Provocations on Integration of QRIS and State Professional Development Systems
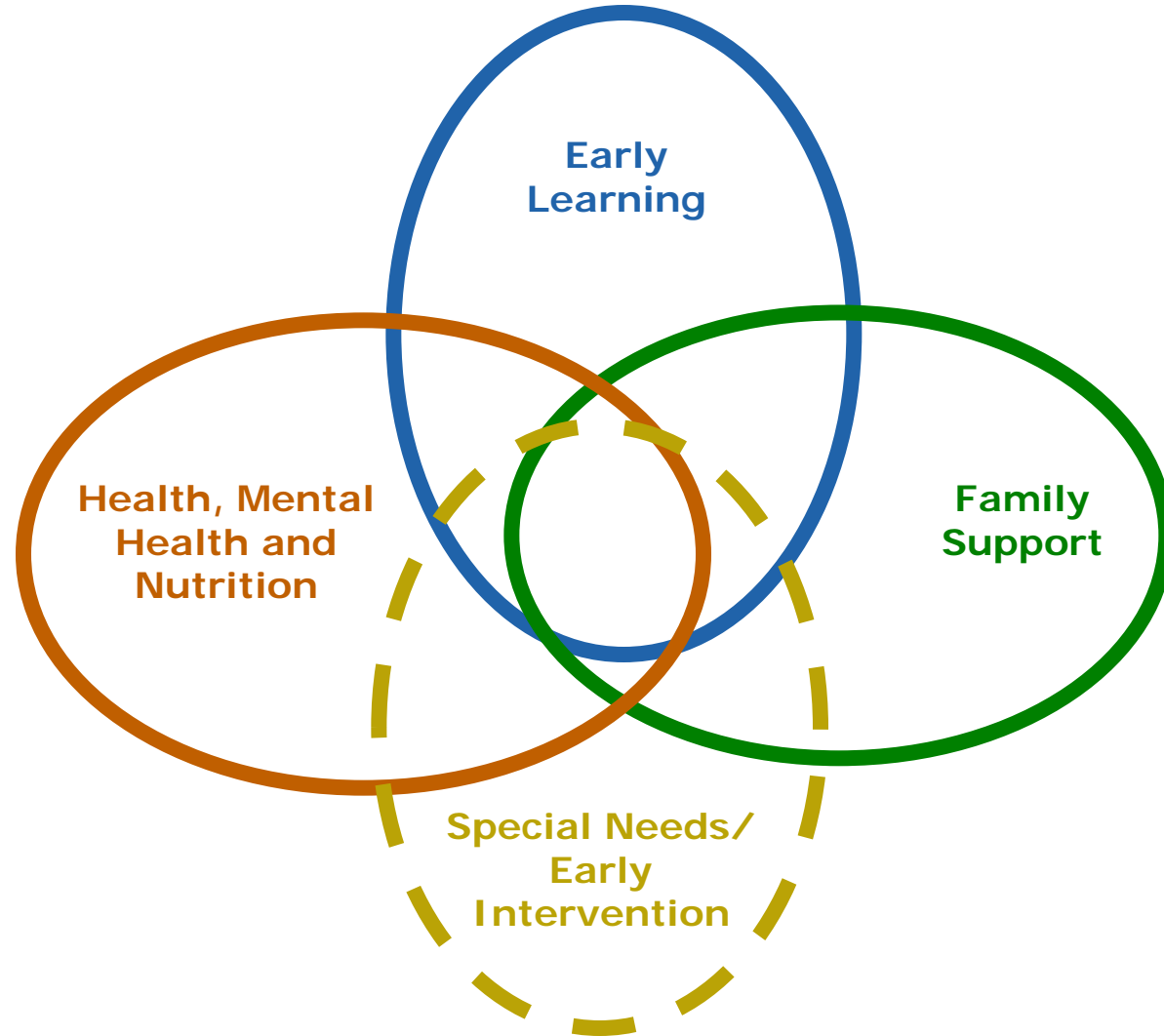
Pam Winton
FPG Child Development Institute

Annual Meeting of the Child Care Policy Research Consortium
 October 21, 2010
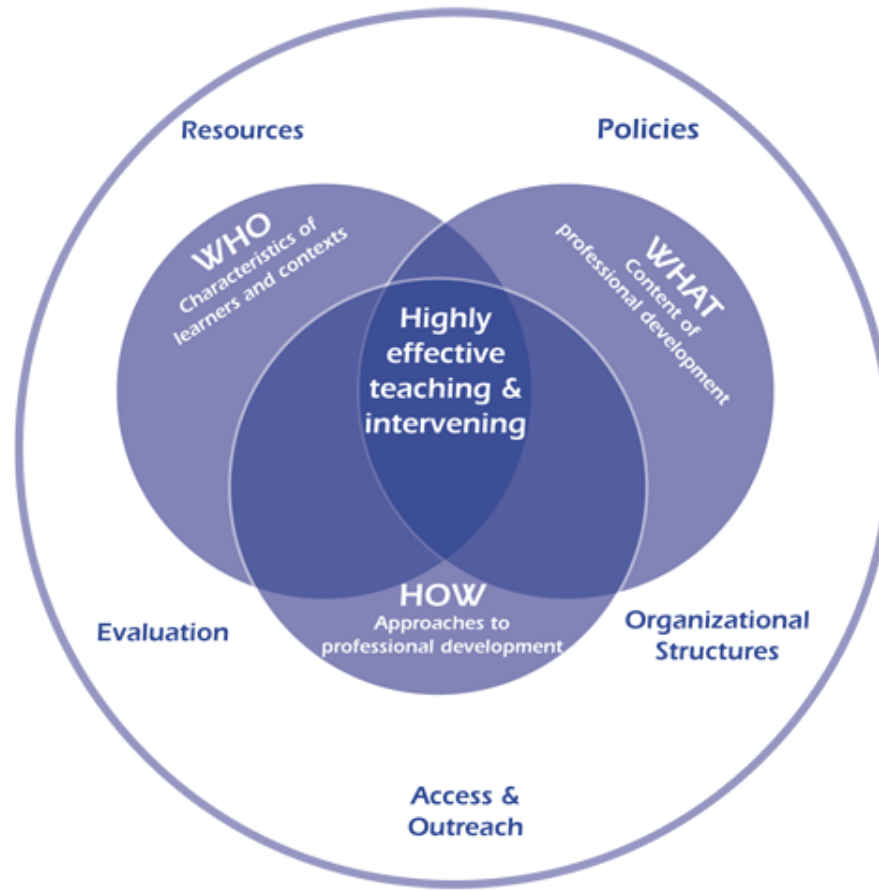
Quality Movement = Multiple Quality Initiatives

