



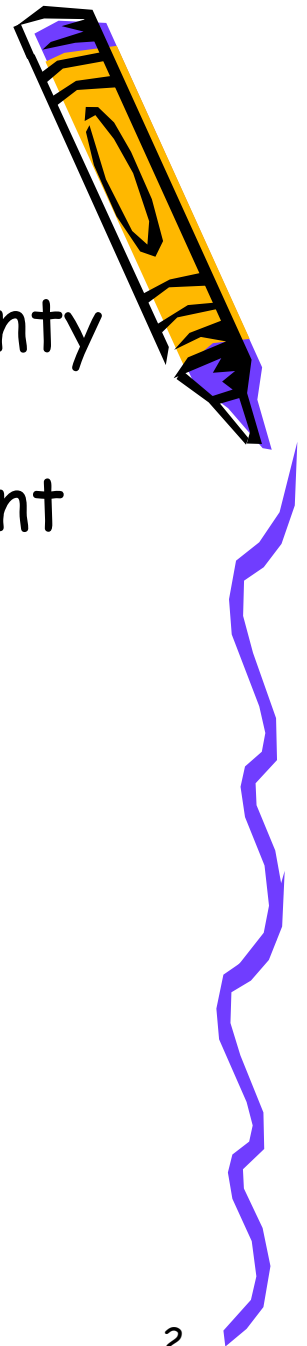
**Professional Development  
System  
Palm Beach County**

*The Journey Begins*

History



# The Conversation Begins






- Various stakeholders in Palm Beach county began talking with each other about an early education professional development system in early 2003
- An Early Education Summit was held to discuss this need in July 2003
- And so it began.....



# 4 PHASES OF DEVELOPMENT

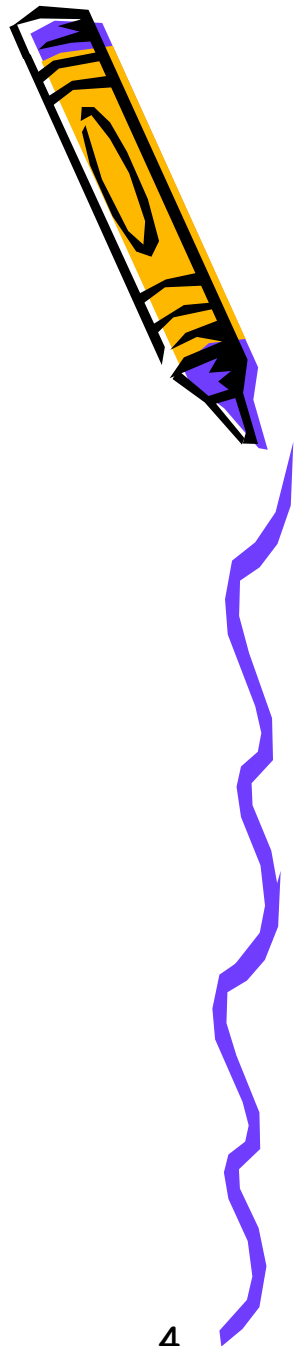


- PHASE 1:  • The Summit July 03
- PHASE 2:  • Creation of CD2  
(Career Development in Child Development)  
and Development of Career Pathways
- PHASE 3:  • Development of the Core Competencies
- PHASE 4:  • Creation of PD2  
(Professional and Personal Development)



# PHASE 1 - *The Summit*

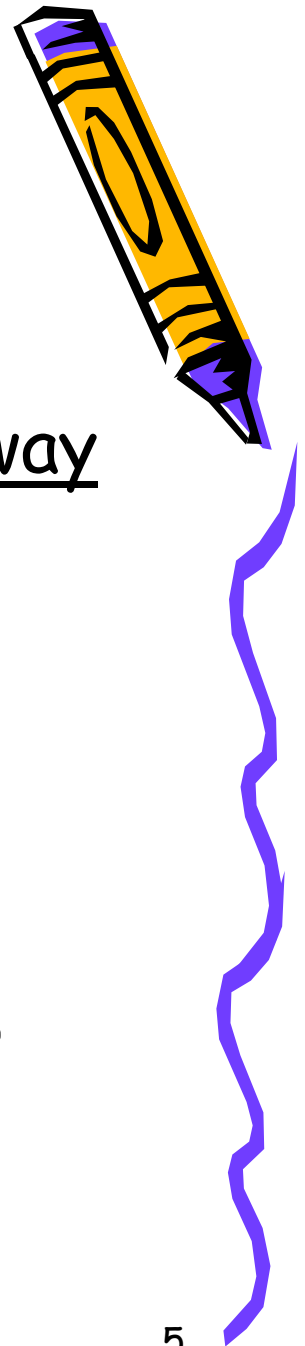
- Shared leadership for planning and implementing the Summit
- Funding provided by the Toppel Family Foundation
- Facilitation provided by Andrea Genser, Wheelock College
- Summit participants represented major early childhood sectors in Palm Beach County



