Local Standards for Institutions of Higher Education (IHE):
Bringing a Consumer Perspective to Teacher Preparation Programs in Support of the State QRIS

SESSION AGENDA

• Local and National Context
• Research Questions: Defining the Problem in SE Pennsylvania
• Early Childhood Workforce Transformation Initiative Research
  • Methods and Findings
• Teacher Preparation Gold Standards
• Community College of Philadelphia Implementation Case Study
• Next Steps Future Directions
• Wrap Up
INTRODUCTION

• Our presenters
  • Natalie Renew
  • Alison Lutton
  • Alexandra Patterson

• Who is represented in the room?

ECE WORKFORCE LANDSCAPE
PENNSYLVANIA CONTEXT
ECE WORKFORCE POLICY

State
State Funding for PreK
- Subsidized Childcare (Federal/State)
- Head Start Supplemental
- PreK Counts
PK-4 Certification
PA Program to Program Articulation Agreement (TAOC)
DHS Licensing
Keystone STARS QRIS
  - Career Pathway
  - Workforce Registry
  - Competencies
  - Workforce Financial Assistance and Incentives

SUPPORTING ECE WORKFORCE POLICY WITH QRIS FUNDING IN PENNSYLVANIA

OCDEL establishes framework for understanding ECE Teacher qualifications and outlines statewide priorities.
- Career Pathways and Related Policy Documents
- Core Knowledge Competencies

OCDEL distributes funds for reduced cost Credit & Credential Coursework through Regional Keys to IHEs.

OCDEL provides funds to professionals for ECE Coursework through financial assistance and voucher programs.

OCDEL incentivizes movement on the career pathway through financial awards to QRIS participating programs.

OCDEL Fund Training and Technical Assistance on Career Pathways.

Qualified ECE Workforce
PHILADELPHIA CONTEXT
ECE WORKFORCE POLICY

City
• PHLpreK City funded Universal Prek for 3 & 4 year olds
• PHLpreK Workforce Committee
• A Running Start Philadelphia Compensation Focus
• School District CDA Career and Technical Programs
• Philadelphia School District as an Intermediary for Federal, State and Local childcare funding
• Induction Program
• Professional Development to ECE Partners
• Success By Six
• William Penn Foundation grants investments in ECE workforce project
• Vanguard Foundation grants investments in ECE workforce Project

NATIONAL CONTEXT
ECE WORKFORCE POLICY

• 2005 NAEYC Blueprint for Financing Early Childhood Professional Development Systems
• 2011 Race to the Top Early Learning Challenge
• 2014 Reauthorization of the Child Care Development Block Grant
• 2015 IOM report Transforming the Workforce
NATIONAL CONTEXT

While national reports seem united in the call for a BA, on the ground there are big discussions going on about the level, focus and quality of early childhood teacher education and of state career pathways.
NATIONAL CONTEXT

- Infant-toddler prep, dual language learners, inclusion, early intervention, PreK-3rd grade teacher certification, apprenticeships, cohorts, articulation agreements, birth through 8 prep, NAEYC accreditation for teacher education programs... Can any program do it all?

- If everyone needs a BA, what should that BA look like? What about associate degrees? Don’t they do a better job of 0-5 prep? What should the higher education pathway for early childhood teachers look like? Does everyone need teacher certification?

NATIONAL CONTEXT

...much is known about what professionals who provide care and education for children need to know and be able to do and what professional learning supports they need. However, that knowledge is not fully reflected in the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government and other funders who support and oversee these systems.

- Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation
ECETWI RESEARCH QUESTIONS: DEFINING THE PROBLEM IN SOUTHEAST PENNSYLVANIA

• What are the challenges in the local ECE workforce?

• What strategies should be included in a comprehensive ECE Workforce in Philadelphia?

EARLY CHILDHOOD WORKFORCE TRANSFORMATION INITIATIVE OVERVIEW

• Funder: The William Penn Foundation

• Timeframe: May 1, 2015 – April 30, 2016

• Partners: MELC, DVAEYC and PHMC

• Purpose: To bridge the gap between the current workforce and the ECE workforce required to ensure all economically disadvantaged children have access to high quality early care and education.
WHY IT MATTERS

• Highly effective teachers are key to positively impacting the development and learning of young children.

