

Building Professional Development Systems to Improve Early Learning

JANA MARTELLA

National Association of Early Childhood
Specialists in State Departments of Education

jana.martella@naecs-sde.org - Reading Institute - Early Learning Strand –
Anaheim, July 20, 2010

State early education agencies, offices, departments and divisions are charged with implementing evidence-based practice into classrooms and settings under multiple auspices, program and regulatory regimes—manned by a workforce with widely varied preparation, degrees, and experience. This session will explore the integration efforts of the last several years that have resulted in professional development policies and programs that show promise for assuring quality early learning and instructional outcomes—particularly focusing on the standards and data movements as they relate to the early childhood education profession.

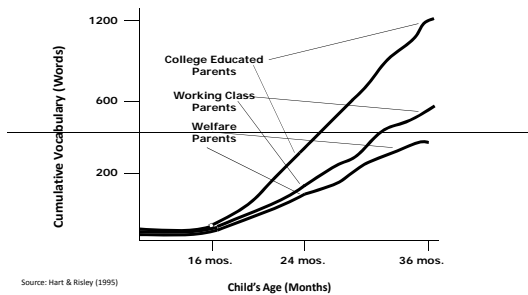
EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

Trend lines

- BIG ED
- LITTLE ED
- GAPS
- “CURES”

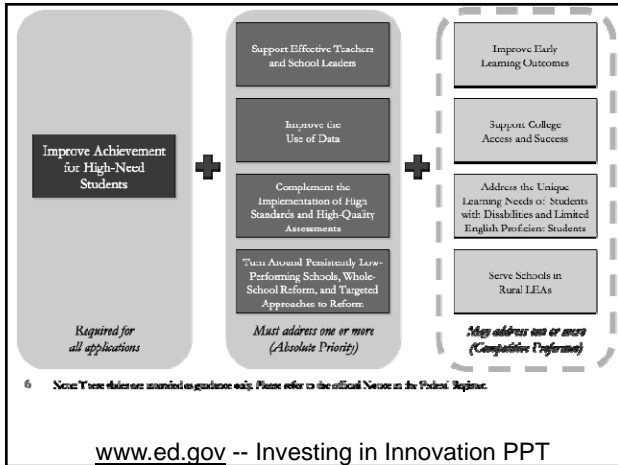
jana.martella@naecs-sde.org - Reading Institute - Early Learning Strand – Anaheim, July 20, 2010

Disparities in Early Vocabulary Growth



Source: Hart & Risley (1995)

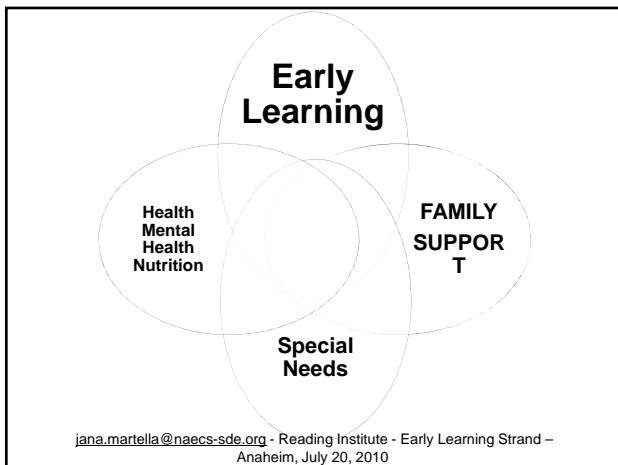
jana.martella@naecs-sde.org - Reading Institute - Early Learning Strand – Anaheim, July 20, 2010