# *SUMMIT RESULTS*

- Agreement on the priority need for an early education articulated career pathway
- Creation of a working group-Career Development in Child Development or "CD2"
- Designation of the CD2 initiative as a "Toppel Family Foundation Initiative"
- Establishment of working guidelines for

CD2



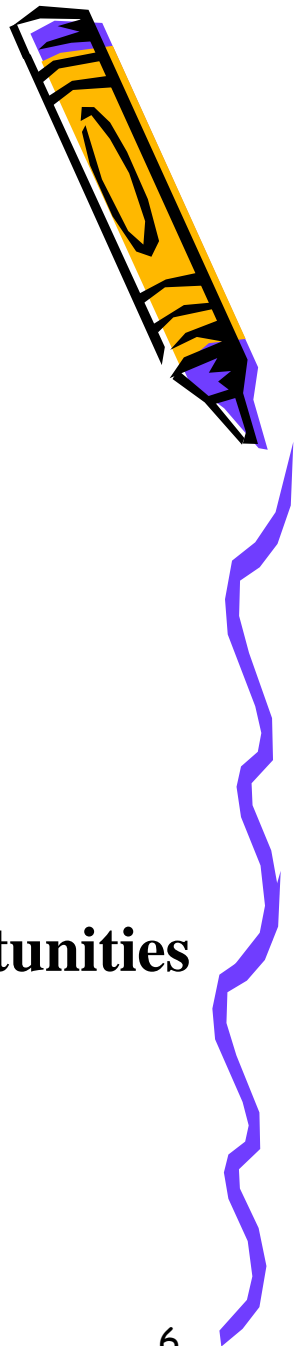
# PHASE 2: CD2

## VISION:

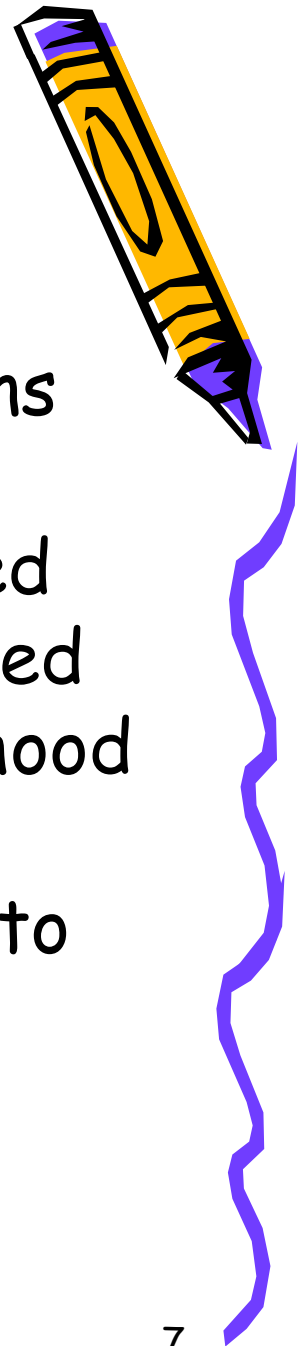
All early childhood and school age personnel have access to a comprehensive, seamless professional development system with multiple entry and exit points

## MISSION:

To facilitate the building of an articulated Career pathway for early educators which provides meaningful professional development opportunities that are linked to a comprehensive continuum of core competencies



