



RI EARLY LEARNING
WORKFORCE
KNOWLEDGE & COMPETENCIES






**FOR PROFESSIONAL DEVELOPMENT
PROVIDERS AND HIGHER EDUCATION
FACULTY/STAFF**

RHODE ISLAND'S WORKFORCE KNOWLEDGE AND COMPETENCY (WKC) FRAMEWORK FOR EARLY CHILDHOOD EDUCATION PROFESSIONAL DEVELOPMENT PROVIDERS DEFINES WHAT THOSE WHO SUPPORT THE EARLY CHILDHOOD WORKFORCE MUST KNOW AND BE ABLE TO DO IN ORDER TO IMPROVE EDUCATORS' PRACTICE AND, IN TURN, IMPROVE OUTCOMES FOR CHILDREN.





TABLE OF CONTENTS

INTRODUCTION	2
DOMAIN AND SUBDOMAIN OVERVIEW	7
 Domain 1: Professionalism	8
 Domain 2: Building Relationships.....	13
 Domain 3: Knowledge of Content	18
 Domain 4: Supporting Adult Learners	21
 Domain 5: Evaluating Outcomes	24
APPENDIX A: ACKNOWLEDGEMENTS	27
APPENDIX B: GLOSSARY OF TERMS	28
APPENDIX C: REFERENCES AND RESOURCES	30



INTRODUCTION

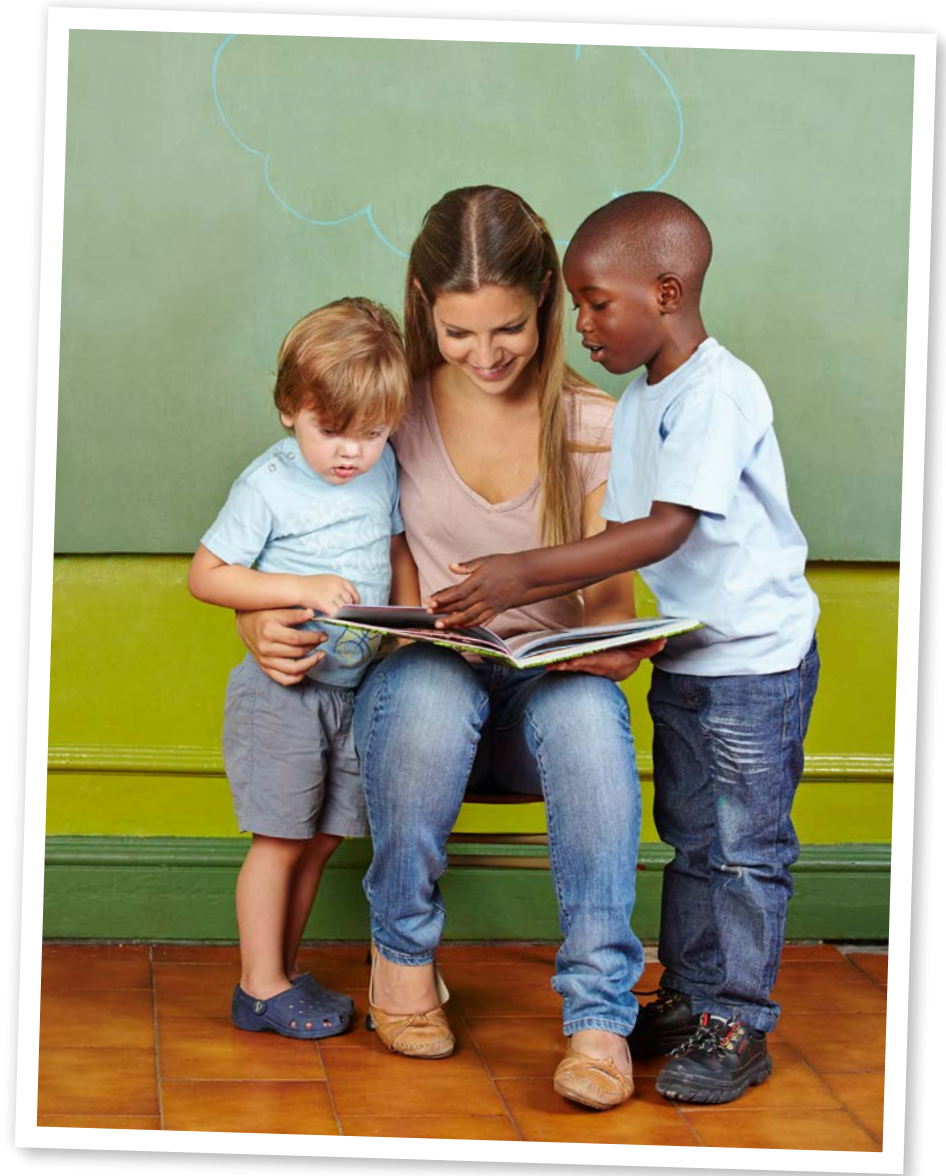
Overview and Purpose

While several states have defined what educators themselves must know and be able to do, few states to date have addressed core competencies for individuals who provide the initial and ongoing education and support for educators. Rhode Island's *Workforce Knowledge and Competency (WKC) Framework for Early Childhood Education Professional Development Providers* defines what those who support the early childhood workforce must know and be able to do in order to improve educators' practice and, in turn, improve outcomes for children. This document encompasses trainers, technical assistance (TA) providers and higher education (IHE) faculty/staff in both 2- and 4-year institutions who work with early childhood educators.

In addition to usage by PD providers, all individuals in the early childhood education field can make use of these competencies. The WKC's may, for example, be used by:

- Individuals providing PD/TA or working as teaching faculty in IHEs to guide their own professional development,
- Entities and institutions providing professional development, TA, or higher education to articulate job descriptions, expectations, and design supervision processes,
- State agencies to inform trainer approval processes and other efforts to train and support professional development providers
- Professionals to become informed consumers and better identify high-quality practices of PD, TA, and higher education providers.
- Agencies and programs contracting with professional development providers to establish protocol for hiring and/or developing job descriptions for consultants

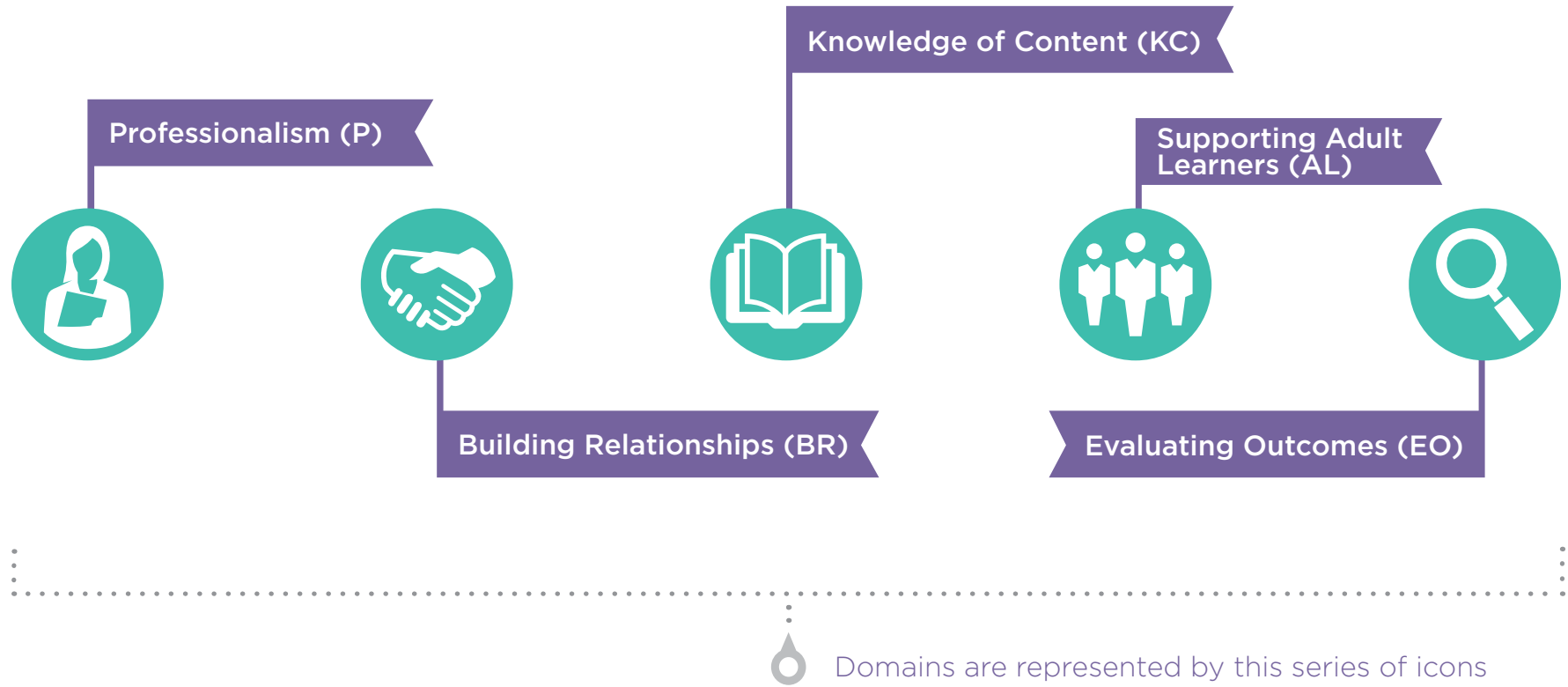
This document is intended to provide a comprehensive picture of what professional development providers need to know and be able to do and to articulate the unique and critical role professional development providers play in our early childhood education system. By imparting innovative practice and in-depth knowledge on pre- and in-service educators using solid and sound practice, professional development providers have the ability to positively impact educator practice, and thus have a large stake in ensuring that our early childhood education programs have educators who are prepared from day one and continue along a path of professional learning throughout their careers.





ORGANIZATION

The WKC Framework for Professional Development Providers is organized into five domains, each of which is imperative to the practice of trainers, TA providers, and higher education faculty/staff. Though presented separately, each domain contains knowledge and skills that relate to competencies in other domains. Each domain should not be considered in isolation of the others, but rather be thought of as one critical area for supporting educators and improving educator knowledge and practice that feeds into a greater whole. The domains include:



Each domain contains subdomains, which further outline the necessary elements within the broad domains. Each subdomain contains indicators which define, at a broad level, categories of knowledge and skills that are applicable in each role. Finally, each subdomain is followed by examples that are differentiated between the three roles. These examples should not be considered an exhaustive list, but rather samples of how indicators may be demonstrated by individuals.



BACKGROUND AND PROCESS



RIDE Rhode Island
Department
of Education

Background and Process

As part of its 2011 Race to the Top – Early Learning Challenge Grant, Rhode Island committed to defining expectations for several key roles in early childhood education. The Workforce Knowledge and Competency Framework for Professional Development Providers is the state’s fourth of five planned WKC frameworks. The state has completed WKC frameworks for family child care educators, early childhood teachers and early intervention/early childhood special educators, and teacher assistants, all of which are available for download at <http://ride.ri.gov>. Rhode Island is developing a framework for administrators and education coordinators, scheduled for release in early 2015.

Rhode Island wrote this document using a collaborative process involving consultants and local experts. The Rhode Island Department of Education worked with Early Childhood Associates and with individuals from the RI Department of Health, Rhode Island College, the University of Rhode Island, and the state’s newly established Center for Early Learning Professionals to complete the first draft of this framework. The framework was then put out for public comment to garner feedback from higher education and professional development providers across the state. Following this round of public comment, the team revised the document to address the comments gathered through the feedback period. The final document represents the collective work and expertise of a variety of people across Rhode Island.



Diagram adapted from NAEYC/NACCRRA’s Early Childhood Education Professional Development: Training and Technical Assistance Glossary

CONCEPTUAL FRAMEWORK

This framework utilizes the *Early Childhood Education Professional Development: Training and Technical Assistance Glossary* developed by the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA), and NAEYC’s *Early Childhood Education Professional Development: Adult Education Glossary* to define various aspects of an educator’s professional development. NAEYC and NACCRRA use a broad definition of professional development that encompasses professional preparation and ongoing professional development, represented in the figure above.





BACKGROUND AND PROCESS

These definitions articulate the roles trainers and TA providers play in supporting the workforce. To define the role of IHE faculty/staff, this document utilizes NAEYC’s *Early Childhood Education Professional Development: Adult Education Glossary*. To access these glossaries, see the Resources section.

The glossaries define training, TA, and education in the following ways:

Training is defined as a learning experience or series of experiences specific to an area of inquiry and related sets of skills or dispositions delivered by a professional with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program. Training may occur as part of early care and education related conferences or as part of an individual or program wide PD plan.

Technical Assistance (TA) is the provision of targeted and customized supports by a TA professional(s) with content matter and - and facilitation skills and competencies to build individual and program capacity and support change and improvement at the individual and/or program level. Examples of technical assistance include process consultation, small group TA, mentoring, coaching, professional development advising, and peer to peer focused support. Technical assistance can occur at all levels of an organization and participants can include board members, administrators, teachers, families, and more.

Education is a series of learning experiences with related assessments of learning; specific to an area of inquiry and related set of skills or dispositions; delivered by a professional(s) with subject matter and adult learning knowledge and skills; and offered by an accredited school, college or university. A planned sequence of courses, along with admission and graduation requirements, comprises an education program.

These definitions represent the formal opportunities educators participate in in order to further their knowledge and skills. The providers of each of these opportunities should be well qualified in order to deliver high-quality experiences to educators. Rhode Island’s recommended definition of “qualified” is articulated in the subsequent section.





BACKGROUND AND PROCESS

Recommended minimum qualifications: The following qualifications specify the state’s recommended minimum formal education, experience, professional development/credentials, and professional activities for trainers, TA providers, and IHE faculty/staff. These qualifications are based upon the minimum experiences and credentials an individual needs to successfully meet the knowledge and skills outlined in this document. Agencies, institutions, or other entities hiring individuals for these roles may have expectations that exceed those found in this grid.



	TRAINER	TA PROVIDER	IHE FACULTY/STAFF
FORMAL EDUCATION	Bachelor’s degree in early childhood education or field relevant to the training topic OR Supervised directly by individual who meets above criteria	Bachelor’s degree in early childhood education or field relevant to TA focus OR Supervised directly by individual who meets above criteria	Master’s degree in early childhood education or field relevant to coursework OR Doctorate in early childhood education or field relevant to coursework
EXPERIENCE	3 years of relevant experience		
RELEVANT PROFESSIONAL DEVELOPMENT/CREDENTIALS	20 hours of ongoing PD/year OR Meets own institution’s requirements for ongoing professional development, <i>whichever standard is higher</i>		
PROFESSIONAL ACTIVITIES	Maintains requisite credentials ¹ related to content being delivered		
PROFESSIONAL ACTIVITIES	Participation in one of the following professional activities: <ul style="list-style-type: none"> ›Membership in professional organization related to Early Childhood Education ›Participation in community or state initiative related to early childhood ›Participation in an organized professional learning community AND Participation in at least one state, regional, or national conference via attendance, planning or presentation		

¹“Requisite Credential” refers to any national, state, or TA/training model-specific endorsements or certificates/certification relevant to an individual’s practice. E.g., a trainer providing RI Early Learning and Development Standards must be currently certified as a RIELDS trainer, an individual providing training on the Program for Infant/Toddler Care (PITC) must hold PITC certification, etc.





DOMAINS AT A GLANCE



Professionalism (P)

- P 1:** Maintaining Ethical Standards and Professional Guidelines
- P 2:** Engages in Ongoing Reflection and Professional Development
- P 3:** Advocating for Early Childhood Education
- P 4:** Contributing to the Knowledge Base of Early Childhood Workforce Preparation and Development



Building Relationships (BR)

- BR 1:** Establishing and Maintaining Trusting and Respectful Relationships
- BR 2:** Respecting Individuals and Diversity
- BR 3:** Defining Roles and Boundaries
- BR 4:** Managing Conflict and Challenges



Knowledge of Content (KC)

- KC 1:** Demonstrating Relevant Knowledge and Experience
- KC 2:** Ensuring Alignment with Relevant State Standards and Frameworks



Supporting Adult Learners (AL)

- AL 1:** Using Adult Learning Principles
- AL 2:** Using Effective Instructional Methods



Evaluating Outcomes (EO)

- EO 1:** Using Effective Methods to Assess Outcomes
- EO 2:** Using Evaluation for Continuous Quality Improvement



PROFESSIONALISM

Trainers, TA providers, and IHE faculty/staff identify as members of the greater early childhood profession, which is inclusive of all settings serving children birth through age eight. They understand that a research-based body of core knowledge and competencies serve as a foundation for the profession and that these knowledge and competencies are used in all aspects of professional involvement with children, families, and colleagues. They also understand they have both a leadership and advocacy role within the profession.

Not only do trainers, TA providers, and IHE faculty/staff adhere to the professional and ethical standards of their respective institutions or organizations, they identify and embrace their own professional and ethical guidelines such as the NAEYC Code of Ethical Conduct (including the Supplement for Early Childhood Adult Educators). They model professional and ethical conduct for the adult learners they serve by maintaining these standards at all times. They accept their role as advocates within the field and utilize their up-to-date knowledge to move the agenda of the early childhood education field forward.

Trainers, TA providers, and IHE faculty/staff understand the importance of continually progressing as professionals and value the ongoing development of their own knowledge and skills. They use their ongoing reflection and growing expertise to inform practice in improving the knowledge and competencies of the early childhood education workforce.

- P 1: Maintaining Ethical Standards and Professional Guidelines**
- P 2: Engages in Ongoing Reflection and Professional Development**
- P 3: Advocating for Early Childhood Education**
- P 4: Contributing to the Knowledge Base of Early Childhood Workforce Preparation and Development**



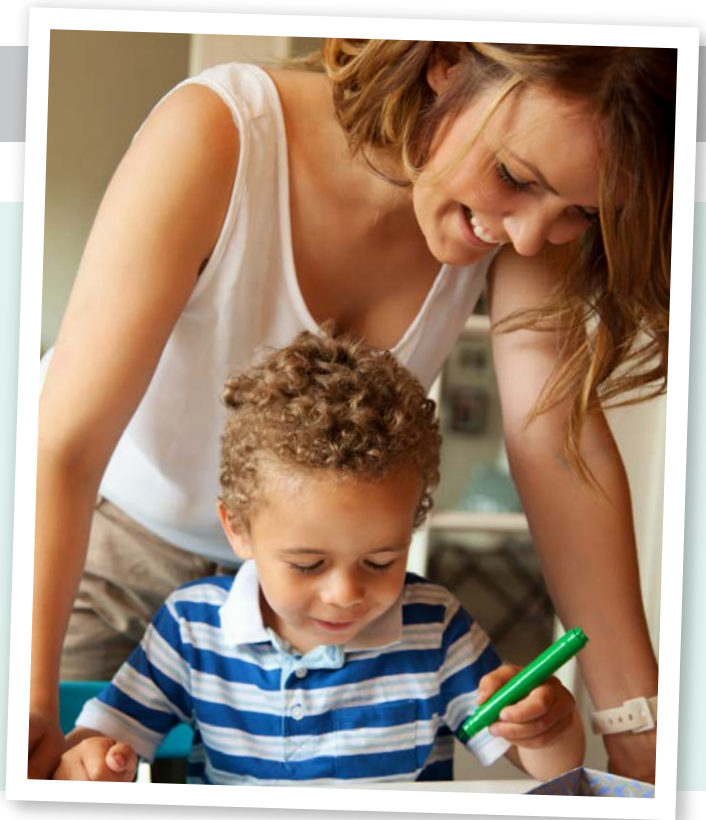


PROFESSIONALISM

P 1: Maintaining Ethical Standards and Professional Guidelines

ALL PD PROVIDERS WILL:

- › Understand and apply a professional code of ethics.
- › Are aware of and maintain a professional demeanor and appropriate conduct in different venues (face to face, online, and through social media) and settings.
- › Engage in self-reflection to evaluate one's own actions in regard to ethical conduct and seeks growth in areas needed.
- › Establish an individualized professional development plan and seek growth in areas of limited knowledge and/or practice.
- › Identify when conflicts of interest arise and determine appropriate follow-up action
- › Refrain from advancing own interests that are outside of current role.
- › Recognize personal limitations in content knowledge and experience and defer to others or does not accept those assignments.
- › Follows own employer/institution's code of conduct.



Examples for P 1: Maintaining ethical standards and professional guidelines

TRAINER

- › Arrives early and is well prepared for the training, is available to answer questions before and after
- › Annually reviews and incorporates codes of ethical conduct to guide professional development plan
- › Reflects on ethical topics which may arise during training
- › Only provides training within the scope of knowledge and expertise. Makes appropriate referrals when requests are made outside knowledge area.
- › Is explicit about any potential financial gain from materials or products suggested during training

TA PROVIDER

- › Refers programs to other consultants or other services when program need falls outside scope of expertise
- › When scheduling appointments for onsite visits, clearly shares expectations and the tasks each party is responsible for
- › Maintain the confidentiality of program and individuals with whom he/she works

IHE FACULTY/STAFF

- › Shares professional guidelines with students through syllabi
- › Communicates own level of expertise in regard to course content and, to the extent possible, does not accept course assignment outside of own scope of understanding
- › Considers ethical consequences of using own materials and is upfront with students about any financial gain they make from purchasing of materials
- › Appropriately cites sources of evidence and text in lecture notes
- › Follows institution's policies regarding approval of research





PROFESSIONALISM

P 2: Engages in Ongoing Reflection and Professional Development

ALL PD PROVIDERS WILL:

- › Reflect on feedback and data, as well as conducts self-assessments to evaluate own professional abilities and content knowledge.
- › Establish own goals and plan for professional development using information gathered and self-assessment.
- › Engage in ongoing professional learning to meet goals and increase depth of understanding of critical concepts, theories, processes, principles, and systems.
- › Engage in the larger field of early childhood care and education, e.g. actively participating in professional organizations.
- › Model a professional commitment to continuous lifelong learning.



Examples for P 2: Engages in ongoing reflection and professional development

TRAINER

- › Uses mid-point and final evaluations as a basis for ongoing reflection and training revision
- › Utilizes professional resources for ongoing learning, e.g., periodicals, webinars, books and newsletters
- › Maintains appropriate certification/ re-credentialing as required to teach curriculums

TA PROVIDER

- › Serves on the board of the local AEYC
- › Seeks feedback from TA participants and peers and uses this feedback to inform ongoing professional development goals
- › Regularly engages in self-evaluation using the WKC as a guide

IHE FACULTY/STAFF

- › Maintains participation in a professional organization and uses resources available for ongoing learning
- › Actively sits on state education committees and councils
- › Uses results from college/university evaluation to make improvements to instruction





PROFESSIONALISM

P 3: Advocating for Early Childhood Education

ALL PD PROVIDERS WILL:

- › Demonstrate understanding of advocacy and approaches to advocating for practitioners, children, and families.
- › Maintain awareness of legislative and policy changes that affect children, families, and the early childhood field.
- › Maintain an ongoing commitment to educate the community on issues affecting children and early childhood education programs.
- › Support community initiatives and advocates for early childhood legislation at the local, state, and national levels for improving quality in early childhood.
- › Advocate for the early childhood education workforce and the need to provide the highest quality education and continuous professional development to the workforce in order to improve outcomes for children.



Examples for P 3: Advocating for early childhood education

TRAINER

- › Engages in local or national campaigns that promote the impact of the early childhood workforce on children
- › Uses training as an opportunity to talk about field wide opportunities where educators can serve as advocates
- › Follows or subscribes to reliable blogs, Twitter feeds, or listservs to keep up-to-date on current issues in early childhood education

TA PROVIDER

- › Communicates with local legislators to advocate for legislation which supports children and families
- › Connects programs to community initiatives that support the needs of children within the program

IHE FACULTY/STAFF

- › Is current on local and state legislative and regulatory issues in order to incorporate into courses
- › Informs students of local/community events that increase understanding of existing initiatives and efforts
- › Works within scope of college/university policies regarding advocacy





PROFESSIONALISM

P 4: Contributing to the Knowledge Base of Early Childhood Workforce Preparation and Development

ALL PD PROVIDERS WILL:

- › Understand own role in improving the knowledge and competencies of the early childhood workforce.
- › Find opportunities to contribute to and build the collective knowledge of those supporting the early childhood workforce.



Examples for P 4: Contributing to the knowledge base

TRAINER

- › Seeks opportunities to bring new, innovative training to the field by seeking training of trainer opportunities
- › Participates in development or piloting of local or national training modules

TA PROVIDER

- › Seeks opportunities to work with other aspiring TA providers in a mentorship capacity
- › Presents on successful experiences with TA at a relevant national conference

IHE FACULTY/STAFF

- › Publishes research findings in a peer-reviewed journal
- › Convenes or participates in groups with fellow teacher-educators in order to share experiences and knowledge





BUILDING RELATIONSHIPS

Relationships between trainers, TA providers, and IHE faculty and their partners/participants build the foundation for each professional development experience. Providers recognize the role of relationships in their own practice and understand that participants are more likely to build knowledge and skills when those relationships are trusting and respectful. It is important that trainers, TA providers, and higher education faculty/staff are knowledgeable about and skilled at creating these kinds of relationships in order to transform educator practice. They must provide environments and opportunities that facilitate the building of positive relationships.

Trainers, TA Providers, and Higher Education Faculty/Staff must also be culturally competent, which includes understanding and being respectful of each individual's unique characteristics and context. They must also understand the importance of defining clear roles and boundaries in their practice and establish and reinforce these throughout the experience. Furthermore, they must recognize that conflicts and challenges may arise with or among participants/partners and possess the skills to manage these.

BR 1: Establishing and Maintaining Trusting and Respectful Relationships

BR 2: Respecting Individuals and Diversity

BR 3: Defining Roles and Boundaries

BR 4: Managing Conflict and Challenges





BUILDING RELATIONSHIPS

BR 1: Establishing and Maintaining Trusting and Respectful Relationships

ALL PD PROVIDERS WILL:

- › Use interpersonal skills (e.g. humor, empathy, body language, and rapport building) to deliver instruction and support, establish ongoing supportive relationships, and establish effective two-way communication.
- › Uses a strength based approach, which focuses on identifying participants' strengths and builds upon them to establish respect and mutual trust.
- › Establish credibility by sharing background knowledge and experience.
- › Create consistent, predictable environment by communicating expectations and goals at the outset and consistently throughout the professional development experience.
- › Actively engages and motivates participants/students in own learning.
- › Show respect for and interest in the individual and collective abilities and experiences of participants.
- › Respond to participants'/students' contributions with respectful feedback.
- › Demonstrate respectful, receptive, and active listening.



Examples for BR 1: Establishing and Maintaining Trusting and Respectful Relationships and Rapport

TRAINER

- › Responds respectfully to participants' comments
- › Acknowledges different points of view
- › Encourages participation and discussion throughout the training

TA PROVIDER

- › Arrives upon an agreed upon plan for TA with participants
- › Defines expectations for both parties in signed agreement
- › Periodically checks in on progress of relationship throughout TA process
- › Ensures that the TA relationship is a partnership that includes sharing responsibility for change

IHE FACULTY/STAFF

- › Creates and administers surveys to students in order to collect initial information on students' goals
- › Communicates regularly with practicum/mentor teachers
- › Continually communicates with placement sites





BUILDING RELATIONSHIPS

BR 2: Respecting Individuals and Diversity

ALL PD PROVIDERS WILL:

- › Have awareness of own cultural identity and views about cultural difference
- › Adapt to the context and culture of the organization and community in which he/she is working.
- › Show respect for the unique individual differences that participants/students bring to the learning process and understands their need for safe and supportive environments to thrive.
- › Build a learning environment that supports and encourages discussions about cultural similarities and differences.
- › Present sensitive materials fairly, acknowledging the validity of contrasting perspectives and when appropriate identifying own biases.



Examples for BR 2: Respecting Individuals and Diversity

TRAINER

- › Prior to training, seeks to understand participants' daily work context
- › Ensures materials are culturally appropriate
- › Provides examples and scenarios that are relatable for participants
- › Builds time into training for participants to share relevant information about themselves

TA PROVIDER

- › Prior to beginning TA, seeks information about community in which they will be working
- › Builds time into the TA process for TA partners to share relevant information about themselves or their program

IHE FACULTY/STAFF

- › Seeks high-quality placements that reflect the diversity of the state and community
- › Aids students in understanding the context of placement sites



BUILDING RELATIONSHIPS

BR 3: Defining Roles and Boundaries

ALL PD PROVIDERS WILL:

- › Establish and adheres to appropriate confidentiality protocols.
- › Model appropriate behavior by explicitly stating own practices around confidentiality.
- › Demonstrate understanding of own role as well as the roles of participants/students, and supports participants in adhering to roles and boundaries.
- › Establish ground rules for a productive professional development environment.



Examples for BR 3: Defining Roles and Boundaries

TRAINER

- › Anonymizes examples to prevent the release of identifying information about programs, trainees, and children
- › If serving as supervisor to participant(s), defines difference in roles and provides feedback relevant to training

TA PROVIDER

- › Defines technical assistance and outlines the purpose of TA prior to beginning
- › Establish TA agreement that is created in collaboration with partners which includes roles of administrators, educators, and TA providers within the technical assistance process

IHE FACULTY/STAFF

- › Ensures advisory relationship is academically focused and refers students to appropriate services/individuals when needed
- › Develops class norms in partnership with students and follows-up with students that violate agreed upon norms



BUILDING RELATIONSHIPS

BR 4: Managing Conflict and Challenges

ALL PD PROVIDERS WILL:

- › Have knowledge of and uses effective negotiation, facilitation, conflict management, and consensus building skills.
- › Respond to conflict and challenges directly, respectfully, and productively with goal of seeking resolution.
- › Seek participants' ongoing feedback on management of conflicts and addresses misunderstandings to prevent future conflict and challenges.
- › Anticipate potential conflict by identifying areas where conflict or challenges might occur and attempts to mitigate beforehand.
- › Follow organization's or institution's policies regarding managing conflict and change.



Examples for BR 4: Managing Conflict and Challenges

TRAINER

- › Facilitates productive conversations between participants with different perspectives
- › Identifies parts of training where different perspectives may arise and acknowledges this during delivery

TA PROVIDER

- › Acknowledges that change process can be difficult and engages partner in strategizing
- › Engages partner in creating and revising conflict/challenge resolution strategies
- › Builds consensus to ensure all parties buy into agreed upon TA goals

IHE FACULTY/STAFF

- › Works individually with students when challenging behavior arises
- › Uses conflict management strategies to engage larger group in solving issues that arise
- › Provides opportunities throughout course for students to dialogue around differing perspectives related to course content
- › Facilitates conversation between mentor/practicum teacher and student to solve any conflicts that arise



KNOWLEDGE OF CONTENT

Trainers, TA providers, and IHE faculty/staff must have a depth of understanding about early childhood education and be knowledgeable about the specialized or specific content pertinent to their practice. In addition, they must understand how to apply this knowledge in the settings relevant to participants. It is necessary that providers take into account the most up-to-date Workforce Knowledge and Competency Frameworks, RI Early Learning and Development Standards, and RI Program Standards, including, but not limited to: DCYF Child Care Licensing Regulations, BrightStars Quality Framework, RIDE Comprehensive Early Childhood Education Standards, Common Core State Standards, and applicable Department of Health regulations, to inform their own understanding and align their training, course, or TA experience with these documents.

KC 1: Demonstrating Relevant Knowledge and Experience

KC 2: Ensuring Alignment with Relevant State Standards and Frameworks





KNOWLEDGE OF CONTENT

KC 1: Demonstrating Relevant Knowledge and Experience

ALL PD PROVIDERS WILL:

- › Demonstrate strong understanding of child development, early care and education systems, and early learning standards.
- › Possess technical and practical expertise relevant to specific training, TA or course.
- › Possess technical and practical expertise in the relevant early care and education context.
- › Demonstrate knowledge of applicable federal and State laws and regulations.
- › Demonstrate knowledge of varying philosophies and theories, research-based practices and professional trends in the early care and education field.
- › Regularly review and revise course content to ensure it is based on current philosophies and theories, principles of child development, research and promising practice.
- › Know the systems, sectors and settings that serve children, age birth through eight, and their families as well as the unique characteristics of each, including center-based and family child care, Head Start, home visiting programs, early intervention and other publicly supported initiatives.



Examples for KC 1: Demonstrating relevant knowledge and experience

TRAINER

- › Identifies learning objectives for trainees related to supporting children’s development and/or learning outcomes
- › Ensures that training materials reflect varying philosophies and theories, research-based practices and professional trends in the early care and education field
- › Shares relevant expertise from own experiences to illustrate key concepts

TA PROVIDER

- › Ensures that TA plan clearly articulates goals which support children’s development and/or learning
- › Provides supplemental resources to TA participants which support TA goals and reflect relevant research-based practices
- › Is able to build upon the strengths and knowledge of participants to support application and change in practices
- › Draws from previous experiences, when applicable, to share new ideas and approaches with practitioners and program leaders

IHE FACULTY/STAFF

- › Identifies learning objectives for students in both courses and clinical experiences related to supporting children’s learning and development
- › Ensures that course materials reflect varying philosophies and theories, research-based practices and professional trends in the early care and education field





KNOWLEDGE OF CONTENT

KC 2: Ensuring Alignment with Relevant State Standards and Frameworks

ALL PD PROVIDERS WILL:

- › Align content with the RI Workforce Knowledge and Competencies relevant to participants' role in the early childhood education field.
- › Align content with the RI Early Learning and Development Standards and Common Core Standards.
- › Align content to RI standards for early care and education programs: DCYF licensing standards, BrightStars, and RIDE Comprehensive Early Childhood Education Approval.
- › Identify specific connections to standards and clearly communicates these connections in content/delivery.
- › Align content with state's expectations for teachers.



Examples for KC 2: Ensuring alignment with relevant state standards and frameworks

TRAINER

- › Identifies learning objectives for trainees which align with relevant WKC frameworks
- › Identifies specific connections to program standards/regulations within training

TA PROVIDER

- › Ensures that TA plan clearly articulates goals which align with relevant WKC frameworks
- › Ensures that TA plan clearly articulates goals which align with relevant program standards/regulations

IHE FACULTY/STAFF

- › Identifies learning objectives for students in both courses and clinical experiences which align with relevant WKC frameworks
- › Identifies specific connections to program standards/regulations within course content and/or clinical experiences





SUPPORTING ADULT LEARNERS

Professionals in the early childhood workforce must be supported by trainers, TA providers, and IHE faculty/staff that design and implement experiences based on what is effective for supporting adult learners. To do this, trainers, TA providers, and IHE faculty/staff understand adult learning principles and be attuned to the characteristics of adult learners. They demonstrate respect for adult learners by keeping these principles and characteristics in mind at all times.

Effective PD providers use evidence-based instructional methods in order to ensure that participants/partners are successful in achieving the goals of the training, course, or TA experience. They maintain an up-to-date knowledge base on effective instructional methods, including the growing knowledge base around online learning and the role of technology in learning. They recognize that approaches may need to be altered in order to achieve learning goals and are adept at adapting their work to ensure goals are met.

AL 1: Using Adult Learning Principles

AL 2: Using Effective Instructional Methods





SUPPORTING ADULT LEARNERS

AL 1: Using Adult Learning Principles

ALL PD PROVIDERS WILL:

- › Understand adult learning theory, principles and characteristics of adult learners, including, but not limited to, understanding that adults:
 - are internally motivated and self-directed,
 - need opportunities to draw upon their own life experiences and knowledge,
 - are goal oriented, and
 - are relevancy-oriented and practical, and need to be shown respect.
- › Recognize and applies adult learning principles to the design and delivery of training, TA, and coursework.
- › Build on the experiences and knowledge of participants.
- › Provide participants with opportunities to connect new knowledge with prior knowledge and apply it to their practice.



Examples for AL 1: Using adult learning principles

TRAINER

- › Facilitates opportunities for participants to practice new learning before integrating into daily activities
- › Frames training content in relation to participants' practice challenges or in way that demonstrates clear benefit to their practice
- › Gathers available information on the backgrounds of participants (aptitudes, prior knowledge, attitudes, learning and language preferences, prerequisite skills, culture, and relevant strengths or deficiencies)
- › Builds in numerous opportunities for participants to contribute their unique ideas, suggestions, solutions, information, and examples

TA PROVIDER

- › Understands and implements mechanisms that help TA participants to translate goals into objectives and outcomes that build on existing knowledge and skills
- › Ensures that TA participants contribute to the creation of solutions and services to address needs and challenges
- › Feedback and evaluation information shows that the TA provider applies adult learning principles in interactions with TA participants

IHE FACULTY/STAFF

- › Provides opportunities for students to connect with prior knowledge through learning experiences and assignments
- › Uses students' clinical experiences as an opportunity to impart new knowledge and understanding to practice and to reflect upon course content



SUPPORTING ADULT LEARNERS

AL 2: Using Effective Instructional Methods

ALL PD PROVIDERS WILL:

- › Understand the importance of and embeds multiple methods into practice in order to translate theories and information (knowledge) into best practice.
- › Maintain current knowledge on emerging instructional methods, including online learning.
- › Understand and use effective instructional methods that reflect adult learning principles as well as provide effective delivery of the content.

- › Utilize information regarding participant prior experiences and knowledge, identifies, prepares, and organizes a variety of resources to support learning experiences.
- › Design assignments and activities with clear connection to learning objectives.
- › Present subject matter in a variety of ways that reflect and connect to diverse work contexts.
- › Adapt strategies, materials, timelines, workflow, and resources based on participant's learning style, culture, language, needs, and preferences.
- › Maintain focus on learning objectives and adjusts strategies as needed to accomplish goals.

Examples for AL 2: Using effective instructional methods

TRAINER

- › Supports participants in actively engaging with training content through:
 - the gathering of information
 - analysis of information
 - generation of alternative perspectives or strategies
 - consideration of outcomes based on implementation of training content
- › Delivers training using a variety of instructional methods and media appropriate for the proposed learning objectives (e.g., group discussion, role play, visual aids, and multimedia presentation that provide experiential learning)
- › Reinforce independent and innovative ideas, encouraging participants to adapt the learning in ways that enhance their own performance potential
- › Provide opportunities within the training sessions to practice new learning in an environment that is as close to the learners' work setting as possible
- › Work with the operational environment to align policies, procedures, feedback systems, incentives, resources, and rewards with the new learning

TA PROVIDER

- › Communicates clear TA objectives to partners and program administrators prior to implementing the TA plan, and continuously references plan, key goals, and expectations
- › Supports TA partners in their utilization of effective decision-making processes:
 - the gathering of information
 - analysis of information
 - generation of alternative perspectives or strategies
 - consideration of outcomes based on implementation of decisions
- › Engage administrators in encouraging and supporting application of the new ideas and learning
- › Work with the administrators to align policies, procedures, feedback systems, incentives, resources with the new practices

IHE FACULTY/STAFF

- › Creates assignments for practicum/internships that require students to apply pedagogical knowledge to practice in order to improve children's learning and development over time
- › Implement guided reflection activities in relation to practicum experiences
- › Engage students in the process of discovery and exploration rather than being the recipients of information
- › Support students in exploring disagreement and disharmony in an objective fashion
- › Utilize case studies, independent learning projects, and a variety of activities that engage the student with actual practice dilemmas or situations





EVALUATING OUTCOMES

A cycle of continuous quality improvement is a critical component of high-quality learning experiences. Successful trainers, TA providers, and IHE faculty/staff value this process. They understand appropriate and effective methods for assessing outcomes of their training, course, or TA partnership. They establish and carry out effective evaluation plans in order to measure the success of their practice in achieving positive outcomes. They organize and carefully evaluate data to inform and improve instruction throughout the professional development experience, as well as to determine strengths and gaps in the design and implementation of the experience they have provided. They use findings from the analysis of data to improve their own knowledge and skills.

EO 1: Using Effective Methods to Assess Outcomes

EO 2: Using Evaluation for Continuous Quality Improvement





EVALUATING OUTCOMES

EO 1: Using Effective Methods to Assess Outcomes

ALL PD PROVIDERS WILL:

- › Establish and utilize a plan for assessing learning outcomes that includes, at a minimum:
 - key questions
 - a schedule and plan for implementation of formative and summative assessment
 - a variety of methods of assessments that reliably measure expected learning outcomes
 - feedback from participants
 - a plan for analysis of data collected, including role of participants in analysis
 - a plan for shifting direction of PD, TA, coursework, or field experiences based on data collected through assessments.
- › Establish and consistently use a system to organize information, including, at a minimum:
 - assessment/evaluation activities
 - data and information collected from assessments
 - progress of participants
- › Ensure assessments are culturally appropriate.



Examples for EO 1: Using effective methods to assess outcomes

TRAINER

- › Ensures assessment plan includes gathering information on prior knowledge of participants
- › Uses pre and post-belief surveys or surveys relating to educator practices to measure change
- › Utilizes formative assessment such as polling or small group activities to gauge progress toward goals
- › Ensures assessment plan includes assessments that are delivered in a way that is responsive to participants' needs

TA PROVIDER

- › Determines assessment strategies and selects tools based on mutually agreed upon goals and desired outcomes for TA
- › Engages TA partner(s) in analyzing and interpreting evaluation data
- › Maintains secure computer filing system to organize notes and assessments of progress

IHE FACULTY/STAFF

- › Utilizes rubrics as a part of assessment plan to: communicate expectations for assignments, provide focused feedback on works in progress, and to clarify grading of final products
- › Develops tools to evaluate students' application of knowledge and skills in clinical experiences and makes students aware of these tools
- › Ensures exams are free of questions that include stereotypes or cultural biases

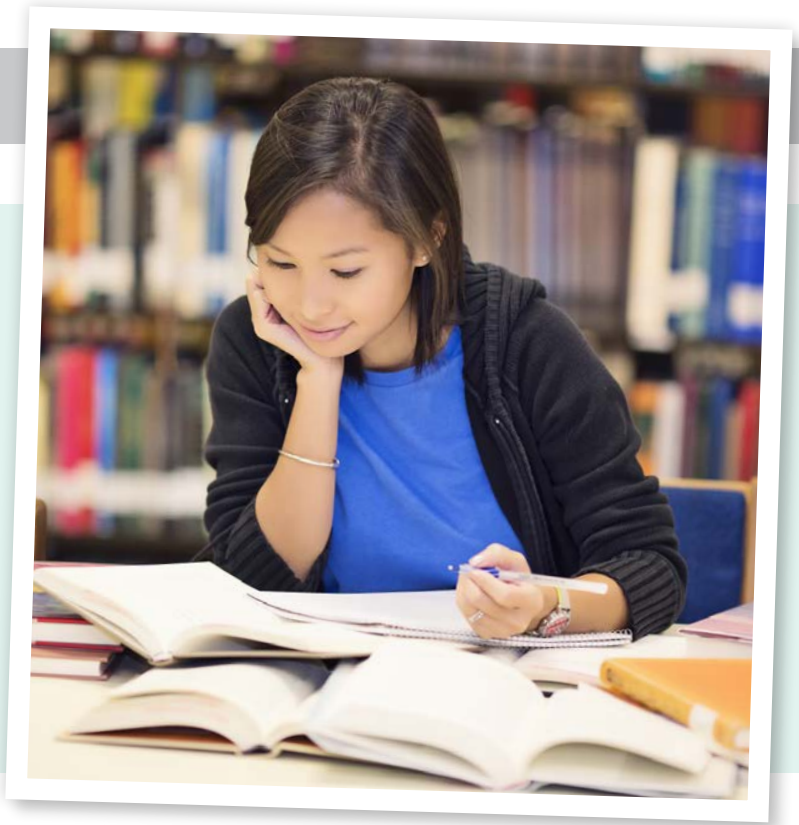


EVALUATING OUTCOMES

EO 2: Using Evaluation for Continuous Quality Improvement

ALL PD PROVIDERS WILL:

- › Use assessment data and participant feedback to assess the effectiveness of and inform revisions to:
 - Objectives
 - Content
 - Structure
 - Delivery methods
 - Sequence
 - Assessment approaches and timelines.
- › Use assessment data and participant feedback to guide own professional improvement, growth, and development.
- › Seek opportunities to collect input from a broad array of relevant stakeholders to inform continuous quality improvement process.



Examples for EO 2: Using evaluation for continuous quality improvement

TRAINER

- › Analyzes post-training participant surveys to determine training components that need revision
- › Regularly integrates evaluation data from multiple sources into a personal professional development plan

TA PROVIDER

- › Uses evaluation of TA partners' progress for reflection on own practices and identification of growth areas
- › Collaborates with other TA Providers to identify possible resources that address gaps in practice identified through data analysis

IHE FACULTY/STAFF

- › Collaborates with community partners to review students' assessment data and student feedback in order to improve upon clinical experiences
- › Adjusts student evaluations when they do not provide enough information to inform own professional development





APPENDIX A: ACKNOWLEDGEMENTS

The *Workforce Knowledge and Competencies for Early Childhood Professional Development Providers* framework is made possible by the work of several dedicated individuals. We appreciate the time and thought that many local trainers, technical assistance providers, and higher education faculty and staff put into giving feedback on this document. A special thank you to our focus group participants, consisting of independent trainers, the staff at the Center for Early Learning Professionals, and faculty from the University of Rhode Island and the Community College of Rhode Island; the feedback of each of these groups greatly enhanced the final framework.

The following individuals dedicated a large amount of their time in drafting and completing the many versions of this framework:

Development Team Members

- Kristine Campagna** RI Department of Health
- Allison Comport** RI Department of Education
- Jamie Dice** University of Rhode Island
- Kristen Greene** RI Department of Education
- Sara Mickelson** RI Department of Education
- Michele Palermo** RI Department of Education
- Leslie Sevey** Rhode Island College
- Sue Washburn** Center for Early Learning Professionals

Consultants

- Linda Warren** Early Childhood Associates, Inc.
- Benita Danzing** Early Childhood Associates, Inc.
- Marsha Miller** Early Childhood Associates, Inc.
- Lisa Van Thiel** Early Childhood Associates, Inc.



APPENDIX B: GLOSSARY OF TERMS

Competencies	The essential skills and knowledge that educators and professional development providers need to know, understand, and be able to do.	Environment	(early learning and care setting) Physical surroundings and social and cultural conditions that physically and/or emotionally affect adults and their ability to learn, grow, develop and survive.
Content	The subject matter used to design curriculum, field experiences or assessment of training, TA, or educational experiences.	Environment	The climate established among a group of learners within a shared or vital learning space in which mutual trust and relationships foster growth and learning.
Cultural Competence	Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom. (National Education Association (NEA) 2013 definition; further defined at: http://www.nea.org/home/39783.htm)	Evaluation	A systematic, focused and thoughtful process designed to investigate the merit, worth, or impact of professional development. Evaluation may collect data on participant reactions, participant learning, organization support and change, participant use of new knowledge and skills, and/or student learning outcomes.
Early Education and Care Educators	Refers to all directors, teachers, teacher assistants, and family child care providers who work with all children ages birth through 5.	Field Placement	An internship or practicum experience in which an individual volunteers or is employed to gain knowledge and skill to improve their practice under the supervision of a seasoned professional and an academic supervisor.
Education	A series of learning experiences with related assessments of learning; specific to an area of inquiry and related sets of skills or dispositions; delivered by a professional(s) with subject matter and adult learning knowledge and skills; and offered by an accredited school, college or university or partnering agency with a written articulation agreement. A planned sequence of courses, along with admission and graduation requirements, comprises an education program. Postsecondary education or higher education follows elementary and secondary education and is defined as "formal instructional programs with a curriculum designed primarily for students who are beyond compulsory age for high school."	Higher Education Faculty and Staff	Refers to all individuals including site supervisor, adjunct faculty, faculty, and others that are employed full or part time by colleges or universities to provide professional development to prepare or provide on-going support to early educators.
		Individual Professional Development Plan (IDPD)	A written plan to guide the individual practitioner in achieving established goals related to the attainment of competencies, degrees or licenses as well as their job performance.
		Mentor	A knowledgeable and experienced individual who forms a relationship with a beginning or experienced professional to offer guidance, develop skills, and facilitate the reflection of his/her practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and resource provision.



APPENDIX B: GLOSSARY OF TERMS

Mentoring	The guiding and nurturing of a less experienced individual by a knowledgeable and experienced individual. Mentoring may occur in a variety of settings between professionals in a program, across programs and with teacher candidates or interns within one's classroom.
Pedagogical Knowledge and/or Practice	The art and science of teaching or the methods and practices used in teaching that are specific to age groups based on development and various academic subjects.
Practice	The methods, strategies or skills used by educators to facilitate the understanding and acquisition of new knowledge or skills.
Practicum	A field based experience in educator preparation that provides the opportunity to apply knowledge, skills, and practices in the context of an educational setting. Practicums are required for each area of certification.
Professional Development	A continuum of learning and support activities designed to prepare individuals for work with and on behalf of children and families, as well as ongoing experiences to enhance their knowledge, skills and practices to work in the profession. Department of Children, Youth, and Families (DCYF) training must be conducted by recognized professionals, through conferences, Institutes of Higher Education, courses, or professional activity. Check applicable regulations for additional details.
Professional Development Providers	An inclusive term used to include higher education faculty, adjunct, and staff, trainers, program administrators and consultants working as coaches or TA consultants.

Rhode Island Program Standards	Including but not limited to relevant State regulations and standards such as DCYF Child Care Licensing Regulations, Bright Stars Quality Rating and Improvement Standards, Rhode Island Pre-K Program Standards, Common Core State Standards, and Rhode Island Department of Health Regulations.
Technical Assistance (TA)	A customized process that assists programs and individuals in improving quality and outcomes for children. Technical assistance may include but is not limited to mentoring, coaching, consultation, advising and peer to peer TA. TA typically includes a quality improvement plan with action steps, a clearly defined assessment process, and long and short goals linked to a timeline.
Training	Learning experience or series of experiences specific to an area of inquiry and related sets of skills or dispositions delivered by a professional with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program. Training may occur as part of early care and education related conferences or as part of an individual or program wide PD plan.



APPENDIX C: REFERENCES, BIBLIOGRAPHY AND RESOURCES

The following resources were used to inform the development of the Rhode Island Workforce Knowledge and Competency Framework for Professional Development Providers

Administration of Children and Families (2011). A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and their Families. Core Knowledge, Competencies and Dispositions Retrieved from: <http://www.zerotothree.org/public-policy/state-community-policy/nitcci/a-guide-to-effective-consultation-core-knowledge-and-competencies.pdf>

Buysse, V., Rous, B., & Winton, P. (2008). "What Do We Mean by Professional Development in the Early Childhood Field?" National Professional Development Center on Inclusion.

Child Development Bureau Division for Children, Youth, and Families New Hampshire Department of Health and Human Services (April 2013). New Hampshire's Early Childhood Professional Development System: Retrieved from: <http://www.dhhs.nh.gov/dcyf/cdb/documents/earlychildhood.pdf>

Colorado Department of Education (March 2009). Coaching Competencies for Colorado Early Childhood Education Retrieved from: http://cocoaches.net/uploads/Coaching_competencies_Oct_2010.pdf

Colorado Department of Education (March 2009) Coaching Competencies for Colorado Early Childhood Education: A Self Evaluation Checklist. Retrieved from: http://cocoaches.net/uploads/Coaching_Comps_Self-AssessmentRevisedFinal.pdf

Guskey, T. (2002). Does It Make a Difference? Evaluating Professional Development. Redesigning Professional Development. Vol 59. (6) pp. 45-51. Retrieved from: <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%2%A2-Evaluating-Professional-Development.aspx>

Katz, L. 1972. The Developmental Stages of Preschool Teachers. Elementary School Journal, 73 (1) 50-54.

LeMoine, Sarah. (2008). Workforce Designs, A Policy Blueprint for State Early Childhood Professional Development Systems, NAEYC Public Policy Report. Retrieved from: http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf

National Association of Education of Young Children (NAEYC) & Alliance of Early Childhood Teacher Educators (NAECTE) (2011). Early Childhood Education Professional Development: Adult Education Glossary, Washington, DC: National Association of Education of Young Children. Retrieved from: http://www.naeyc.org/files/naeyc/Adult_Education_Glossary_0.pdf

National Association of the Education of Young Children NAEYC and NCCRRRA (2011). Early Childhood Education Professional Development: Training and Technical Assistance Glossary. Washington, DC. Retrieved from: <http://www.naccrra.org/publications/naccrra-publications/2010/9/early-childhood-education-professional-development-training>

National Association for the Education of Young Children (NAEYC), reaffirmed (2011) Code of Ethical Conduct and Statement of Commitment. Retrieved from: <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

National Association for the Education of Young Children (NAEYC), the National Associations for Early Childhood Teachers Educators, (NAECTE) and American Associates Degrees Early Education Teacher Educators (ACCESS) 2004 Code of Ethical Conduct Supplement for Early Childhood Adult Educators. Retrieved from: <https://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf>

National Association for the Education of Young Children (NAEYC) 2012. NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs. Washington, DC: NAEYC. Retrieved from: http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf

National Association for the Education of Young Children (NAEYC) Updated 2013. NAEYC Code of Ethical Conduct and Statement of Commitment. Retrieved from: http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf

National Center on Child Care Professional Development Systems and Workforce Initiatives, Administration for Children and Families and Office of Head Start (June 2013). Quick Look: State Technical Assistance Professional Specialized Knowledge and Competencies. Retrieved from: https://childcareta.acf.hhs.gov/sites/default/files/201306_pdwcenter_quicklook_tacompetencies_finalr.pdf

National Professional Development Center on Inclusion (July 2011). The Big Picture Planning Guide Building Cross-Sector Professional Development Systems in Early Childhood, 3rd Edition. Retrieved from: http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Big-Picture-Planning-Guide-3rd-edition-7-2011_0.pdf

North Carolina Department of Human Services Division of Child Development and Early Education (June 2013). Framework for North Carolina Technical Assistance Practitioner Competencies. Retrieved from: http://ncchildcare.dhhs.state.nc.us/PDF_forms/TACompetenciesApril232013.pdf

Northern Lights Career Development Center (2013). Core Knowledge Areas for Early Childhood Professionals, The Foundation for Vermont's Unified Professional Development System. Retrieved from: <http://northernlightscdc.org>

Ohio Professional Development Network (2008). Ohio Early Childhood Core Knowledge & Competencies Instructor Guide: A guide to integrating core knowledge into Early Childhood Professional development. Retrieved from: <http://www.opdn.org/documents/OPDNinstructorguide.pdf>

Ohio Standards for Professional Development. Retrieved from: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/StandardsProfDev_sept07.pdf.aspx

Pennsylvania Office of Child Development and Early Learning, (May 2014) Pennsylvania Professional Development System Framework or Early Care and Education Retrieved from: <https://www.pakeys.org/uploadedcontent/docs/pd/papdframework.pdf>

Rhode Island Board of Education (May 2013). RI Early Learning and Development Standards. Providence, RI: Rhode Island Department of Education. Retrieved from: <http://rields.com/resources/publications/>

(2013). Rhode Island's Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators: Working with Children Birth through 5 and their Families. Retrieved from: http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/early-childhood/workforce/wkc_final_teachers_ei_spd.pdf

Rhode Island Certification Redesign Glossary, Used in regulations promulgated November 3, 2011. Retrieved from: <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/CertificationRedesign-Glossary.pdf>

Young, Billie. (2012). Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems. Washington, DC: National Association of the Education of Young Children.





RI EARLY LEARNING
WORKFORCE
KNOWLEDGE & COMPETENCIES

FOR PROFESSIONAL DEVELOPMENT
PROVIDERS AND HIGHER EDUCATION
FACULTY/STAFF

