



## CEELO Annotated Bibliography Selected Resources on Professional Development Systems

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This document identifies selected resources on professional development systems. The impetus for this annotated bibliography stems from an information request from a state seeking information from national organizations and states about professional development systems. For more information on the context and background of the information request, see Appendix A.

Click on the topic in the table of contents to go directly to that section of the selected resources.

### **Professional Development and Planning** **Coaching/Mentoring** **Competency Development**

#### **Professional Development and Planning**

##### **[Building a Skilled Teacher Workforce: Shared and Divergent Challenges in Early Care and Education and in Grades K-12.](#)**

Whitebook, M. (2014). Building a skilled teacher workforce: Shared and divergent challenges in early care and education in grades K-12. Seattle, WA: Bill & Melinda Gates Foundation.

This paper discusses the public view of teaching in early care and education and the purpose of educational services in K-12 and early care and education (ECE), compares features of the personnel system, and offers suggestions to build a skilled and stable ECE workforce. The paper includes a chart that compares ECE and K-12 systems across several key dimensions, including professional development infrastructure.

##### **[Early Childhood Education Professional Development: Training and Technical Assistance Glossary](#)**

National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies. (2010). *Early childhood education professional development: Training and technical assistance glossary*. Washington, DC: Author.

To support efforts to increase the consistency of terminology and definitions related to professional development methods, roles, knowledge, and capabilities, the National Association for the Education of



Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA) jointly developed this glossary. The document provides contextual terms and presents a framework for considering the focus, relationships, processes, duration, and delivery methods of professional development.

### [Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems](#)

LeMoin, S. (2008). *Workforce design: A policy blueprint for state early childhood professional development systems* (NAEYC Public Policy Report). Washington, DC: National Association for the Education of Young Children.

This resource from NAEYC provides a framework to support states in developing PD systems plans. It discusses principles for policy making and highlights six essential policy areas: professional standards, career pathways, articulation, advisory structure, data, and financing. (Also see [NAEYC's Early Childhood Workforce Systems Initiative](#)).

### [Strengthening the Early Childhood and School-Age Workforce: A Tool to Improve Workplace Conditions, Compensation, and Access to Professional Development](#)

National Center on Child Care Professional Development Systems and Workforce Initiatives. (2014). *Strengthening the early childhood and school-age workforce: A tool to improve workplace conditions, compensation, and access to professional development*. Washington, DC: ZERO TO THREE.

The tool is designed to support the priorities of the Office of Child Care and the Office of Head Start to support a strong early childhood and school-age workforce. The tool is designed to help State/Territory decision makers increase and retain a skilled workforce by improving early childhood professionals' workplace conditions, compensation, and access to professional development. The tool presents strategies that combine supports for positive workplace conditions, increased compensation, and access to professional development.

### [Toward the Identification of Features of Effective Professional Development for Early Childhood Educators: Literature Review.](#)

Zaslow, M., Tout, K., Halle, T., Vick Whittaker, J., Lavelle, B., (2010). *Toward the Identification of features of effective professional development for early childhood educators: Literature review*. Washington, DC: Child Trends.

This report summarizes the evidence on professional development and includes an overview of research on systems as well as specific competency development. The review states, "The evidence suggests that professional development for early childhood educators may be more effective when:

- There are specific and articulated objectives for professional development.
- Practice is an explicit focus of the professional development, and attention is given to linking the



focus on early educator knowledge and practice.

- There is collective participation of teachers from the same classrooms or schools in professional development.
- The intensity and duration of the professional development is matched to the content being conveyed.
- Educators are prepared to conduct child assessments and interpret their results as a tool for ongoing monitoring of the effects of professional development.
- It is appropriate for the organizational context and is aligned with standards for practice.”

### [What do we mean by Professional Development in the Early Childhood Field?](#)

National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

This resource presents a conceptual framework for a system of professional development in early childhood that can be used to (a) facilitate the coordination and integration of professional development across early childhood sectors, (b) frame a common set of professional competencies and standards for diverse group of practitioners, and (c) assist in distinguishing various professional development approaches and matching learning opportunities with the characteristics and needs of the learners. The paper includes links to resources and articles from national organizations, the field, and states.

## **Coaching/Mentoring**

### [Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems \(QRIS\): Identifying Promising Features](#)

Isner, T., Tout, K., Zaslow, M., Soli, M., Quinn, K., Rothenberg, L., & Burkhauser, M. *Coaching in early care and education programs and Quality Rating and Improvement Systems (QRIS): Identifying promising features*. Report submitted to: Children’s services council of Palm Beach County.

This review of the research suggests that coaching and mentoring can be most effective when:

- Details about the coaching model, activities and sequencing of activities are articulated clearly and aligned with objectives and outcomes
- Coaches receive supervision and are provided with guidance regarding documentation, observation, and feedback
- Intensity and duration are matched to the desired outcomes
- Coaches receive clear guidance (ideally through a coaching manual) that supports implementation fidelity
- Coaches reflect on data to support ongoing improvements and tailoring of strategies



**[Coaching and Quality Assistance in Quality Rating Improvement Systems approaches used by TA Providers to Improve Quality in Early Care and Education Programs and Home-Based Settings](#)**

Smith, S., Robbins, T., Schneider, W., Kreader, J. L., & Ong, C. (2012). *Coaching and Quality Assistance in Quality Rating Improvement Systems approaches used by TA providers to improve quality in early care and education programs and home-based settings*. New York, NY: National Center for Children in Poverty, Columbia University.

This report presents findings from interviews with Technical Assistance providers in 17 states that have a statewide Quality Rating and Improvement System, with key findings from existing research as well. The report summarizes trends in the types, amount, frequency and models of coaching and TA supports and presents recommendations for strengthening and documenting QRIS technical assistance and coaching.

**Competency Development**

**[Early Childhood Educator Competencies: A Literature Review of Current Best Practices, and a Public Input Process on Next Steps for California](#)**

Center for the Study of Child Care Employment (2008). *Early Childhood Educator competencies: A literature review of current best practices, and a public input process on next steps for California*. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley.

This review of the research answers the following questions: 1) How should the levels of early childhood educator competency be defined—for example, by job category, by stage of one’s career, or by formal education? How many levels should be defined? 2) How should the domains of early childhood educator competency be defined and categorized, and how many should there be? 3) What age group of children should be encompassed in the definition of early childhood educator competency? The paper presents information about how states define the levels of competency, what domains are included in each level of competency, and the age groups of children served.

**[Florida Core Competencies for Early Education Practitioners](#)**

Florida Steps to Early Success, Early Careers Pathways. (2010). *Florida core competencies for early education practitioners*. Tallahassee, FL: Florida Office of Early Learning

**[Florida Core Competencies Database](#)**

Florida Steps to Early Success, Early Careers Pathways. (2014). *Florida core competency database*. Tallahassee, FL: Florida Office of Early Learning.

In 2010, the State of Florida articulated Core Competencies for Early Care and Education Practitioners and described what practitioners who work directly with children should know and be able to do to facilitate child growth and development and partner effectively with families. Since then, the state has



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developed an interactive online database that practitioners and directors can access to identify the professional development aligned with core competencies. The document and database provide one example of how a state is supporting a systems approach to professional development for early childhood professionals.

### [Training Library for Early Learning Professionals](#)

Washington State Department of Early Learning (2014). *Training library for early learning professionals*. Olympia, Washington: Author.

The professional development training library connects early learning professionals to resources, best practices, research, and online training opportunities. The information on this page presents one state's approach to aligning professional development with competencies articulated in the state Quality Rating and Improvement System.



## Appendix A

The state plans to use the findings to inform the development of a strategic plan to guide the direction of a statewide comprehensive professional development system through an effective educator and provider support network. The aim of the strategic plan is to assure intentional professional development that is evidenced-based; targeted to meet the needs of the workforce; and aligned with licensing regulations, core competencies, the state's Quality Rating and Improvement System (QRIS) standards, and the state's Curriculum Frameworks.

The state is seeking to implement a professional development system based on the following key principles:

1. Professional development is intended to transform practice.
2. Professional development is a shared responsibility between educators and the providers.
3. Professional development is designed to meet the needs and address the diversity of the early education and care and out-of-school-time workforce across the state's mixed delivery system.
4. Professional development and associated services provided should empower educators and providers to make informed and appropriate educational choices that advance professional growth and program quality.
5. Providers should receive guidance that will assist them to make informed, intentional, and appropriate decisions linked to increased program quality.

To support the discussions and inform the future direction of the statewide system, CEELo has reviewed key resources that: a) address why the principles are important, b) document promising approaches to meeting the principles, c) describe models and approaches adopted by other states, d) present measurement and evaluation approaches; and e) describe steps states have taken to strengthen professional development networks and systems.



## CENTER ON ENHANCING EARLY LEARNING OUTCOMES

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