

Conversation #1:

Principles of Professional Development Meeting

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We, as regional leaders from across the Commonwealth of Massachusetts, have the distinct opportunity and challenge to design a state-wide professional development system for the field of early care and education. As we begin this work, we recognize that two perspectives shape our work:

- We celebrate the diversity of the early childhood and out of school time workforce and will build on this diversity as a foundational strength.
- We value and recognize the importance of these educators to child outcomes.

With these perspectives in mind, it is important to establish a firm foundation for professional development amid fiscal restraints. Therefore, we adopt the following four core principles as guidelines for our work.

Our focus is on the children!

Professional development is a means through which we strive to enhance the workforce to create strong outcomes for children. They are ALL our children regardless of setting, language, race, class or geography.

We are a learning community.

“All in one boat,” we aim to be open and welcoming with each other and with the professionals with whom we work. We are peers without borders, striving for high quality professional development across all regions and avoiding duplication. To achieve this we will respect the unique strengths and challenges of each region, work collaboratively rather than competitively; always acknowledge our common agenda; and proactively address conflict with clear communication. Resources must be directed toward supporting and strengthening our work as a learning community.

Our work with adult learners is evidence-based and supportive.

“No professional will be left behind” as we facilitate learning opportunities among diverse staff with qualities such as different educational backgrounds or primary languages. We learn about and implement effective practices, and emphasize partnerships, especially with institutions of higher education. Risk taking and innovation are encouraged as we set and achieve clear outcomes. Our goal is to provide professional development that will help educators put their knowledge into practice and positively impact their work with children and families. We understand that our work must ultimately be tied to increased compensation for the early care and education and OST workforce. Further, we strive to be inclusive of settings such as out-of-school time that may have received less attention in the past.

Results matter.

We aim to advance the field in many ways including more useful data collection; stronger state-wide systems for selecting and evaluating trainers; and clarifying the range of evidence that will demonstrate how the capacity of the field is advanced.

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Commissioner Killins' EPC Success Measures

1. Success Measures for Professional Development: Professional development increases the competency of educators which results in program quality improvement and ultimately increases the chances of growth and whole child development for the children in Massachusetts.
 - a. Multiple offerings are defined and lead to measureable competency in early education and care professional supported by the program.
 - b. Competency based offerings provide intentional opportunities for understanding of theory, practice and reflection. These opportunities can come from multiple resources within and outside each region.
 - c. Offerings include an assessment of knowledge skills and abilities and are built in partnership with IHEs based on the requirements for college credit rather than those for CEUs to create pathways for academic success.
 - d. Each Educator and Provider is working on a specific group of activities based on a plan to obtain one of the core developmental goals.
 - e. We know each individual educator or provider by name and are engaged in understanding their individual needs as well as our ability to meet those needs.
 - f. Educators and Providers know where to access professional development services locally, regionally, and statewide.
 - g. Partnerships and collaborations are continuing locally, regionally, and across the state among Regional Readiness Centers, MA IHEs, the MA mixed delivery system, professional development providers, state agencies, etc.
 - h. There are increased “working” articulation agreements among MA IHEs and a system exists for linking, certifications such as the CDA credential, and life experience to academic requirements.

2. Success Measures for Educators: Educators working in the early education and care and out of school time field have increased competency. Educators across the mixed delivery system:
 - a. Participate in professional development opportunities that are intentional and credit-bearing. The awarding of college credit provides weight to the professional development that is being offered and indicates a measure of depth and breadth in specific topics.

- b. Have an Individual Professional Development Plan (IPDP) that sets individual goals and defines a pathway to develop or complete a competency or move up the QRIS levels, obtain accreditation, a degree or certification.
 - c. Are offered a series of activities to develop competency rather than a single course.
 - d. Receive services from qualified coaches and mentors based on a risk assessment to determine when these supports are necessary for success.
 - e. Earn credentials, certificates, and degrees in ECE or a related field.
3. Success Measures for Providers (programs): There is an increase in quality among early education and care and out of school time providers. Providers across the mixed delivery system are:
- a. Receiving support to increase program quality by participating in professional development services that support accreditation and upward movement on the QRIS system.
 - b. Supportive of educators within their program who are participating in professional development activities.
 - c. Utilizing IPDPs and MOUs to acknowledge that professional development and program quality is a joint partnership between the provider and the educator.