2010 CCPRC Annual Meeting
Workshop Session C4
October 22, 2010, 10:45 a.m.

Models of Effective Professional Development and Quality Improvement: Options for Targeting Services for Individuals and Organizations

Description

This breakout session focused on emerging evidence for strategies/models of professional development and quality improvement that target services to individuals or organizations based on an assessment of their characteristics. Tiered technical assistance approaches tailor services based on needs, while a readiness to change approach matches professional development to an individual's openness to change. Similarly, organizational professional development approaches assess the unique characteristics and culture of organizations and use the information to target professional development. These innovative approaches are appealing to State professional development systems and QRIS because of their potentially more efficient and targeted use of limited resources. Implications of this research for professional development and QRIS practice, policy and future research were discussed.

Facilitator

Kathryn Tout, Child Trends

Presenters

Shira Peterson, Children's Institute
Carrie Leana, University of Pittsburgh
Anne Douglass, University of Massachusetts, Boston
Beth Rous, University of Kentucky

Scribe

Valerie Krajec, National Child Care Information Center

1. **Documents in Session Folder**
   - The Stage of Change Approach to Targeting Services for Early Childhood Educators, Shira Peterson
   - Work Process and Quality Preschool Education, Carrie Leana
   - Job Crafting and Sustainable Work in Early Childhood Education, Carrie Leana
   - The Organizational Context in Center-based Child Care Programs Implementing the Strengthening Families Approach, Anne Douglass
   - Identifying High and Low Need Programs, Kentucky Quality Enhancement Initiative – Dimensions Matrix, Beth Rous

2. **Summary of Presentations**
   - **Summary of Presentation #1:** Shira Peterson
     - Shira described the "Stage of Change Approach." The goal of this model is to increase efficiency in the change process. The approach uses TTM (Trans-theoretical model) which is an experiential/motivational approach widely used in counseling programs focused on behavior change.

- o The assumption is that approaches need to be tailored to an individual's stage of readiness for change.
- o The Stage of Change Scale for Early Care and Education is designed to identify a learner's readiness to change.

- **Summary of Presentation #2:** Carrie Leana
  - o Carrie described her research that examines job crafting in early childhood education.
  - o Child care/ECE teaching is considered to be low status work because of the wages that are paid. However, it is also a job with high independence and high discretion (meaning that staff have considerable flexibility in how they carry out their daily activities). Jobs with these characteristics are typically highly paid jobs.
  - o Human capital approaches results are mixed. There are unobserved processes going on, so we looked at social capital approaches. Better individual teachers/programs are better connected and collaborate better.
  - o Child care is inherently collaborative work so they explored collaborative approaches.
  - o Collaborative job crafting is improvisational, regardless of regulation, due to the nature of the work.
    - ▪ This works as an apprenticeship model (on the job, in the classroom, day to day). This collaboration supports new teachers.
    - ▪ In high-quality programs, those best at job crafting were mostly likely to want to stay.
    - ▪ For those in low-quality programs, job crafting caused those who were more collaborative to want to leave.

- **Summary of Presentation #3:** Anne Douglass
  - o Study examined the influence of organizational context in center-based child care programs on the formation of relationships with families and preventing child abuse
  - o Illinois' implementation of Strengthening Families in 60 centers, with lots of PD
    - ▪ Some programs had strong relationships with families, some did not.
    - ▪ What does it take to shift cultures in programs with poor family partnerships?
  - o Comparison of four large high-quality programs: two with good parent partnerships and two with poor parent partnerships.
  - o Conventional bureaucratic organizations had poor parent relationships.
  - o High-quality partnerships (relational-bureaucratic) organization:
    - ▪ Rewarding caring relationships.
    - ▪ Formal protocols allow for flexibility and responsiveness.
    - ▪ Supervisors modeled caring and had responsive professional relationships.
    - ▪ Structures and processes promote respect and shared power within organization.
  - o Policy Implications: We must consider the organizational context's influence on implementation of partnership initiatives. Low scoring programs need to address organizational culture before implementing a partnership-supportive approach.

- **Summary of Presentation #4:** Beth Rous
  - o Directors and program context: targeted technical assistance on QRIS, learn what works, and take that to improve the technical assistance program/leadership development.
  - o Director as key to quality: characteristics of center and organizational climate

- o Establishing case load based on number and level of need; determining best type of TA; establishing staffing patterns.
- o Identifying High and Low Need Programs Matrix developed to assess dimensions
- o Twenty-five staff members performed technical assistance with average case load of 75.

3. **Summary of Discussion with Presenters and Participants**
   - What kind of leadership and organizational processes are critical to successful implementation?
   - Can a program readiness tool be developed?
   - Social capital (collaboration) is critical to human capital approaches being effective.
   - Improvisation (ability to do this depends on education/training/skills) plus collaboration equals quality.
   - Application/frameworks for family child care: how should we address the collaboration/social capital approaches?
   - Policy implications: What are the key features?
     - o Quality, intentional, individualized: What is the combination?
     - o Differentiate PD initiatives based on readiness to change.
     - o Must address organizational climate, leadership, and education of staff – address all variables that impact the ability to implement what is learned from degree program and PD.
     - o Connect model: Evidence-based PD approach; focus on single discrete practice: learn, practice, reflect, and improve practice.
     - o General education is an important piece. Look at this in terms of readiness to change.
     - o Higher education is responding by creating a topic-focused courses (ECE, IT), and it may not address general education, such as the ability to read fluently and comprehension.
     - o Address wages, engineering model; certification that is meaningful.
     - o Military model: Work with the current workforce to improve skills, as opposed to firing the unqualified and hiring new staff.
     - o Articulate higher level skills required for effective practice at both human and social capital.
     - o Early educators see themselves as teachers, and that implies linkage to the educational system used as a method for seeking pay equity.
     - o ECE is primarily funded by parent fees. We must seek a policy that increases public investment to address salary parity.
     - o Next steps: look at measures for each of these approaches.