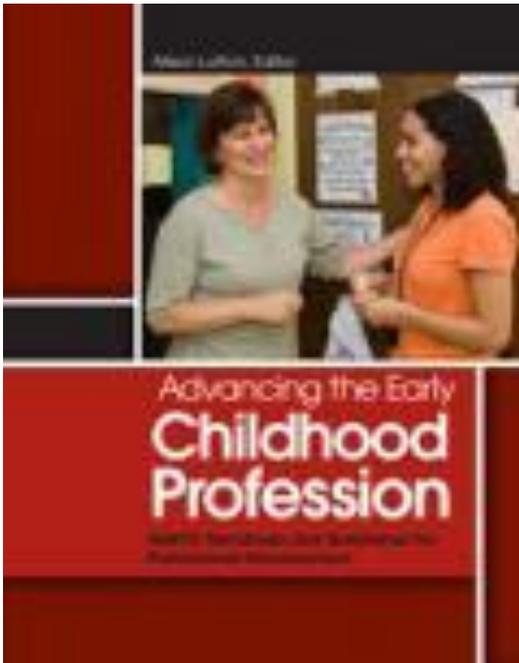
Goal: A unifying framework for the 0-8 ECE profession

- NAEYC Standards for Professional Preparation
- NAEYC Code of Ethical Conduct
- NAEYC Supplement for Adult Educators
- Workforce Designs Policy Blueprint for State EC PD Systems
- Using the NAEYC Professional Preparation Standards

National Association for the Education of Young Children

PD Policy Blueprint

Workforce Designs

A Policy Blueprint for State
Early Childhood Professional Development Systems

Sarah LeMoine
NAEYC Public Policy Report

National Association for the Education of Young Children
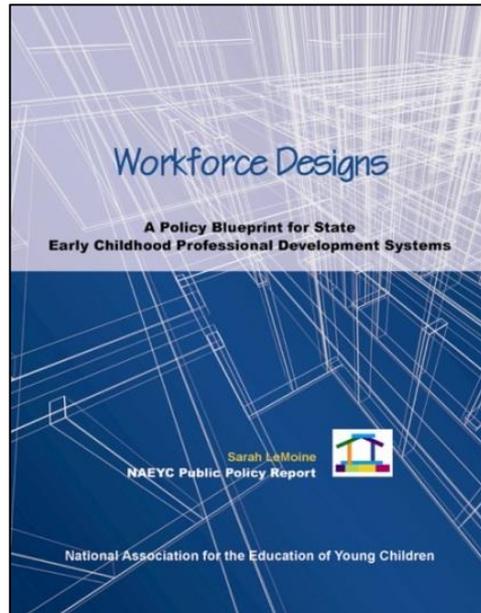
Goal: An integrated system of professional development for early education 0-8

- Identifies six essential policy areas
- Identifies four guiding principles to be applied across each area

IN DEVELOPMENT: PD SYSTEM INDICATORS to evaluate goals and progress on four principles in each policy area

Next: Strategic Directions

Strategic Directions
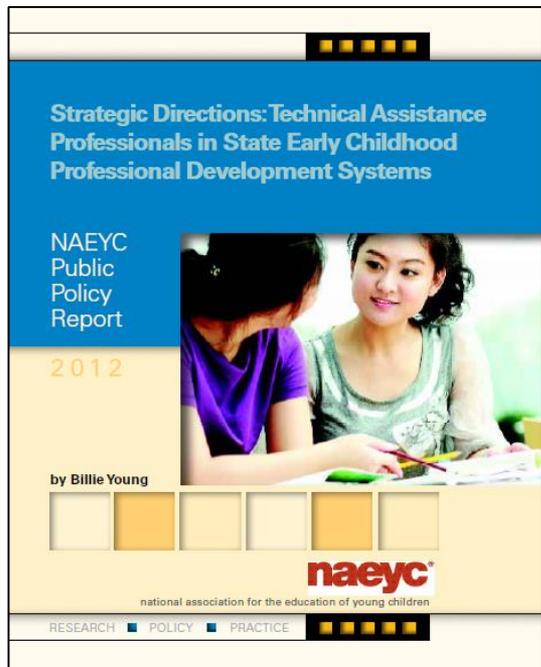
Goal: Findings and recommendations for state development of TA systems

