



# Washington State Department of Early Learning

## **Professional Development Consortium Meeting Minutes**

**September 3, 2009**

**9:30 am – 12:30 pm**

**Puget Sound ESD - Renton**

### **Overall Purpose**

The Professional Development Consortium (PDC), convened by the Early Learning Advisory Council (ELAC), was created in response to the Early Learning Partnership Resolution between the Department of Early Learning, the Office of the Superintendent of Public Instruction and Thrive by Five Washington. House Bill 1943 directs the Department of Early Learning (DEL) and the PDC to report the Governor and appropriate committees of the Legislature with recommendations for the creation of an integrated system of preparation and continuing education for early learning and the school-age program workforce.

### **In Attendance**

Sue Winn, Donna Horne, Katy Warren, Elizabeth Bonbright –Thompson, Mari Offenbecher, Jackie Jainga–Hyllseth, Sally Holloway, Brenda Boyd, Vanessa Maanao, Susan Yang Affolter, Tenlee Bell, Agda Burchard, Hannah Lidman, Jim West, Joel Ryan, Julianne Crevatin, Bonnie Beukema, Claire West, Sydney Forrester, Michelle Andreas, Sheryl Garrison, Erica Watson, Linda Tyler–Murray, Lorrie Grevstad, Karri Livingston, Kelli Bohanon, Char Rupp

**Facilitator:** Sangree Froelicher

### **Today's Intentions**

- Introductions/Overview of Meeting
- Taking Stock: the PDC and Early Learning Landscape
- Strategies for Moving Forward: Criteria for Design and Product Development; Timeline and Process Map
- Prioritizing Next Steps and Work Group Additions
- Work Group Session and Report Out

## Welcome

Sangree introduced herself and explained her role at DEL and on the Consortium.

## Introductions

Sally Holloway, PDC Co-Chair, opened the meeting asking Consortium members to introduce themselves and share why it was going to be a great day.

## Overview of Meeting

Sangree shared the importance of having a focus and respecting and honoring everyone's time. Today would be focused on getting organized, refocusing our efforts to move on the path toward legislation and organizing around the next pieces of work.

## Taking Stock: The PDC and the Early Learning Landscape

- Sangree acknowledged the leadership changes at DEL and the impact these changes have had on the work of the PDC.
- Great work has been done, but it is important to become more intentional and laser focused.
- Sangree will be facilitating the PDC for the next 6-8 months. She will be assisting with agenda planning and also lead all of the pieces that DEL is responsible for including writing the Brief Status Updates to the Governor and Legislature.
- The PDC has selected the NAEYC Blue Print to help guide its work, however it is important to stay focused on the legislation. Sydney is here to share some of the expectations around HB 1943.
- Sydney Forrester shared that the legislation does not use the word 'report' and that was intentional. The legislature and committee are not looking for a comprehensive report but a status update, which should include how the PDC has organized itself and how the PDC intends to approach the work leading to an end product. The expectation is to share how the PDC intends to move forward on elements required in the legislation in addition to other elements the group decides should be included in the final report.

## Strategies for Moving Forward: Criteria for Design

It is beneficial to have a tool to use as a lens as we move forward. Sangree has developed *Criteria for Product Design* and asked for missing elements and/or feedback around elements listed that may not need to be included.

1. Alignment with Legislation, NAEYC Blue Print and existing efforts. Whatever we are creating should align with previous work.

2. Practical and user friendly. It is important that we do not develop a shelf sitter. We want to a tool that is organized and has a framework that can be understood by multiple audiences.
3. System of Attraction. A professional development system is very important and significant and we need to have buy-in to cultivate ownership. Feedback must happen throughout the process and should be built in to the work group plans as well. We need to be proactive from beginning to end.

Feedback from Large Group:

- Recognition that diversity and inclusion be added to Practical and User Friendly standard.
- Recognition of the importance of sharing of information and messaging. This will be added to the System of Attraction standard. Clear and continuous feedback to the community is necessary to strengthen our work and show alignment with the work of the Early Learning Plan group.
- The Guiding Principles, legislation, and NAEYC Blue Print can help this group prioritize communication pieces.
- Agreement that a Communications Sub-Group needs to form to look at this work and help message appropriately and in a timely manner.