licensing QRIS

US DOE, OSEP State Indicators & Outcomes

Accreditation

standards

... Within Multiple Early Childhood Sectors

Early Learning

Health, Mental Health and Nutrition
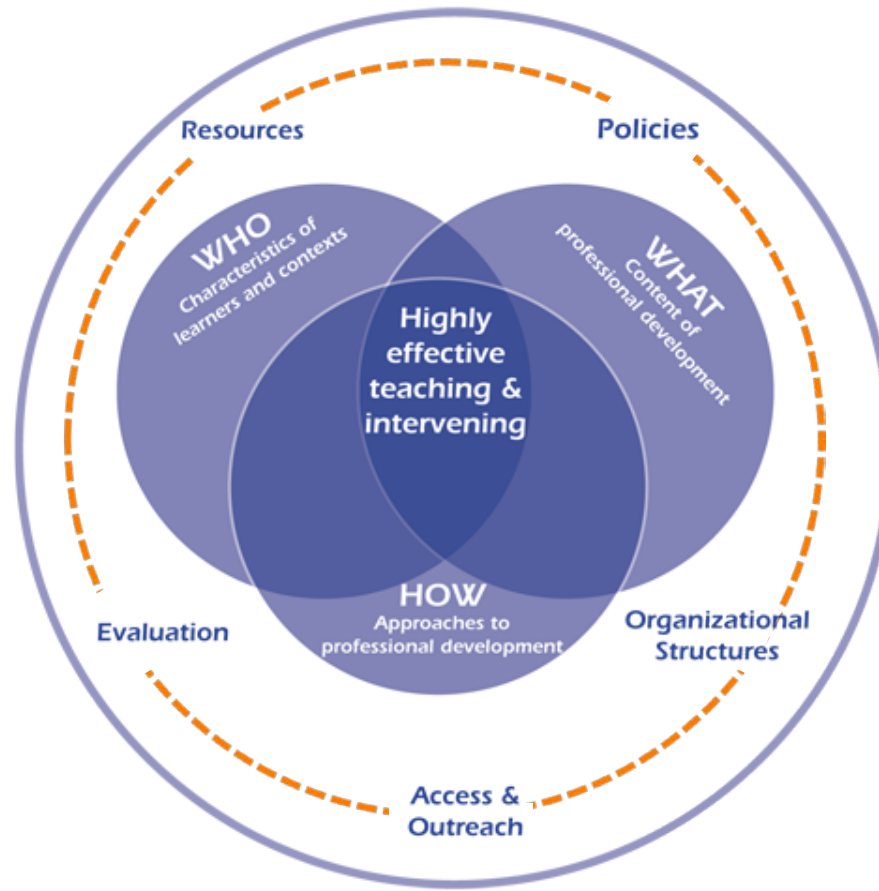
Family Support

Special Needs/ Early Intervention

Early Childhood Systems Working Group. (n.d.). *State early childhood development system.* Retrieved September 14, 2009, from www.ccsso.org/content/PDFs/ECD_System_and_Core_Elements_Final.ppt