• Highly effective early childhood teachers have both appropriate preparation (degree with significant content in child development) and the ability to form nurturing relationships with young children.

• There is a shortage of effective ECE teachers that will continue to grow as we expand prekindergarten and high quality ECE services locally.

ASK THE EXPERTS: WHAT MAKES A GOOD ECE TEACHER?

- Research
- Enjoy Young Children
- Quality Rating Improvement Systems
- In Service Credential Attainment
- State Department of Education
- High Stress
- Childcare Licensing
- Low Wage/Benefits
- Funders – Head Start or Pre K
- High Turnover
- ECE Teacher Requirements
- ECE Workforce Dynamics
ECETWI GOALS

• Gather local data to validate national trends.
• Engage stakeholders in data collection.
• Develop locally appropriate interventions based on findings.

ECETWI OVERVIEW

- Employer Partner Council: 32 members
- Higher Education & Training Council: 9 members
- Employee Council: 11 members

4 events with over 280 attendees
4 surveys administered to over 950 participants
Additional surveys (employees, employers, IHEs), focus groups, brainstorming sessions, literature reviews, and interviews.
ECETWI FINDINGS:
TEACHER COMPENSATION IS INADEQUATE

ECETWI FINDINGS:
CHALLENGING WORK ENVIRONMENTS
AND LACK OF CAREER PATHWAYS

High Teacher Turnover

No Teacher Prep Time

Teachers promote out of classrooms to obtain higher salaries

Teachers report dysfunctional work place practices
WHAT WE LEARNED:
MISMATCH BETWEEN WORKFORCE DEMAND AND TEACHER PREPARATION

There is great variety in local ECE teacher preparation programs related to:

- What is taught
- Student opportunities to apply their knowledge
- The structure of adult learning environments
- Skill and knowledge of teacher educators (Higher Ed Staff and Faculty)
Findings:

- Local ECE directors do not feel that teacher preparation programs are doing a good job, and consequently spend extensive time training new staff.
- Local IHE teacher preparation programs do not adequately address the development and needs of young children (birth to 5) in their course work and field experiences.
- Articulation agreements between two and four institutions don't work well (not program-to-program).
- Not all BA programs prepare students for certification.

WHAT WE LEARNED: MISMATCH BETWEEN WORKFORCE DEMAND AND TEACHER PREPARATION

PROJECT RECOMMENDATIONS

TEACHER RECRUITMENT
TEACHER PREPARATION
TEACHER RETENTION & ADVANCEMENT

TEACHERS WANTED
"MUST LOVE CHILDREN"
ECE HIGHER ED GOLD STANDARDS

1. Curriculum content speaks to local/state ECE sector.

2. Adequate coursework focused on birth through five, including infant/toddler.

3. Field placements that start early in the student’s program, inform reflection in the classroom, and are located in high-quality ECE programs.

4. Tuition rates and payment mechanisms that take into consideration the ECE industry’s current wages.

ECE HIGHER ED GOLD STANDARDS

5. Flexibility and supports that allows for the participation of full-time workers and non-traditional learners.

6. Articulation between two- and four-year degrees.

7. Accreditation by NAEYC (National Association for the Education of Young Children) and CAEP (Council for the Accreditation of Educator Preparation).

8. Ensuring that any on-site ECE programs meet the highest quality ratings.
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<td>10. Curriculum content that addresses inclusion of children with identified special needs.</td>
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IHE ECE GOLD STANDARDS

Gallery Walk:

- This Reflects an Issue in my Community
- My Community is implementing this Gold Standard
- I would modify this Gold Standard or Add to this Gold Standard in my Community

ECETWI GOLD STANDARDS: WHAT'S NEXT?