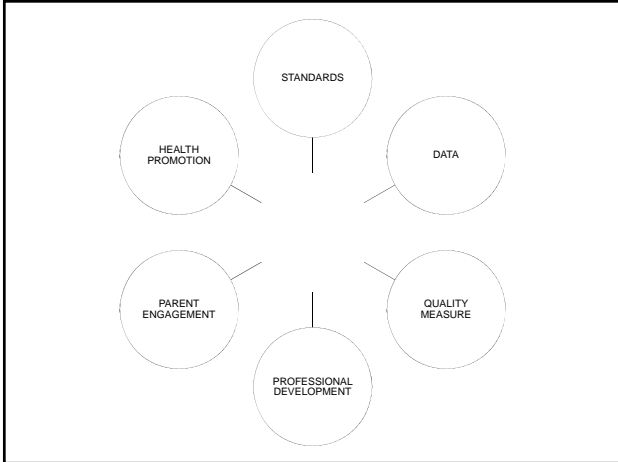


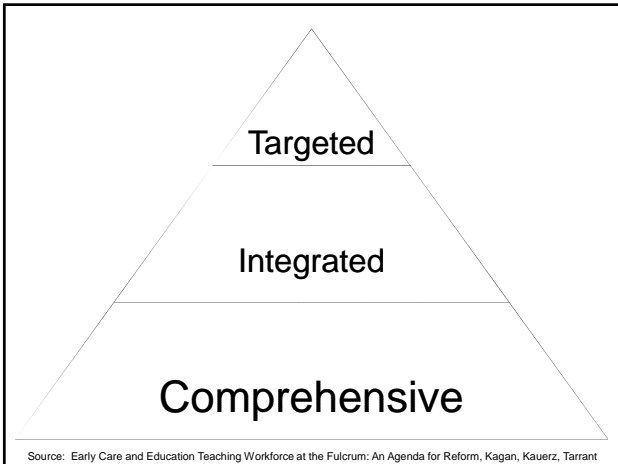
Highly Effective Teacher

“Highly effective teacher means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student. States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.”*

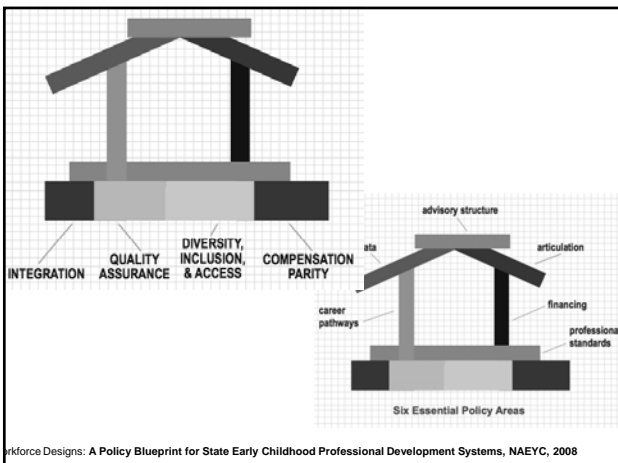
*Source: RTT Application Definitions p.7 www.ed.gov







Source: Early Care and Education Teaching Workforce at the Fulcrum: An Agenda for Reform, Kagan, Kauerz, Tarrant



Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems, NAEYC, 2008

RESOURCES

- Early Care and Education Teaching Workforce at the Fulcrum: An Agenda for Reform, Sharon Lynn Kagan, Kristie Kauerz and Kate Tarrant, Teachers College Press, 2008.
- Preparing Teachers of Young Children: The Current State of Knowledge, and a Blueprint for the Future, Marcy Whitebook Deanna Gomby Dan Bellm Laura Sakai and Fran Kipnis, Center for the Study of Childcare Employment, Institute for Research on Labor and Employment, University of California, Berkeley, May 2009. http://www.irle.berkeley.edu/cscce/pdf/teacher_prep_1.pdf
- A Matter of Degrees: Preparing Teachers for the Pre-K Classroom, Marisa Bueno, Linda Darling-Hammond, and Danielle Gonzales, Pew Center on the States-Education Reform Policy Series, March 2010. http://www.preknow.org/documents/teacherquality_march2010.pdf
- Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems, Sarah LeMoine, NAEYC Public Policy Report, 2008. http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf
-

JANA MARTELLA

NAECS-SDE

6015 Thirty-third Street, NW

Washington, DC 20015

202.244.3943

jana.martella@naecs-sde.org

www.naecs-sde.org

Disclaimer:

The information that is included in the conference materials or provided by conference presenters is intended to serve as a resource for participants. It should not be construed in any way as an endorsement by the U.S. Department of Education (Department) of particular materials, products, services, or approaches or as an attempt by the Department to mandate, direct, or control the curriculum, program of instruction, or assessments of a State, local educational agency, or school. Consistent with the appropriate Federal requirements, States and localities have the flexibility to determine how best to use Federal funds to help ensure that every student can read at grade level or above by the end of the third grade.