A fourth and fifth criteria will be added to the *Criteria for Product Design* document.

4. Empower next steps, clear direction that leads to change
5. Diversity, inclusion and cultural competence

Bullets will be added to include:

- Grounded in research, accreditation, ELP Drafting Team and Regulation Re-writes
- Importance of communications and messaging, both visually and verbally. Define what work is complete and what work is incubation. PDC members are responsible for sharing this information.

## **Strategies for Moving Forward: Process Map and Timeline**

### **Process Map**

Defining the 'who, what and when' is critical as we move forward. Changes were made to the text of the *Process Map* that Juliet created and although the Map is linear, it is important to remember that this is not a linear process. We need more work groups to approach the work simultaneously.

- Consideration of Special Needs and English Language Learners need to be weaved into all work groups.

- Legislation is looking for Core Competencies, then qualifications and credentials. Professional Standards will fall under qualifications and credentials.
- Although Standards are not mentioned in the legislation, developing a Career Pathway is mentioned multiple times. Once Core Competencies and Knowledge Areas have been developed, and the Qualifications and Credentials are defined, then the Standards development work can resume. The Core Competencies and Knowledge Areas, the Qualifications and Credentials, and the Standards should all inform the development of a Career Pathway. Before we start work on the Career Pathway, we must know where we are going.
- DEL is leading the work on the Registry which is also part of the Pathway.

Feedback from Large Group:

- The PDC would like to make recommendations around the Registry. We will build into the Timeline that the PDC will provide feedback to DEL around the Registry.
- Recognition that articulation agreements and training standards are focused on qualifications of trainers.

### **Timeline**

Accountability and necessary resources need to be added to the timeline. Work needs to happen simultaneously and we need to create a basic outline prior to product development. It is important to think about sequence and deliverables.

Feedback from Large Group

- The PDC should submit its December update on December 1<sup>st</sup> rather than December 31<sup>st</sup> to coincide with the Early Learning Plan. The Final Report should also be submitted on December 1<sup>st</sup> 2010. This change will be made and reflected on the updated Timeline.
- One of the charges of the Communications and Connections work group will be to elevate the work of the PDC.
- PDC Meeting dates will be added to the Timeline
- Professional Standards falls under qualifications and credentials. Core Competencies must be done first. We cannot submit a list; we need a document that is useful for multiple audiences, that has a clear focus, is practical and based on the realities of our current system. This needs to be a document that anyone can pick up and understand per the legislative request.
- Importance of thinking about competencies and credentials as bundled skills and experiences or an integration of what we know and what we do. Standards and competencies can go together in this sense.

## **Prioritizing Next Steps/Work Group Additions**

- The Compensation and Incentives will go on hiatus until February or March 2010, until credentials and qualifications recommendations have been defined.
- Articulation and Career Pathway can be formed later, perhaps in February. This work group will be added to the timeline.

## **Work Groups**

- Mapping Resources and Gap Analysis will be lead by Susan Yang Affolter. Work group members are Hannah Lidman, Brenda Boyd, Katy Warren, Vanessa Maanao, Donna Horne, Jim West and Michelle Andreas. Sydney suggests looking at the defined core knowledge areas and think about mapping in terms of these areas, perhaps by region.
- Communications and Connections will be led by Joel Ryan. Work group members are Mari Offenbecher, Sue Winn, Kelli Bohanon, Claire West, Agda Burchard, Elizabeth Bonbright Thompson and Molly Boyajian.
- Standards and Competencies will continue being led by Sally Holloway. Work group members are Tenlee Bell, Susan Yang Affolter, Brenda Boyd, Karri Livingston, Joel Ryan, Linda Tyler-Murray, Sheryl Garrison, Donne Horne, Sue Winn, Erica Watson, Jim West, Char Rupp and Jackie Jainga-Hyllseth.

Work Groups must meet prior to the next PDC meeting and accomplish all items listed on the *Guidance for Tasks* work sheet.

## **Close**

Key Points for Messaging/Take Always:

- Clear understanding of what our charge is per the legislation
- Our work will be laser focused with clear next steps identified
- We will align our work with other efforts
- We have identified three work groups to move our work forward

## **Next Meeting:**

October 14, 2009

1:00 – 4:00 pm

Puget Sound ESD in Renton