How does this project relate to national standards of our profession and national work underway to build more unity around our professional identity, scope and standards? How do we support our profession’s national effort? How can we ensure our project is more than another good paper with good ideas for teacher education?
ECE GOLD STANDARDS AND NAEYC ACCREDITATION

APPROACH: MEETING NATIONAL STANDARDS IN OUR CONTEXT

Standards as a vision of excellence

“With good reason, many educators have become wary of standards. At times, standards have constricted learning and have encouraged a one-size-fits-all mentality. But standards can also be visionary and empowering for children and professionals alike. NAEYC hopes its standards for professional preparation can provide something more valuable than a list of rules for programs to follow.

- NAEYC Standards for Professional Preparation position statement, page 2.


**APPROACH: MEETING NATIONAL STANDARDS IN OUR CONTEXT**

Standards as a vision of excellence

…The brief standards statements in this document offer a shared vision of early childhood professional preparation. But to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Good early childhood settings may look very different from one another. In the same way, good professional preparation programs may find many pathways to help candidates meet high standards, so that they can effectively support young children and their families.”

- NAEYC Standards for Professional Preparation position statement, page 2.

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**GOLD STANDARD ACCREDITATION PILOT**

- Gathering information from NAEYC Accreditation and Self Study

- How can meeting the accreditation standards validate Golds Standards?

- Partners
  - Clarion University
  - Community College of Philadelphia
  - Delaware County Community College
  - Harcum College
  - Montgomery County Community College
  - Northampton County Community College
ECE IHE GOLD STANDARDS

A set of 10 factors important to the local ECE sector

Cross walked with NAEYC standards

NAEYC Accredited (or in process) Pilot Project

Technical Assistance to support

April through December

IHEs meeting one or more Gold Standard

Does NAEYC Accreditation support progress on the Gold Standards?

Documentation of best practices

Clarion University, Community College of Philadelphia, Delaware County Community College, Harcum College, Montgomery County Community College, Northampton County Community College

Convening meetings & collaboration

Promotion of replication of best practices

Field Placement Assistance via ECEhighered.com website

GOLD STANDARDS FUTURE DIRECTIONS

• Engaging other Institutions in Gold Standards (outside of NAEYC Accreditation)

• TA and resources to support attainment of IHE ECE Gold Standards

• Coherence around what the workforce should know and do (2-4 year IHE transitions)

• 4 year IHEs identify a role in the ECE Teacher Pipeline (TA)

• Policy
  • Implement Gold Standards Statewide?
  • Limit use of State Funds to IHEs demonstrating Gold Standards?
  • TEACH/Gold Standards?
ECE GOLD STANDARDS
COMMUNITY COLLEGE
OF PHILADELPHIA PILOT

IHE SUPPORTS TO MEET GOLD STANDARDS

• Community College of Philadelphia serving as a pilot implementer and will conduct action projects in all 10 Gold Standard areas.

• Via expert Technical Assistance Consultants, CCP will receive supports to implement action plans

• Evaluate implementation

• Make recommendations
WHY COMMUNITY COLLEGE OF PHILADELPHIA AS THE PILOT

TEACHER PREPARATION 2.0 ACTION PROJECTS
ASSOCIATES DEGREE APPRENTICESHIP

- Pilot with Community College of Philadelphia
- Utilize existing system supports to sustain (Tuition Assistance and Technical Assistance)
- Employer Engagement and Commitment to Support Apprentice
- Completion in 28 months
- Recruit incumbent workforce with CDA
- Cohort-based
- Articulate 9 credits for CDA coursework
- 18 credits for on-the-job training
- Extensive bridging and developmental coursework

ECEHIGHERED.COM

Interactive Website That Will:
- Serve as a key link to support communication between IHEs and employers.
- Provide resources to student teachers and potential students.
- Publish Gold Standard data to assist students seeking programs that align with their needs.
- Opportunity board for matching certified collaborating teachers and student teachers.
COURSE ALIGNMENT DATABASE

Provide Necessary Data to Support:

• Program to program and course to course articulation across institutions by coding and cataloguing various levels of course content.

• Credit for prior learning

• Credit for on-the-job learning

• Credit for training and technical assistance experiences

• Provide detailed understanding to the state and other stakeholders to identify gaps and new opportunities for program development

Additional Resources:
