

Professional Development Advisory Council Meeting
February 2, 2009

Members: Angele Passe, Ann McCully, Antonia Wilcoxon, Casandra Williams-Sims, Eileen Nelson, Gayle Kelly, Huda Faarah, Jeanette Rydberg, Karen Schaub, Karen Erickson, Kate Onyeneho, Lisa Backer, Sheryl Warner, Susan Rydell, Zoe Nicolie
CDS: Catharine Cuddeback, Deb Swenson-Klatt, Dru Osterud, Haregewoin Tsegaye, Lora Kussman,
Visitor: Karen Gromala, Kelly Monson
Facilitator: Dennis Cheesebrow

Morning Session

PD system updates

Ann McCully (MN CCR&R Network) The Network has hired Bryan Schachtele as the PD coordinator who will begin 2.17.09.

Lora Kussman (Child Development Services) The fourth annual Strong Foundations conference was a terrific success. Although held in Brainerd during the coldest days of the season there were fewer no shows than the previous year. Participants were a broad multi discipline, cross sector

Susan Rydell (MN Center for Professional Development) April 14th the Center for Professional Development is hosting a symposium of credit for prior learning bridging higher education and the informal systems.

Angele Passe (Consultant, Co President of MNAEYC) The MNAEYC/MNSACA conference is Feb 6 & 7. So far there are 1,000 registrants.

Antonia Wilcoxon (Children's Mental Health, MN Department of Human Services) There is a children's mental health initiative that includes a 2 day training on children birth – 3, and additional trainings all over the state. Attachments are included.

Angele shared some feedback about accessing the Center for PD website and concern about the accessibility. There was a group discussion about the readability/literacy level and concern about accessibility of the overall system. Trainer access needs to be clearer. Susan informed the group that the Center is in the process of clarifying the trainer descriptions and posting some pieces that haven't been there yet. Jeanette Rydberg offered that, as a registered trainer herself, while going through the process she was able to click on the "?" and received responses immediately that clarified trainer tools and directions of the MN Center for Professional Development website.

Overview of the PS System Vision & Goals (Catharine Cuddeback, Child Development Services, DHS) The vision and goals that appear on the meeting agenda were developed through a broad stakeholder group of @ 30 that worked with CDS during the initial planning stage in 2006 & 2007.

PD System Evaluation Update (Karen Gromala, Child Development Services, DHS)

☒ Karen gave a brief power point overview of the PD System evaluation plans. Ppt handout was distributed

Overview of the Core Knowledge Logic Model

Catharine introduced the model and the focus for the remainder of the meeting. Because the tools in this are foundational to the PD system it is essential the PDAC members have a solid understanding of the three key tools: The Early Childhood Indicators of Progress, MN Practitioner Core Competencies & Learning Continuum Framework

Connecting the resources and activities to promote short and long-term outcomes (Jeanette Rydberg, Central Lakes College)

MN PD System: Core Knowledge Logic Model----- The MN Indicator of Progress-Birth to 3 and Early Childhood Indicators of Progress 3-5

- The MN Indicators of Progress (0-3 and 3-5) are frameworks on which all those who care for and educate young children may base their care giving and educational strategies. The Indicators provide a common knowledge base

for everyone to understand the progression of how children grow and develop. These documents establish an expectation of a developmental pattern.

- Those individuals working in direct care and supervision of young children can use the Indicators forward and backward on a daily basis. They can look to the Indicators for resources and ideas of general points of development and for emerging skills, as they plan their daily activities. And they can use the Indicators as they reflect on their programs to see how whether, intentionally or not, they have known and utilized this core knowledge.
- The Indicators are a resource to bring about a common understanding, a meeting place for parents, teachers, policy makers, and community members in MN.
- By making the Indicator publications available, we are establishing a knowledge base stating that in MN we understand and want to provide for the needs of young children to help them grow and develop to their utmost potential.
- Existing and future professional development in a variety of venues may relate to and utilize the information of the Indicators. As participants continue in their personal professional organizations, training, career paths, and life long learning, they are able to reflect back to this format of foundational information.

The MN Practitioner Core Competencies

The CC are a new way of organizing experience and knowledge in the field of early care and education that

- includes all types of job positions in the field of early childhood and school age care
- outlines and encourages continuing learning and application of knowledge and experience in the field
- aids individuals in understanding and taking on their own personal professional development
- allows those already in the field to reflect on their accomplishments and assess their ongoing professional development goals
- by using the CC in the MN statewide PD system-labeling trainings, participants will better understand how specific information relates to meeting the educational/caring needs of young children thus tying back to the Indicators of Progress
- provide a common language for discussion of professional development content among types and levels of education, enabling those working in the field to gain more purposeful and intentional ongoing learning opportunities.

By utilizing the Indicators of Progress and the MN Core Competencies individuals will be better prepared to work in the field and sustain themselves and the needs of young children and families while improving the quality of care for our children and improving our communities.

Learning Continuum Framework (Susan Rydell)

Some Notes:

Serves as a conceptual framework to look at aspects of the Professional Development System

Helps us look at: Quality Assurance approaches

Workforce development/Professional Development matters from a practitioner perspective

Represents a shift from training to education emphasis

Learning input vs. learning outcome model

Focus on the adult learner who is doing the learning; multiple delivery strategies

A Learning Continuum reflects general notions of adult cognitive development

Value judgments of a continuum

The Career lattice (ladder)

Maintain focus on the learner

Afternoon Session

Scope of the PD system (Deb Swenson-Klatt, Child Development Services, DHS)

Presented a response to the questions raised regarding the scope of this system development at the previous PDAC meeting. CDS had initial meetings with both MDE & MDH to discuss the scope. Discussions centered on revisiting the vision, tools and infrastructure to better link & utilize resources. Assurances that there are connections between the PDAC and the newly forming Early Childhood Advisory Council (ECAC). CDS will continue to make sure that Parent Aware and the PD system align. Conversation about system scope is by no means done.

Member comments: broadening the scope of the career lattice is positive...children's mental health endorsement for example, at the state agency meetings in addition to the content there was great synergy and focus on shared outcomes, the overlaps were so compelling that leads us to want to develop a comprehensive system; it is pleasurable to find connections and be driven to them.

The logic models reflect so much good work, we need to keep this good work going while there is a mentality that we need to cut back. We don't want to put a system together that won't be used. Focus needs to be on outcomes as we better target resources. The Core Competencies, for example really help us to be intentional to put process in place even if funds are reduced. There are social marketing opportunities to build on economic situation such as teaming up w/AmeriCorps, Pell grants, service learning. Literacy programs to incentives.

Consultation (Dennis Cheesebrow)

Where are you now with this work?

- Recognize that this is a process & I don't quite know all of it yet.
- Appreciate knowing input is being listened to
- There are so many elements, services & stakeholders involved in & affected by this work

Push & Pull

Does the logic model make sense from the push/pull perspective of effect on and involvement of individuals

Consultation Statement What are the key attributes or signs of a cross-sector PD system; how do we integrate the activities in the Core Knowledge Logic Model?

Dennis' notes:

Messages

- Responsiveness to PDAC consultation
- Work in progress: complex, I need my notes to talk about it, foundation and structure
- Evolving into many elements, services and stakeholders

Push vs pull

- DHS
- MDE
- MDN
- Person

Themes

- Broaden "Activities to reflect providers, trainers and communities"
- Integrate "push-pull" into all aspects
- Evidence-based and emerging practices
- Integrate adult learning

Core knowledge logic model

- Strengths: tools are important
- Weaknesses: tools aren't complete (adult learning, cultural competence)

Consultation for improvement

- How is this going to be respectful of cultural, community and family (contributions)
- Revisit tools to become living tools
- More tool boxes (adult learning, cultural competency)
- Shift perspective from push to pull: communities need to inform tools and delivery
- Underlying assumption needs to reflect accumulation of knowledge cultures bring
- Bring forward research-based approaches: "best" practice??

Core Knowledge logic model

Strengths: great resource list

Weaknesses:

- Pedagogy is MIA
- Missing activities at growing trainers
- Core comps/ECIPs and learning continuum are too narrow

Consultation for improvement

- Have model reflect growth of trainers and training participants: e.g., adult learning, cultural, etc.
- Turn activities around so they reflect what trainers and practitioners can do
- Should reflect knowledge and skills
- Integrate resource list throughout model
- Activities should include an activity at incorporating emerging knowledge and skills

Reminder

The next PD Advisory Committee meeting is Monday, May 4, 2009, 10 a.m. to 3 p.m.
at 444 Lafayette Road N, Saint Paul, room L3148