Focus on Quality of PD

National Professional Development Center on Inclusion

Focus on Quality of PD

National Professional Development Center on Inclusion

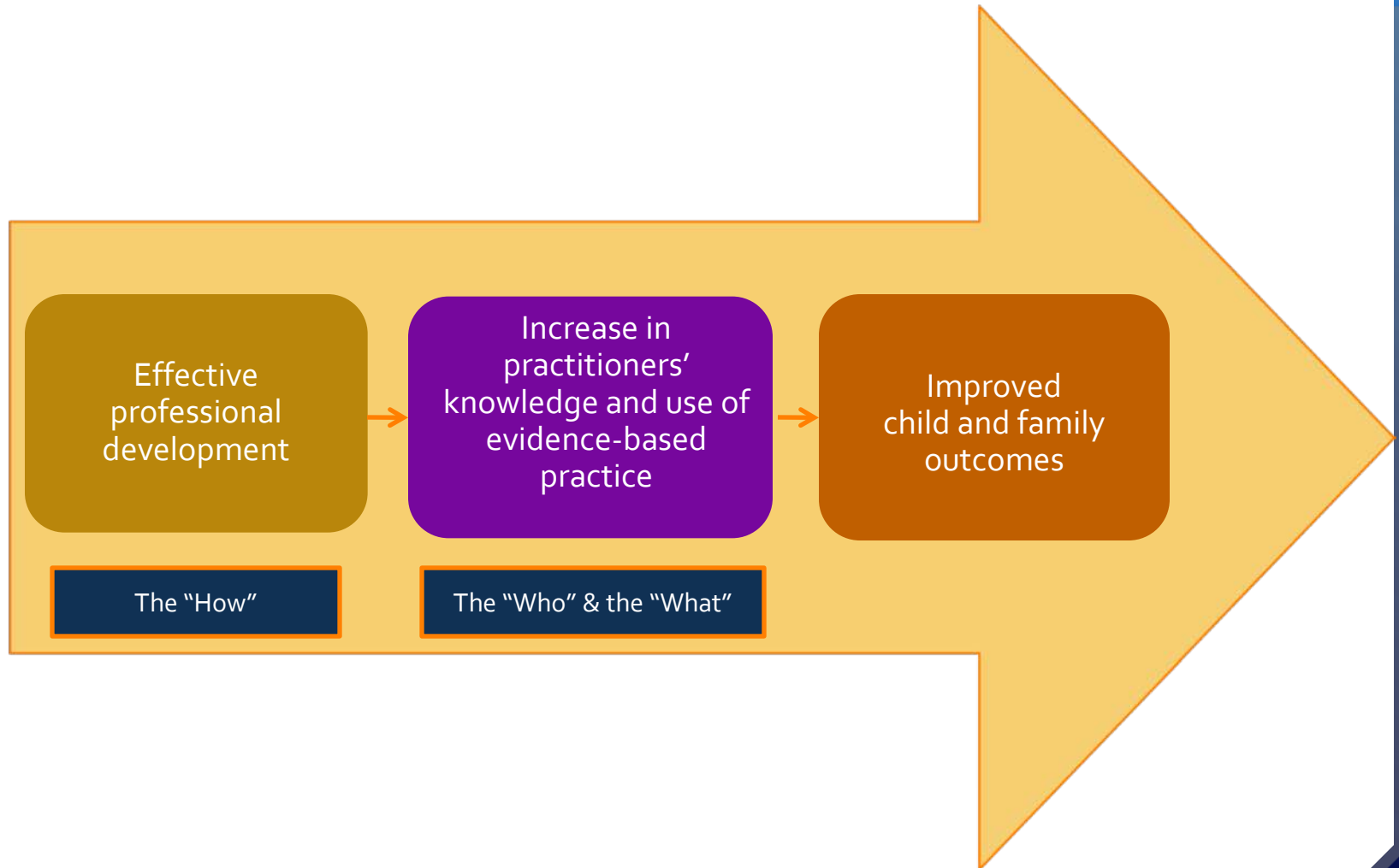# Professional Development Who, What and How Planning Matrix

Part 1: WWH – Learners

Who are the major funding agencies for early childhood PD? (one agency per row, e.g., Head Start)	To whom does this agency provide PD? (list target audience for each initiative, if appropriate)	What is the content of the PD? What are the evidence-based intervention practices associated with the content?	How is the PD delivered? Is this aligned with level of learner impact desired and practice focus?	Is this PD integrated with infrastructure supports? (e.g., quality initiatives, licensure, accreditation, evaluation, policies)

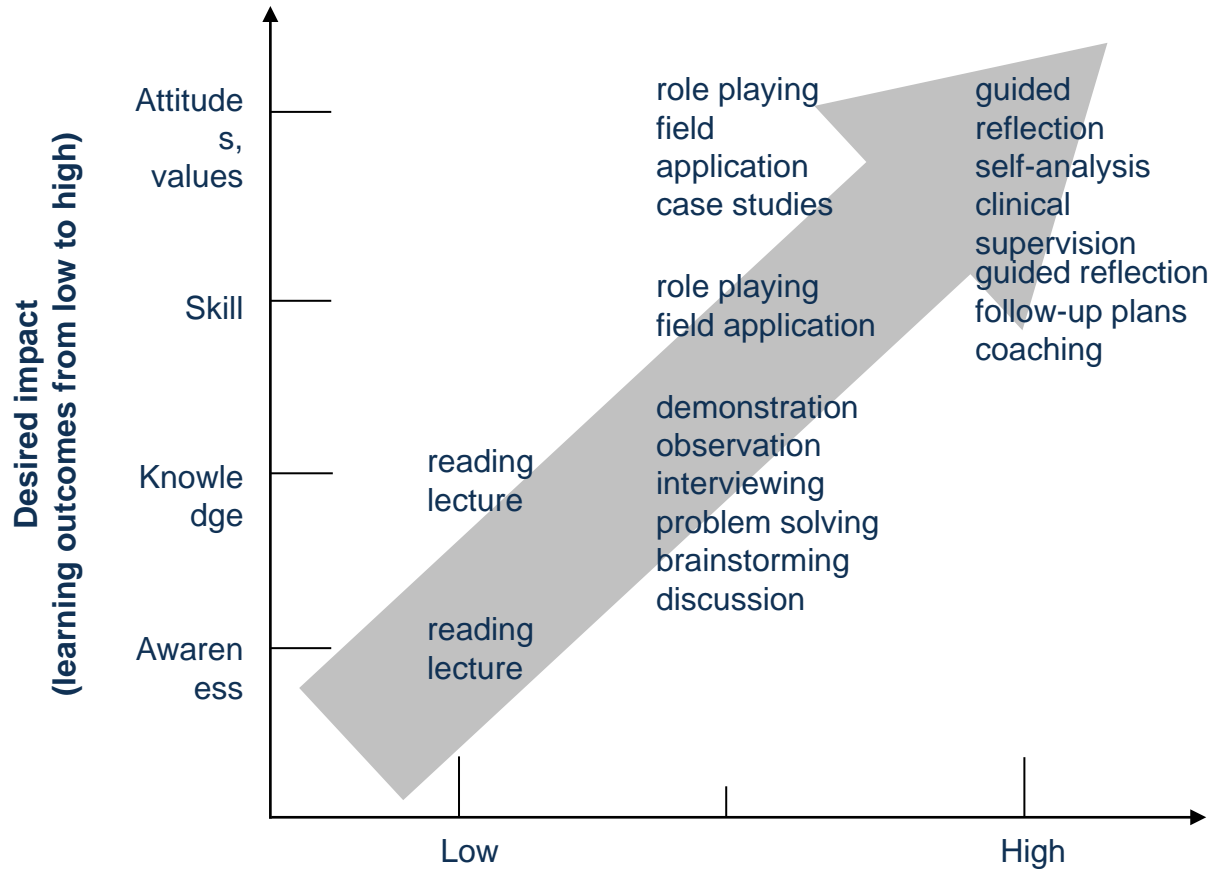## Part 2: WWH – PD Providers

Who are the PD providers? (Answer this question for each of the agencies listed in Part 1)	Who provides PD to the PD providers?	What is content of the PD for PD providers? Does content focus on evidence-based intervention practices and evidence-based PD approaches?	How is it delivered?	Link to infrastructure?

Theory of Change in PD

Effective professional development → Increase in practitioners' knowledge and use of evidence-based practice → Improved child and family outcomes

The "How"

The "Who" & the "What"

Individualizing PD

Desired impact (learning outcomes from low to high) (vertical axis)

Attitudes, values — role playing, field application, case studies / guided reflection, self-analysis, clinical supervision, guided reflection, follow-up plans, coaching

Skill — role playing, field application

Knowledge — reading, lecture / demonstration, observation, interviewing, problem solving, brainstorming, discussion

Awareness — reading, lecture

Low ——— High

sample PD approaches representing different levels of complexity and application

(Winton, 2010)

Typical Amount of Content in Professional Development

Adapted from Lambert, R.G., Sibley, A., & Lawrence, R. L. (in press). Choosing content. In S.B. Neuman (Ed.). *Preparing teachers for the early childhood classroom: Proven models and key principles.* Baltimore, MD: Brookes.

Recommendations

+ States should create structures that support a cross-sector professional development system that is integrated with other quality assurance initiatives such as QRIS

+ Evidence-based practice and evidence-based implementation should be the centerpiece of states' professional development system

+ Definition and measurement issues must be addressed in order to move forward with quest for quality