- Common terminology
- Standards, specialized knowledge and competencies, qualifications and credentials
- Pathways, ongoing support and compensation
- Data, evaluation and quality assurance

PD Glossary

naeyc   naccrra
National Association of Child Care
Resource & Referral Agencies

**Early Childhood Education
Professional Development:
Training and Technical Assistance Glossary**

A joint project of National Association for the Education of Young Children (NAEYC)
and National Association of Child Care Resource & Referral Agencies (NACCRRA)
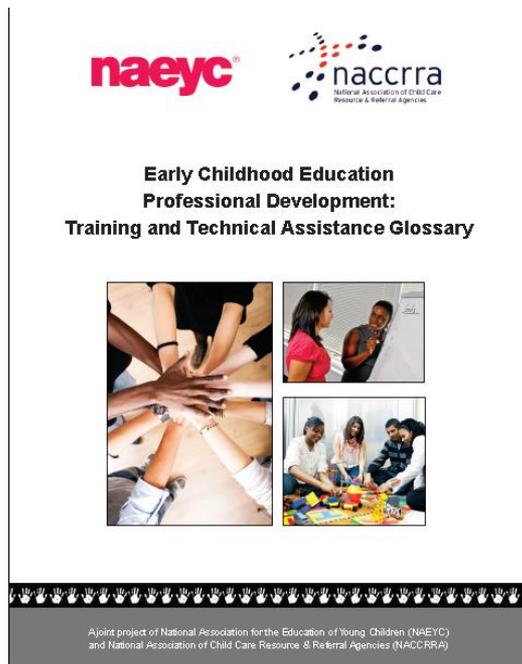
Goal: Develop consistent terminology for professional preparation and development

Related to
- PD methods, roles, knowledge and competencies

For use by
- PD providers, policy makers and researchers
- Early educators, early childhood program administrators and advocates

Next: Partners

Development of the glossary

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Partners

Part 1: Training and TA

NAEYC and NACCRRA

Part 2: Adult Education

NAEYC, NAECTE and ACCESS

Using the glossary

What do we mean when we talk about professional development?

Initial questions

What do we mean when we say early childhood?
What do we mean by professional development?

Initial definitions: Early childhood

- NAEYC defines **young children** as children in the developmental period of early childhood, from birth through approximately age 8.

- **Early childhood education** includes early learning programs serving young children and their families in centers, homes and schools.

- The **early childhood workforce** includes early educators, home-family support roles and professional support roles.

Advancing the Profession, p.12, 79

Next: Professional Development is

Initial definitions: Professional development

- Is a continuum of learning and support activities

- that prepares individuals for new roles in the profession or enhances work in current roles and