# CD 2: STAKEHOLDERS



- Children's Services Council
- Palm Beach Community College
- Florida Atlantic University
- School District of Palm Beach County
- All organizations and agencies directly involved with, or impacted by, early childhood in Palm Beach County invited to the table to participate



# CD2: PRIORITIES

1. Development of an ongoing, sustainable public/private group of Allies focused on issues related to the development of a comprehensive professional development system
2. Creation of a defined early education career path and streamlined agreements to articulate from the CDA to a bachelor's degree
3. Development of high school career academies that graduate students with a CDA
4. Development of training/education opportunities and enhancements such as scholarships that lead to increased access to professional development
5. Creation and implementation of initiatives & projects that support continuous career development for the early childhood workforce

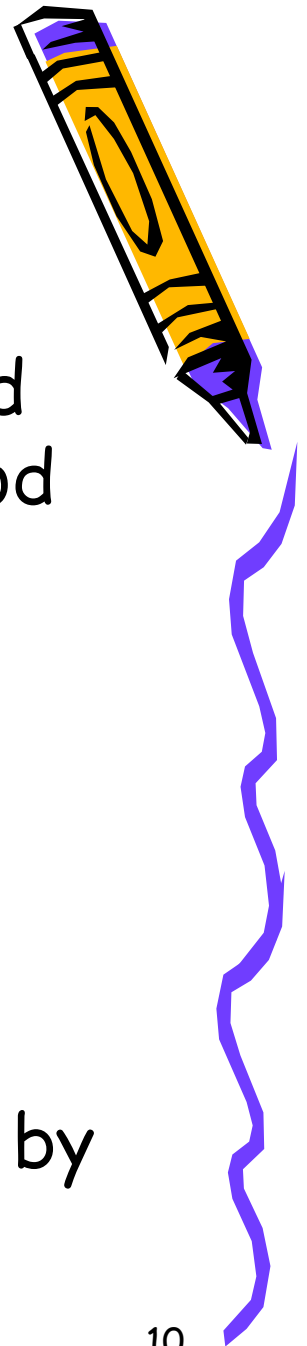




# DEVELOPMENT OF THE CAREER PATHWAYS

Through partnerships and  
collaborations

# THE ROLE OF OUR PARTNERS: FAU



- Held collaborative sessions and created plans for the Center for Early Childhood Education, Research, and Community Partnerships (CECERCP) **SUCCESS**
- Designed new baccalaureate degree programs in early childhood education **SUCCESS**
- Established a comprehensive plan (Strategic Planning process facilitated by Dr. Paula Jorde Bloom)



# SCHOOL DISTRICT OF PALM BEACH COUNTY



- Worked collaboratively with PBCC to create an articulation agreement that provided 9 credit hours for students in Teacher Education Career Academies who successfully completed a CDA
- Submitted articulation agreement to respective boards for final approval  
**SUCCESS**

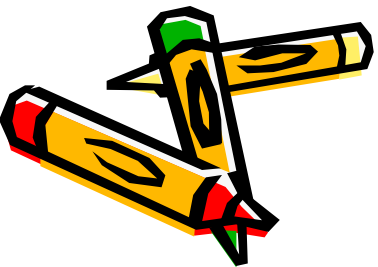


# PALM BEACH COMMUNITY COLLEGE

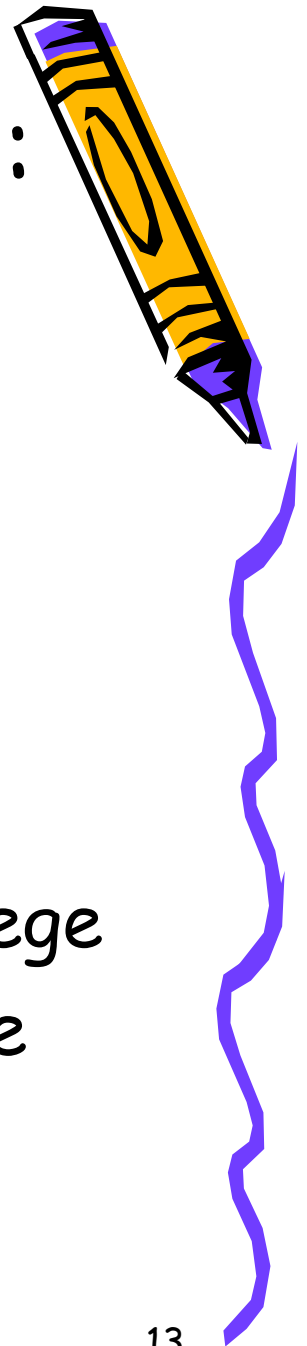
## Institute Of Excellence in Early Care and Education



