



Implementing Systems Change in ECE Professional Development *New York Works for Children*


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December 2015

A Little Bit of History

Healthy Children




Strong Families




NYS Early Childhood Plan:
Ensuring a Great Start for Every Child

Early Learning




Supportive Communities



Coordinated Systems


New York State Council on Children and Families



Learning About The Learners

An Examination of Training for Early Care and Education Workers in New York City


A Needs Assessment
Conducted by the
NYC Early Childhood Professional Development Institute




Learning About the Workforce

A study conducted by the
NYC Early Childhood Professional Development Institute & the Cornell University Early Childhood Program

A Profile of Early Childhood Educators in New York City's Community- and School-Based Centers



NYC Early Childhood Professional Development Institute







New York's Early Learning Framework


New York State Prekindergarten Foundation for the Common Core

Including a Sample Instructional Unit Developed by New York City Department of Education Office of Early Learning




The New York State Education Department
Albany, New York 12234
www.nysed.gov

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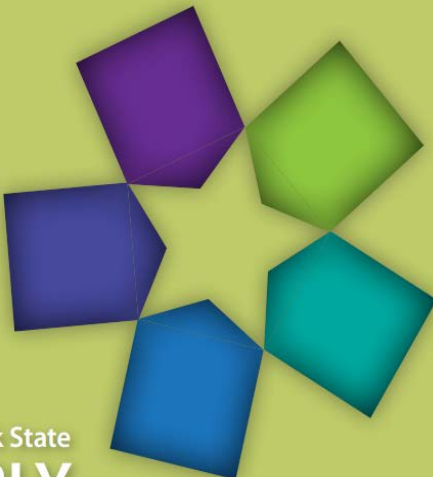


Core Body of Knowledge
New York State's Core Competencies for Early Childhood Educators




New York Works for children
Building tomorrow • building careers • building futures

This edition of the Core Body of Knowledge was sponsored by the New York State Office of Children and Family Services, funded by the federal CHFD Care and Development Grant and was also supported by the NY State Early Childhood Professional Development Institute.



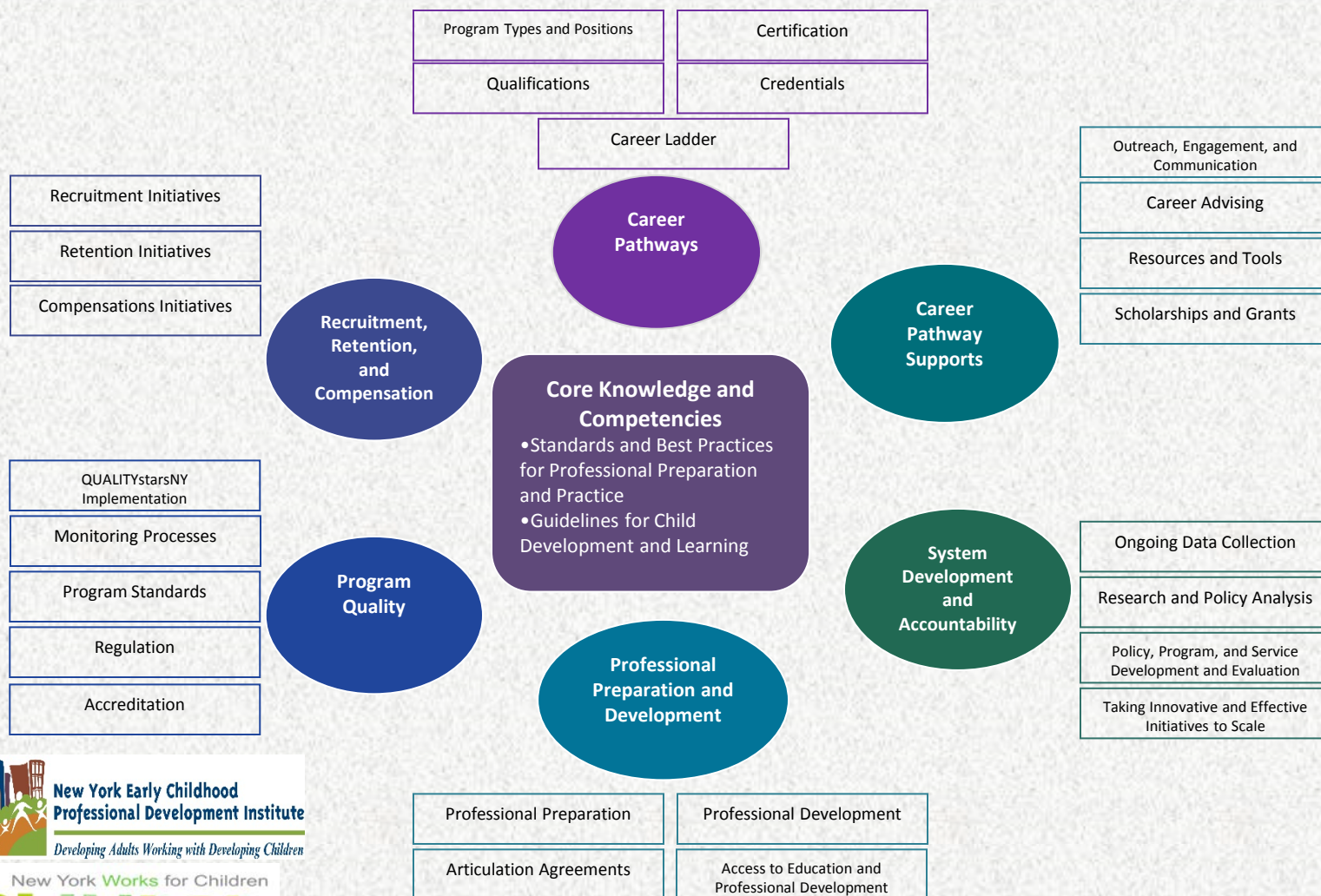
New York State
EARLY LEARNING GUIDELINES