- leads to improvement in knowledge, skills, practices and dispositions

Professional development includes

1. Training
2. Technical Assistance
3. Education

Each of these can offer preparation for a new role or setting or continuing development in a current role and setting
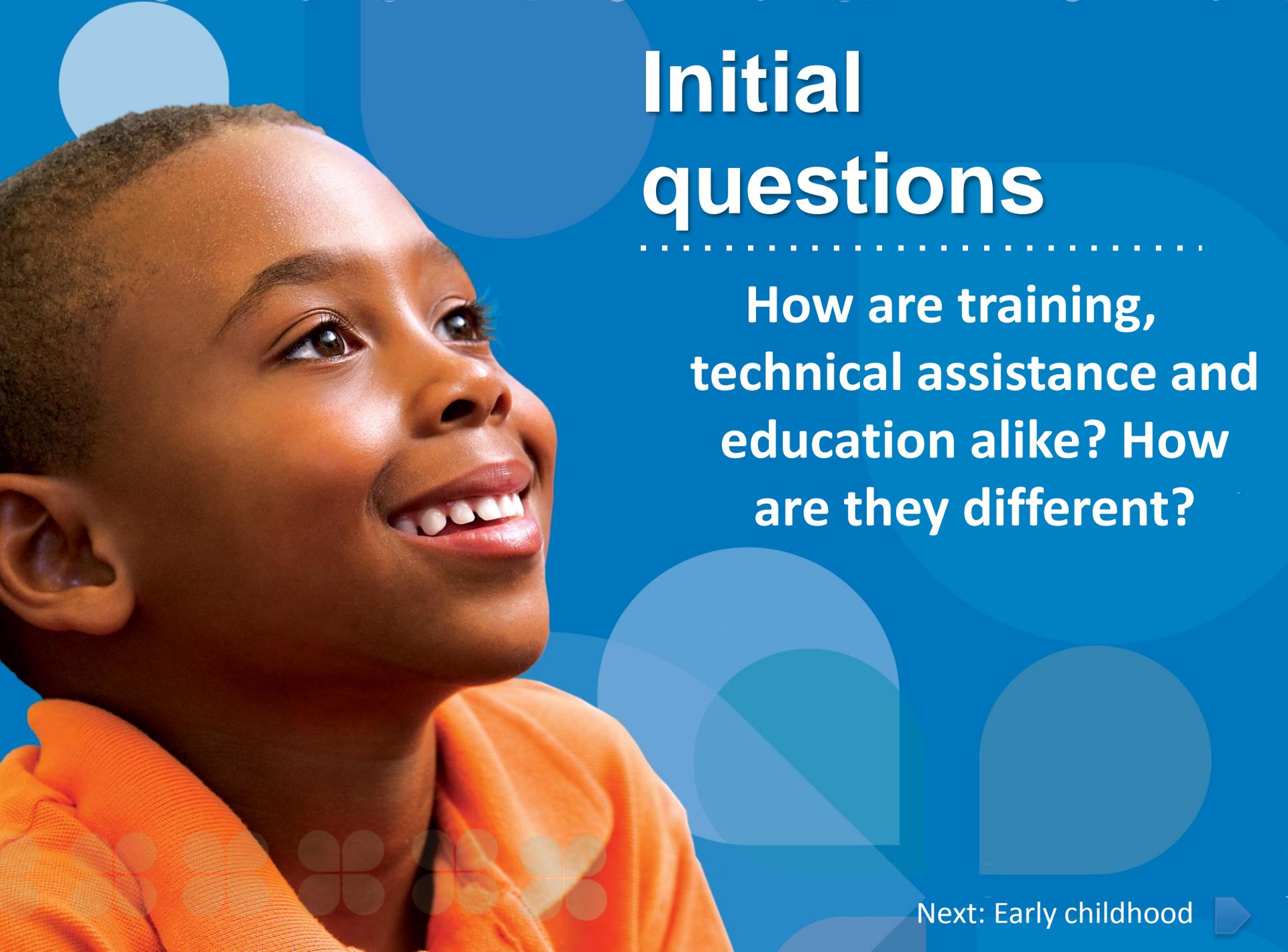
Initial questions

How are training, technical assistance and education alike? How are they different?

All forms of PD

- Are learning experiences specific to an area of knowledge or inquiry and related skills and dispositions
- Delivered by professionals with expertise in relevant subject matter and adult learning principles and
- Can be delivered face-to-face or through distance, technology-based and hybrid methods

Training

Professional Development

Education   Training

Technical Assistance

- Can be a one-time event or organized into a training program with a planned sequence of sessions

- Delivered by professionals who may need to meet the qualifications required by an employer, training agency, conference organizer or a state trainer approval system

Technical Assistance

Professional Development

Education

Training

Technical Assistance

- Provides targeted, customized supports, often job embedded
- Focuses on processes, knowledge application or implementation of services
- Delivered by professionals who may need to meet the qualifications required by an employer or a state technical assistance system

Technical Assistance includes

- Mentoring
- Coaching
- Consulting
- PD advising
- Peer-to-peer professional networks and learning communities

Professional Development
Education
Training
Technical Assistance

TA: Mentoring

- Occurs between colleagues in similar professional roles

- Goal: To increase personal or professional capacity, resulting in greater professional effectiveness

TA: Coaching

Professional Development

Education

Training

Technical Assistance

- Occurs between colleagues in similar professional roles

- Goal: To build capacity for specific dispositions, skills and behaviors and focused on goal-setting and achievement for an individual or group

Next: Consulting

TA: Consulting

Professional Development

Education

Training

Technical Assistance

- Occurs between an external consultant and individual(s) from a single program

- Goal: To facilitate assessment and resolution of an issue-specific concern or to address a specific topic

TA: PD Advising

- Occurs between an advisor and an individual

- Goal: To assist individuals to make informed decisions and gain access to increased professional growth and career options

Peer-to-Peer TA

- Occurs in communities of colleagues in similar roles

- Goal: To provide access to expert knowledge base in the field, learn from an exchange of professional challenges, rewards, problem solving experiences and practitioner repertoire of tools and strategies

Education

- Occurs between faculty, students and student peers
- Requires satisfactory performance on standards or outcomes-based assessments
- Offered through a state-approved, professionally accredited school, college or university
- Delivered by professionals who meet qualifications required by the state, accreditor and institution

Education Program

- A coherent and sequential **program of study** focused on a specialized content area or role, such as EC teacher education

- With individual study, peer learning experiences, field experiences and performance assessments

- Delivered by faculty with professional expertise in subject matter and adult learning principles and

- Offered through a state approved and nationally accredited school, college or university
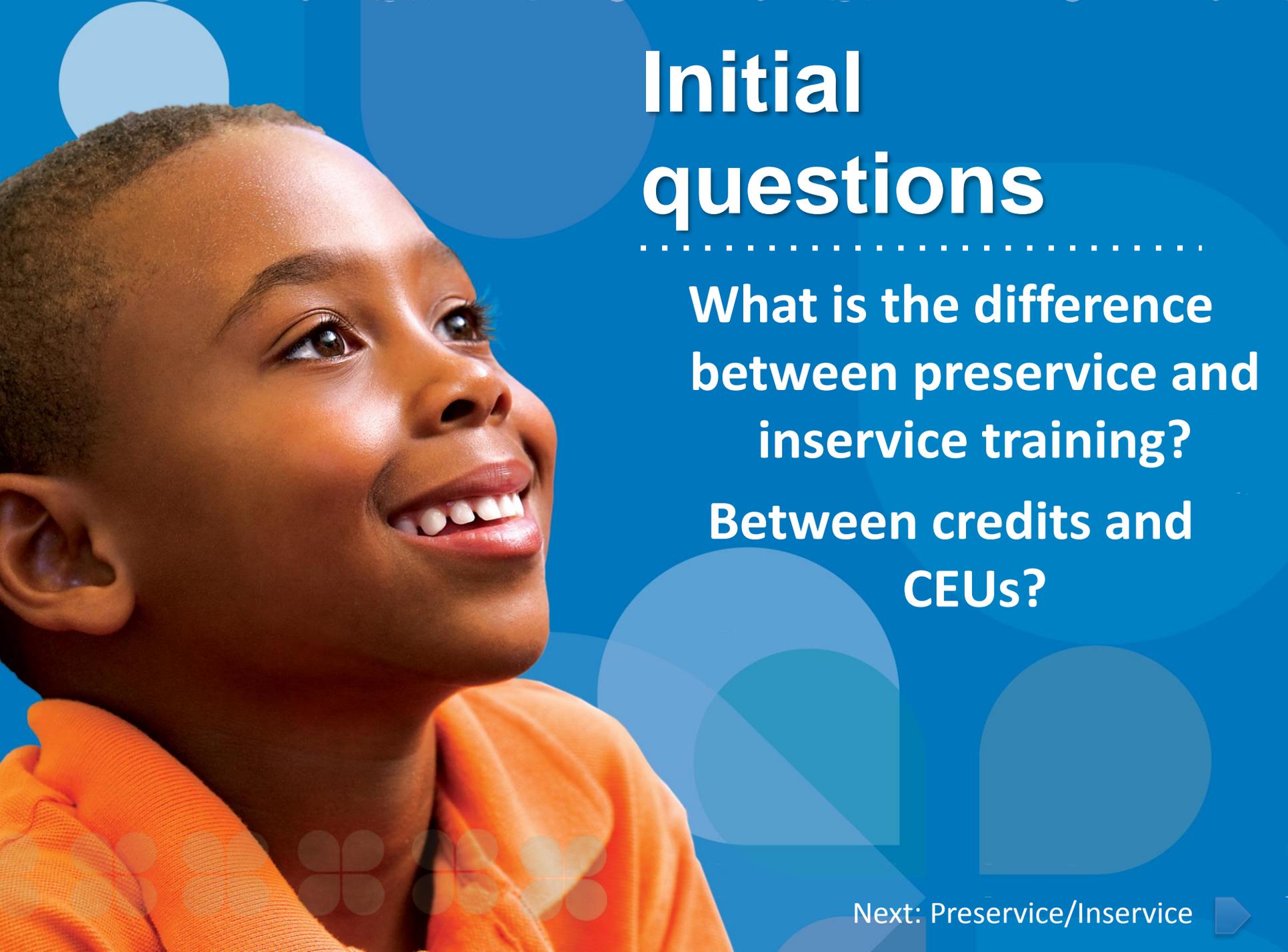
Initial questions

What is the difference between preservice and inservice training?

Between credits and CEUs?

Professional Development

Education   Training

Technical Assistance

Preservice / Inservice

- **Preservice** is initial PD offered or required prior to beginning work in a new position, role or setting

- **Inservice** is ongoing PD offered or required to enhance skills and maintain current knowledge and practice while continuing to work in a current position, role or setting

Credits & CEUs

Professional Development

Education

Training

Technical Assistance

- **Credits** are earned after completing the requirements of an academic course

- **Continuing Education Units (CEUs)** may be earned after completing a course that does not meet credit requirements or is not part of a degree program

- **Direct Assessments** award credit or CEUs based on passing an assessment that demonstrates mastery of course requirements

Credentials

Professional Development

Education · Training · Technical Assistance

- **Credentials** include certificates, diplomas, degrees and licenses awarded to individuals who complete a PD program

- **Degrees** are awarded by educational institutions in accordance with state regulation

- **Professional certification** is awarded by a national, non-governmental professional association

- **State certification** or licensure is awarded by a state agency and may recognize or require degrees and/or professional certifications

Meaningful PD Systems

Question 1: To be meaningful, credentials should be required or valued by professional peers, employers, government and the public. What do you think makes state or national credentials meaningful?

Meaningful credentials

- **Are stackable**, building upon each other, increasing mastery of knowledge and skill and increasing opportunities to advance to positions of higher responsibility and compensation
- **Are portable**, recognized across settings, sectors and states
- **Are valued** by professional peers, employers, government and the public

Lutton (2013)

Meaningful PD Systems

Question 2: What do you think are examples of meaningful PD quality assurance mechanisms valued by professional peers, employers, government and the public?

Meaningful quality assurance

- **PD is delivered by** professionals with relevant knowledge of the subject and of adult learning
- **PD content and assessments are** aligned with the national standards of the profession and with any additional state knowledge and competencies
- **PD is regularly reviewed and updated** using a reflective, self study process that includes data on performance of program completers and an external, unbiased review by members of the profession. Programmatic accreditation is the best known and most frequently used professional QA process.

Meaningful ECPD Systems

- Use the national standards of the profession (NAEYC preparation standards) as a unifying 0-8 framework
- Support national programmatic accreditation in higher ed
- Offer meaningful professional credentials
- Provide worksite induction, mentoring and coaching
- Develop leadership in ECE programs
- Support adequate working conditions including resources and compensation
- Expect ongoing, career-long PD from all professionals
- Encourage engagement in professional peer networks and associations

Lutton (2013)

Next: close

We want to hear from you

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Do you find the Glossary helpful?

Do you have questions or suggestions for improvement?

- Contact: Alison Lutton, alutton@naeyc.org

NAEYC Early Childhood Workforce Systems Initiative
May 2015

References

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  http://www.naeyc.org/GlossaryTraining_TA.pdf
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