- Through funding by CSC PBCCIE held collaborative sessions to create a Registry and approval system for practitioners, trainers and training
- Manage scholarships primarily for students seeking an AS Degree in Early Childhood
- Provide practitioner career counseling



# Qualifications and Credentials: The Formal Career Path



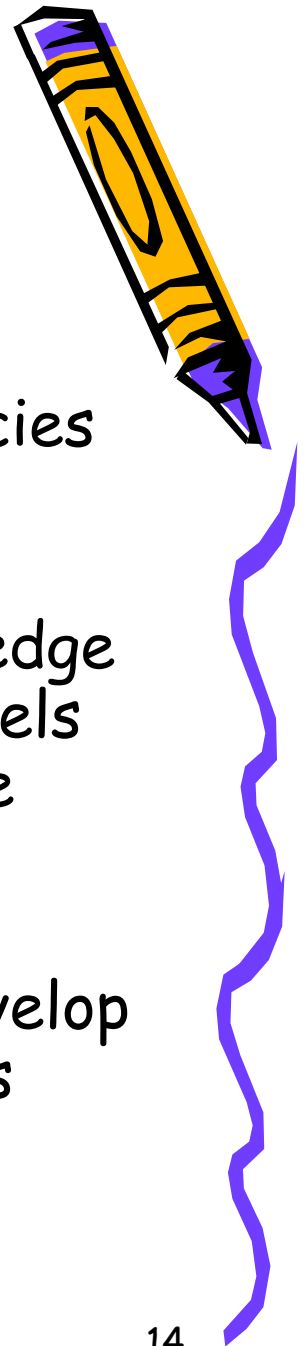
- A seamless system of education and training where early childhood professionals can have fluid movement between systems and institutions.
  - CDA > AS Degree > Bachelor Degree
  - Florida Atlantic University - public college
  - Palm Beach Atlantic University - private



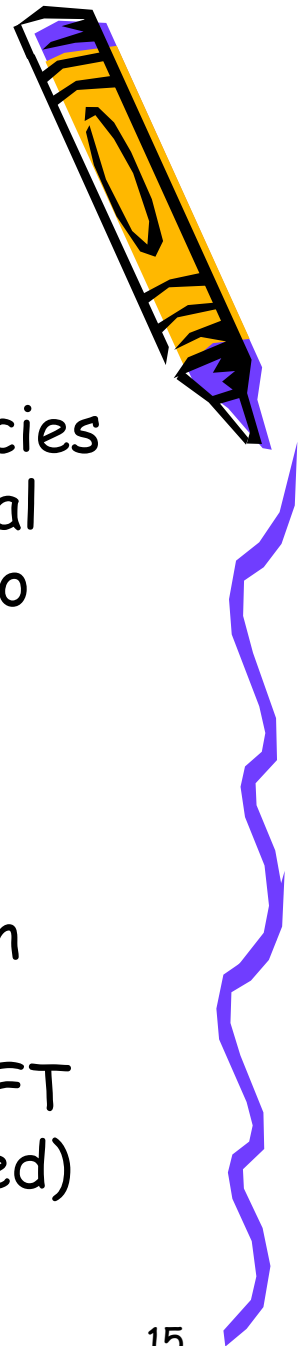
# PHASE 3

## Core Competencies

- Leadership for development came from the Institute of Excellence at PBCC
- NAEYC Standards adopted as basis for development
- Pathways to Professionalism publication also used
- Sample competencies from other states reviewed
- Seven core knowledge areas and four levels of knowledge were agreed upon
- Workgroups established to develop core competencies



# A CHALLENGING TASK...



- NCCIC Consultant came back to assist
- After many revisions, competencies were reviewed by two state reviewers
- Revised competencies and sent to national peer reviewers who made further recommendations
- Will be reviewed in one year for their applicability (DRAFT Document published)



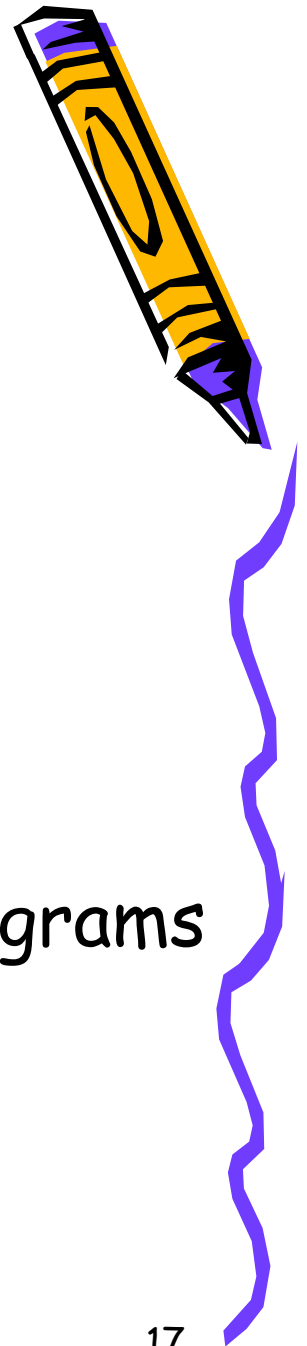


# Using Core Competencies in a Professional Development System

Distribute Core Competencies  
Document



# Two Career Paths: Both Competency Driven and Outcome Based



- Informal Path
  - >Community-Based
  - >Quality Assurance
  - >Articulation
  - >SEEK Scholarship
- Formal Path
  - >Credentials
  - >Articulation
  - >Bachelor Degree Programs
  - >TEACH Scholarship
  - >SEEK Scholarship



# Shift in Training Focus



- Core competencies are the base of this approach
- The focus is shifting from training as an end result (e.g. how many trainings are conducted, how many participants, etc.) to a performance approach, which emphasizes the transfer of training to the workplace



# The Informal Career Path: Outcomes Driven Training

## Core Knowledge Areas/Competencies

- Levels
- Roles
- Cross-Sector
- Articulation

## Partners

- Trainer
- Trainee
- Trainee's Workplace
- Training Organization

## Trainer (and Training)

- Trainer Credential
- Trainer Registry
- Training Review/Classifications
- Training Quality Evaluation/Feedback

## Trainee

- Training Registry
- Career Lattice
- Knowledge/Skill Assessment
- Career Counseling

## Trainee's Workplace

- Job Descriptions Using Core Competencies
- Interviews
- Mentoring Staff
- ID Career Options/Pathways for Staff



# Trainer Review and Classification System: Trainer as a Partner

- Four levels of credentialing based on education, experience, and completion of effective training seminars
- Trainer credentials linked to core competency levels
- Only credentialed trainers may provide training and only at the approved level(s)



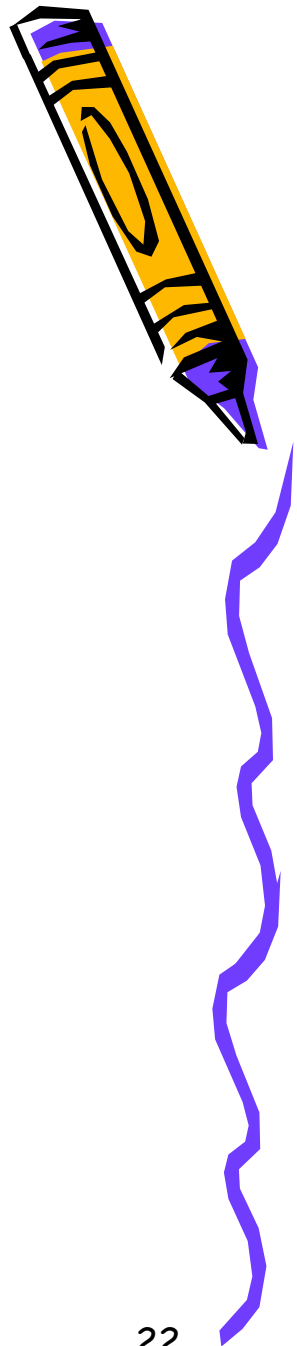
# Training Review and Classification System

- Training development guided by core competencies and level of learner
- Training outline submitted for approval and classification
- Training categorized by Core Knowledge Area, competency, and level, and entered into the community training calendar



# Evaluation System

- Training and Trainers will be evaluated for quality using observation, feedback, and improvement plans



# Quality Assurances

- Trainer Review and Classification System
- Training Review and Classification System
- Evaluation of Training/Trainer



# College Credit for Community-Based Learning

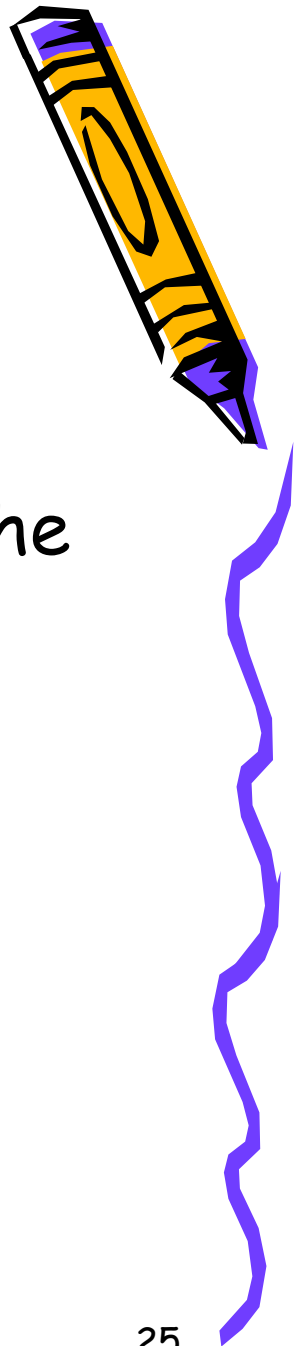


- Quality assurance of trainer and training a must
- In the future - development of a companion piece - indicators of core competency mastery
- Portfolios or challenge exams to indicate mastery



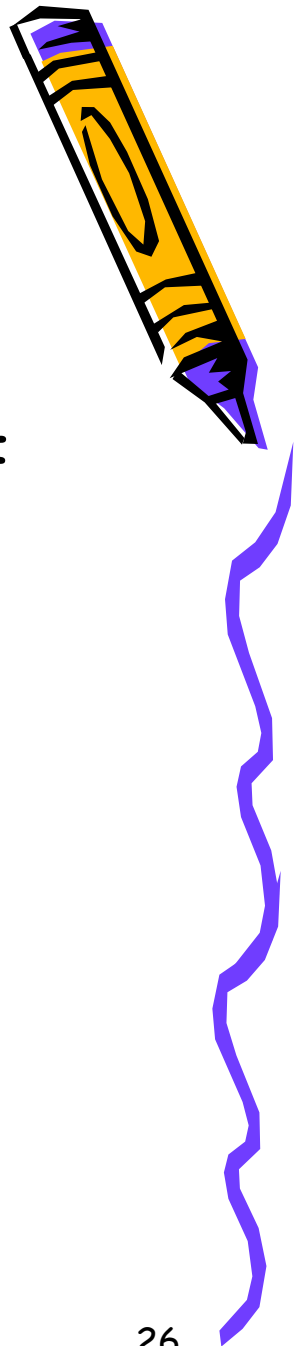
# Trainee as a Partner

- Career Counseling
  - > Knowledge/skill assessment using the core competencies
  - > Identify gaps in learning to inform goals
- Training registry tracks practitioner training by core competency
- Career ladder



# Center Director as a Partner at the Workplace

- Key role in successful implementation of formal and informal career path
- Key role in implementation of results driven training
- Marketing and training initiatives