New York Works for children
Building Success for Children
Ensuring Success for New York
building knowledge • building careers • building futures



New York's Workforce System





New York's Workforce System





New York's Workforce System



Outreach, Engagement, and Communication

Career Advising

Resources and Tools

Scholarships and Grants





New York's Workforce System

**System
Development
and
Accountability**

Ongoing Data Collection

Research and Policy
Analysis

Policy, Program, and Service
Development and Evaluation

Taking Innovative and
Effective Initiatives to Scale



New York's Workforce System

Professional Preparation and Development

Professional Preparation

Professional Development

Articulation Agreements

Access to Education and Professional Development





New York's Workforce System





New York's Workforce System

Recruitment Initiatives

Retention Initiatives

Compensations Initiatives

**Recruitment,
Retention, and
Compensation**

It takes a very long time to get to *obvious...*

1876

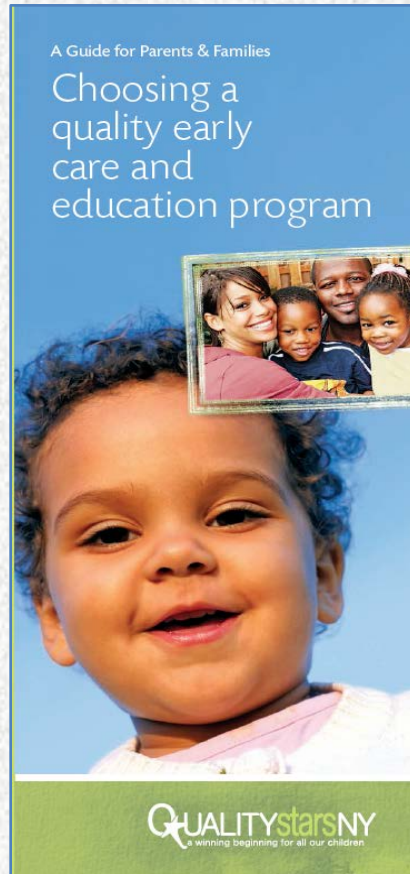


2006



Using QRIS as Leverage

- QUALITYstarsNY and Aspire
- Raising the bar – introducing new and higher standards
- Providing Supports and Incentives
- Recognition



Using Pre-K as Leverage

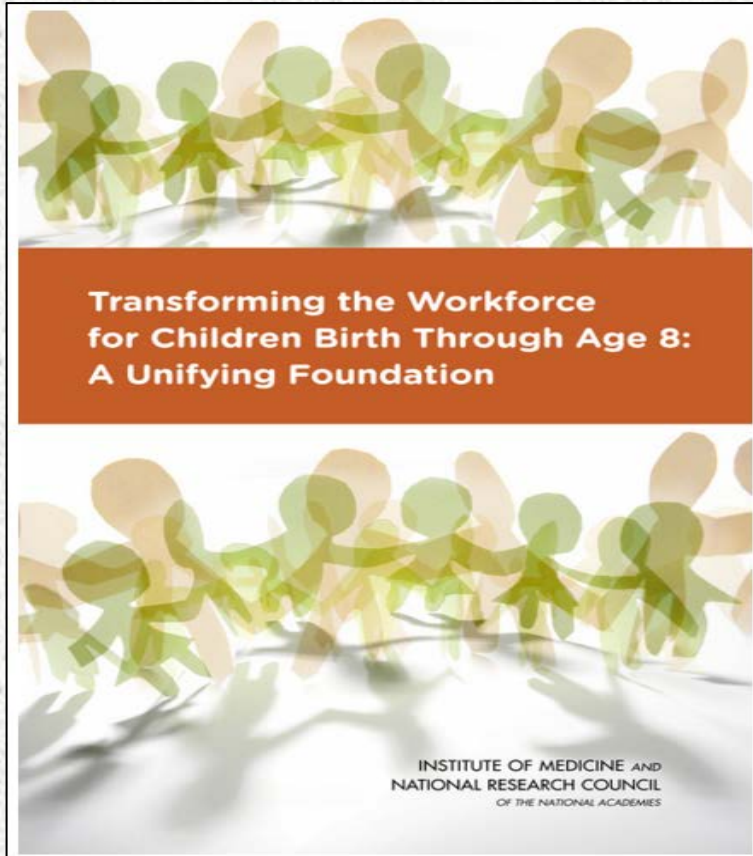
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NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow

Using the IOM Report as Leverage



- Implications for Teaching workforce
- Implications for Early Childhood Leadership

Coaching

- Building Systems
 - Creating competencies
 - Establishing new career pathways
 - Introducing new paradigms
- 2 concrete examples:
 - QSNY
 - Pre-K
- Inspiring Innovation
 - Coaching with Leadership Project



Continuous Quality Improvement





Continuous Quality Improvement

ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING TOOL

Use the *Core Body of Knowledge* along with this assessment tool to evaluate your skills and to identify areas of strength and areas of opportunity in your work with children and families. Then, develop goals for your work and plan your professional development. Administrators can also use this tool to conduct performance appraisals and to encourage staff members' commitment to ongoing professional growth and learning.

Instructions: Work through one competency area at a time. You may want to complete the assessment over the course of a few days. You may also choose to focus on just one specific competency or competency area. *Note to Administrators:* When using the *Core Body of Knowledge* to conduct a performance appraisal, request that the staff member conduct a self-assessment as well. Together, discuss the results of the staff member's self-assessment and your performance appraisal. Use the results to select goals and to plan for professional development.

1) ASSESS

Carefully read through the related behaviors and skills for each core competency. Use the assessment tool to note whether that competency is an area of strength, an area of steady progress, or an area of opportunity. If you are not sure what is meant by a particular competency, indicate that it is an area of opportunity. It is expected that even after many years as an early childhood educator, one would still have much more to learn. Take notes or keep track of your thoughts, as needed. You can use the Summary Page to keep track of your results as you complete each section.

2) REFLECT

Use the reflection questions to consider your strengths and areas of opportunity.
**Take notes as needed as you work through the assessment tool.*

3) PLAN

Use the Professional Development Planning tool to select goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals.

Area of Strength

- Consistently implements almost all behaviors/skills
- Is able to help others understand and implement the related behaviors/skills

Steady Progress

- Implements the related behaviors/skills, but inconsistently
- Implements many, but not all of the related behaviors and skills

Area of Opportunity

- Never/rarely exhibits the related behaviors/skills
- Implements the related behaviors/skills, but only with guidance
- Feels uncertain or has misunderstandings about the related behaviors/skills

CORE BODY OF KNOWLEDGE

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ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING TOOL

2. FAMILY AND COMMUNITY RELATIONSHIPS

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities.				
2.2 Communicates regularly, respectfully, and effectively with families.				
2.3 Provides families with opportunities to learn and develop skills to help their children achieve desired outcomes at the program, at home, and in the community.				
2.4 Shares power with families and involves them in decision-making.				
2.5 Helps connect families with needed resources and services.				
2.6 Supports families through transitions between programs.				

Area of Strength

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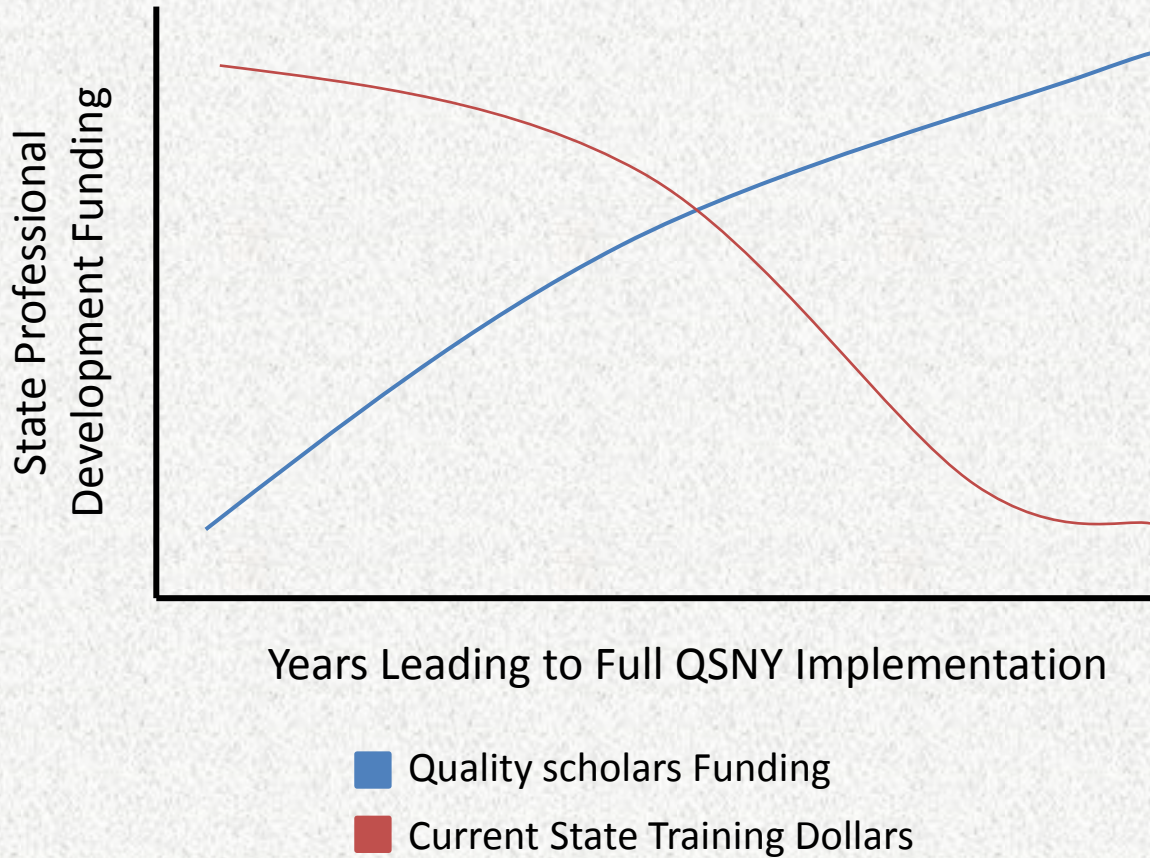
CORE BODY OF KNOWLEDGE

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ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING TOOL



Funding Considerations





Final Thoughts....

If everything is under control you're not going fast enough.

Mario Andretti

Nothing good is easy – and nothing is linear.

Sherry Cleary