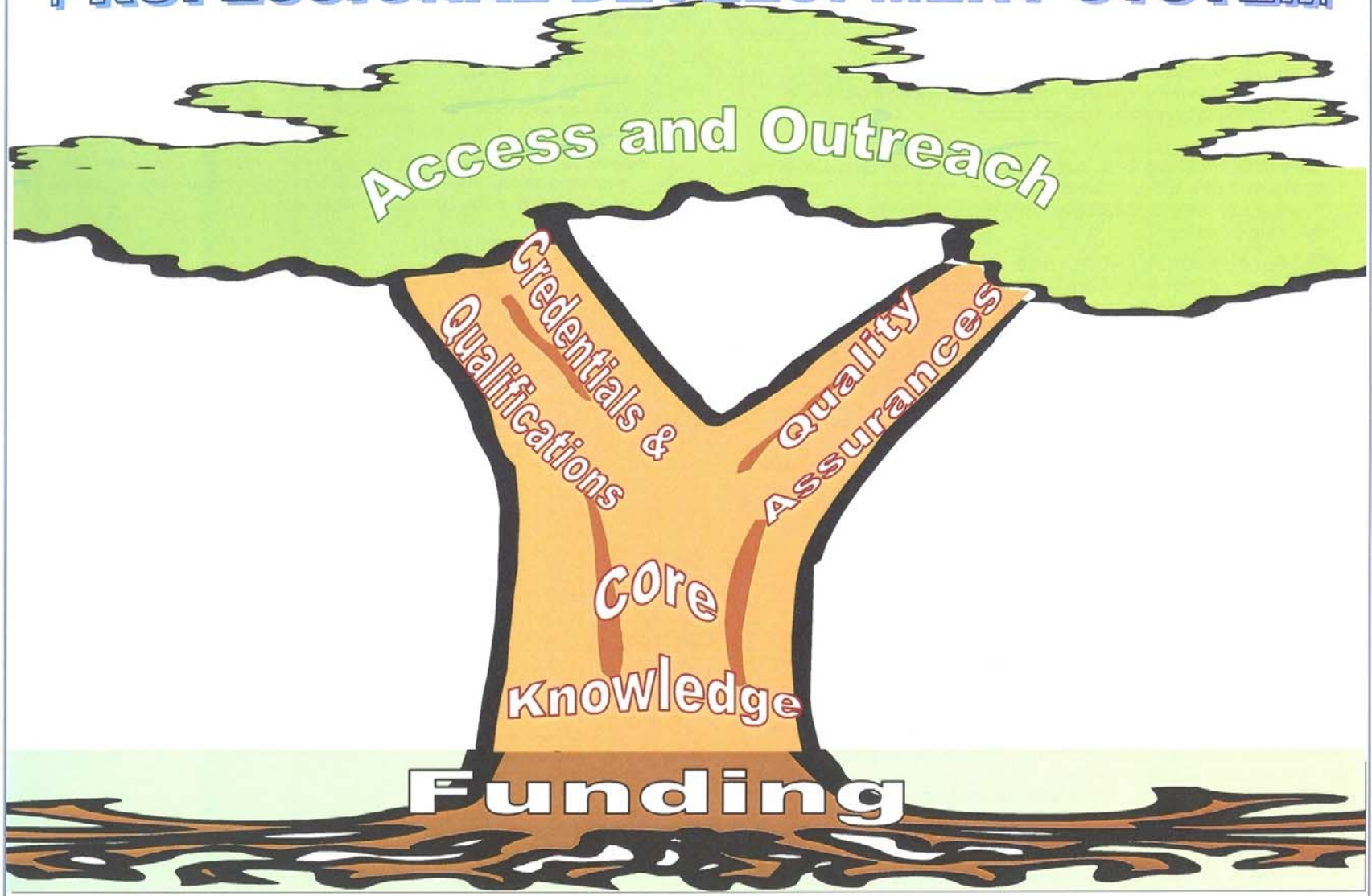
# Career Pathway Supports



- Core competencies are not enough
- Supports
  - > Funding-scholarships, compensation and retention initiatives, program quality awards
  - > Career advising
  - > Online database of training and education
  - > Registry



# PROFESSIONAL DEVELOPMENT SYSTEM



# PHASE 3: NCCIC SYSTEM OVERVIEW (Handout)

## ACCESS & OUTREACH

Online Database of Trainers, Practitioners, and Training; Multiple and Innovative Training and Education Delivery Methods; Public Advocacy and Quality Awareness Campaign; Career Pathway Tools;

## QUALIFICATIONS & CREDENTIALS

Pre-service Requirements: Child Care Licensing Continuing Education Requirements: QIS Professional Development Standards Credentials: 40 Hr; CDA: Director Credentials Pathways Leading to Qualifications, Degrees, Credentials: Registry to track training

## QUALITY ASSURANCE

Trainer/Training Approval Process & Database; Based on standards; database of trainers/trainings Community Evaluation Processes and Controls: QIS Standards and Assessments; PIE process Evaluation Processes: built into all training and other components

## CORE KNOWLEDGE

Development of Core Competencies based on NAEYC, NCATE, ACCESS Accreditation Standards: Florida Curriculum Frameworks; Teacher Certification Standards; CDA and Director Credential State Standards along with expectations associated with identified workforce jobs Linkage of Core Competencies to career lattice with recognitions for practitioner achievement: to courses within college and university settings; trainer approval and informal training through training approval

## FUNDING

Scholarships: TEACH, Quality Improvement System (QIS) SEEK; FAU scholarships Compensation and Retention Initiatives: SEEK Educational Incentive Awards; WAGES Program Quality Awards: QIS Quality Enhancement payments to participating centers, homes and public school sites; QIS Mini-grants; Gold Seal Accreditation (tiered reimbursement subsidy payments)

# The Journey Continues PD2

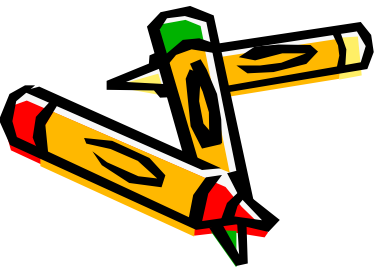
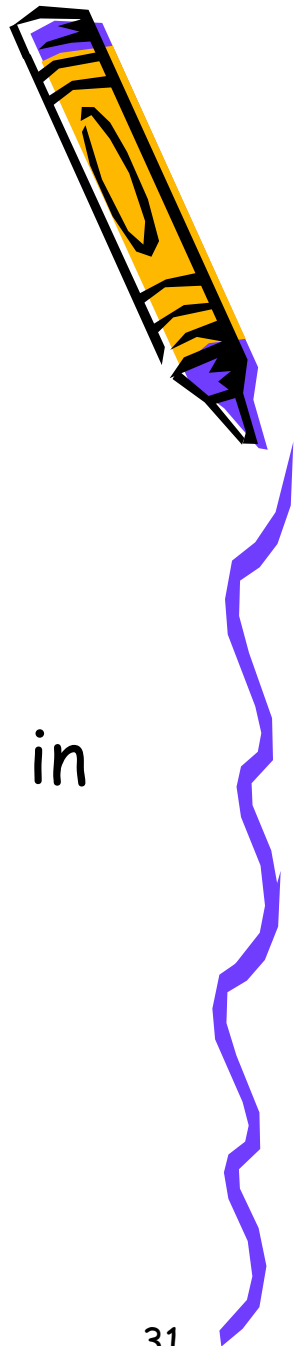


- Is developing a comprehensive professional development system focused on the informal or community based training
- Strategies, recommendations are being developed and discussed through a planning committee called PD2 (Professional and Person Development) consisting of diverse community stakeholders
- Is exploring strategies to link or bridge the informal system of Professional Development with the articulated pathway
- Has reviewed all existing components of Professional Development (Core Competencies, Registry, QIS System, Training) in order to continue its effort toward a more integrated early learning system by strengthening and/or expanding services to the existing components of a professional development system



# Either/Or Thinking

- You can have change or stability
- You can be conservative or bold
- You can have creative autonomy or consistency and control
- You can invest for the future or do well in the short term
- You can make progress by methodical planning or by opportunistic thinking



A young boy with short hair is sitting on a white playground structure. He is wearing a dark blue t-shirt with a colorful graphic and patterned shorts. He is looking upwards and to the left. Another child is partially visible behind him, smiling. The background is a blue canopy and some greenery. The text "The Winner" is overlaid in large, bold, orange letters with a white outline.

**The Winner**

- "At first people refuse to believe that a strange new thing can be done  
Then they begin to hope it can be done.

Then they see it can be done

Then it is done and the world wonders why it was not done a long time ago."

Frances Hodgson Burnett

