

BREAKOUT SESSION #1: Thursday, June 2, 2:30-4:00

Breakout Session #1 is dedicated to examining current and innovative policies and practices related to: (1) the qualifications and competencies of the early childhood workforce, (2) the preparation of a highly qualified and diverse workforce, and (3) approaches to preparation and professional learning that support positive outcomes for children across the B-3rd grade continuum.

KEY BALLROOM #6: World Café on Developing a Highly Qualified Workforce

What is it?

This World Café consists of five brief, focused discussions on specific workforce policies or innovative approaches to professional learning. There are five tables, each with a host who will share information on a topic and then facilitate a small group discussion. All five groups will visit each table; each group builds upon the discussion of the previous groups.

What will I do?

You will receive a pink, green, blue, yellow or white index card when you enter the room. Each color represents a group that stays together throughout the World Café. Each group will have about 8-10 members. You will visit each table, meet the Host who will do a brief presentation, and then facilitate a discussion of the topic with your group. When signaled to do so, your group will move to the next table. You will visit all five tables.

What will I learn?

The presentations/discussions at the five tables are:

- Table 1: *EarlyEdU: An Alliance for Head Start and Early Childhood Teaching* – Host: Gail Joseph
- Table 2: *Building Early Childhood into Principal Preparation in Illinois*– Hosts: Bryan Stokes, Cindy Zumwalt, Jennifer Metcalf
- Table 3: *New Jersey Preschool to Grade 3 Initiative to Support and Improve Professional Practice* – Host: Shannon Ayers
- Table 4: *Hitting a Home Run: State Supports for Developing Teacher and School Leader Competencies for Effective Full-day Kindergarten in Minnesota* –Host: Debbykay Peterson
- Table 5: *Vermont’s Higher Education Collaborative Pathway to Early Childhood Educator & Early Childhood Special Educator Licensure* – Host: Manuela Fonseca

KEY BALLROOM #3: It’s Debatable: Credits, Competency, Credentials, Certification...oh my!

What is it?

It is a debate about competency-based credentialing versus credit-based certification. Participants will be assigned to one position or the other. Each side will present arguments supporting its position as the approach that will better promote the development of a high quality early childhood workforce. Bring your enthusiasm and best high-school/college debating skills with you!

What will I do?

You will receive a green, yellow or red slip when you enter the debate session. Each color indicates a specific role: green is for the competencies side, red for the credits-based side, and yellow are judges. Each debating group collaboratively assembles and presents its arguments. If you are a judge, you will help decide which side has presented the most persuasive arguments.

What will I learn?

The pros and cons of competency-based credentialing and credit-based certification, collaborating with colleagues, and establishing a sound argument

KEY BALLROOM #4: *Sharing Our Knowledge: Discussions on Developing a Highly Qualified Workforce*

What is it?

This option consists of small group discussions of “burning questions” on a range of topics. There will be seven groups with up to 8 members each. Each person sits at a table, has 12-15 minutes to discuss the question, and then moves to a new table to form a new group to discuss a new question. All groups discuss the same question at the same time.

What will I do?

You will select a table, meet other participants, and then discuss the question within your group. You will share your knowledge and experiences, as well as what your state is doing in that topic area. After 12-15 minutes, you will get a signal to move to a new table, form a new group, and answer a new question.

What will I learn?

In addition to meeting new people, you will learn about the topics embedded within each of the five questions. These topics are as follows:

- ⇒ Connection between increased requirements and "leaky pipeline" issue
- ⇒ Diversifying the workforce
- ⇒ Enhancing administrators' knowledge of prekindergarten education
- ⇒ Workforce policies and the B-3 continuum
- ⇒ Impacts of different funding streams on recruitment of highly-qualified teachers

BREAKOUT SESSION #2: Friday, June 3, 2016, 10:45-12:00

Breakout Session #2 will provide an opportunity to reflect, share, network and strategize on actions that can be taken to support, retain and build the competence of “in-place” educators and administrators. Participants will acquire new information on strategies: 1) to support development and training activities focusing on administrator competencies; 2) gain an understanding of strategies used to sustain the quality, integrity and fidelity of ongoing professional development; and 3) explore strategies states are using to retain practitioners including career pathway and compensation supports

There will be three breakout groups during this session. Each breakout will explore a different topic: to support development and training activities focusing on administrator competencies; gain an understanding of strategies used to sustain the quality, integrity and fidelity of ongoing professional development; and explore strategies states are using to retain practitioners including career pathway and compensation supports. Participants will have opportunities to listen to colleagues from states talk about how they are addressing these issues. This will be followed by peer discussions about applicability of this information for state and local level use.

Group 1 – Key 6: Using Professional Learning Standards to Build Capacity and Increase Intentionality for Effective Professional Development

Breakout session summary: Using professional learning standards to build capacity and increase intentionality for effective professional development” includes examination of the processes West Virginia district-level instructional leaders recently experienced as part of a yearlong look at local level professional learning efforts. Specifically, this session will take participants through a version of one of the exercises West Virginia instructional leaders recently utilized to raise awareness regarding the purpose, selection, design and implantation of professional learning efforts at the local level.

Activity: Participants will be led through one of the modules of the process using the training workbook: From Aspiration to Implementation: Continuing the Journey Workbook

- Large and small group work using the workbook
- Sharing out following the small group session
- Focus on what is applicable to the process for states

Group 2—Key 3: Gaining an understanding of strategies used to sustain the quality, integrity and fidelity of ongoing professional development

Breakout Session Summary: Iowa, Georgia and Colorado will describe their efforts to develop and sustain high quality professional development systems. States will describe the strategies they use to support the fidelity of high-quality ongoing professional development activities across multiple sectors. Participants will have opportunities to consider how these models may work in their state.

Activity 1 – Spark states:

- Iowa – Tom Rendon will lead this session on Iowa’s Implementation Framework for PD. Tom will address the career pathway as the backbone of the PD system, and a primary driver for PD system development. The 6 qualities (from NAEYC) for effective PD address all sectors of the workforce and provided the undergirding for the Iowa model. These drivers can address and model policies, practices and strategies that strengthen the workforce; address research around PD implementation, and other tools that better prepare the workforce including strategies for evaluation.
- Colorado – Sharon Triolo-Moloney will lead this discussion on Colorado’s PD system. She will address the Colorado professional development online system. She will talk about how the state is linking to the NAEYC standards. She will also address issues of fidelity and integrity of the state’s online system.

- Georgia – Laura Reid will lead this discussion on Georgia’s Professional Learning Community process. She will focus on Georgia’s development of a cadre of Professional Learning Community (PLC) facilitators. The session will include an overview of the certification process for facilitators and share our initial plans for authorizing facilitators to offer state-approved training hours to practitioners who participate in PLCs.

Activity 2 - Engaging activity:

Engage in group activity to explore the PD models offered by the three states using a group, carousel process with focused questions:

Questions to be explored during this process include:

- How are the PD offerings linked to our professional standards (state/NAEYC)?
- What data will we collect in order to know that this PD is effective?
- What data will we collect to know if the PD is addressing professional standards and changing practitioner behavior?
- Are you seeing a linkage between your PD and your QRIS outcome?
- What strategies (if any) is your state using to ensure fidelity of your professional development activities? Are those strategies consistent across all agencies offering PD to early education practitioners?
- What are the policies and resources that need to be established to ensure the fidelity of PD?

Group 3 – Key 4: Explore strategies states are using to retain practitioners including career pathway and compensation supports

Breakout Session Summary: An exploration of three states and their strategies to bring practitioners into the workforce, maintain their participation and retain them as active educators. Each state uses a different set of strategies. Session will conclude with attendees exploring how to apply information locally.

Activity 1: Participant engagement activity – BINGO with questions focused on professional development activities within states.

Activity 2: Spark states:

- Delaware – Susan Perry-Manning: will discuss the strategies used in the Delaware compensation retention model used to retain credentialed practitioners in the workforce
- Washington –Nicole Rose: will talk about Washington State’s early learning portal as a strategy for practitioners to explore their career pathway. In addition, she will address the state’s education awards process for practitioners getting additional education
- Massachusetts - Donna Traynam and Carol Nolan: will talk about the state’s career pathway program for practitioners that are English language learners. In addition they will address the state’s stackable credentials as a career pathway facilitation process

Activity 3: Facilitated Group Discussion:

Session participants will be in groups by table grounds. Each group will be provided with five questions. Individual groups will be directed to start with one question and talk as a small group. If time allows the groups can move onto the next question they identify to address. Questions:

- What are you doing in your state to direct individuals into the early education pathway?
- What are you doing in your state to support recruitment?
- What was surprising to you from what you have learned so far about what states are currently doing or have done?
- What promising strategies are you considering taking back to your state?
- Identify policy areas might need to be addressed to strengthen these concepts?

BREAKOUT SESSION #3: Friday, June 3, 2:30-3:45

Breakout Session #3 is intended to promote discussion of the barriers, unintended consequences and solutions to ensuring the EC workforce is of high quality (exceptional in terms of content knowledge, pedagogy, and a commitment to lifelong learning) to teach children birth through 3rd grade and lead high quality programs.

RESOURCES: Consider reading these highly relevant resources:

1. Worthy Work, STILL Unlivable Wages: [Full Report](#), see Ch. 5, “The Public Cost of Inadequate Compensation” and Ch. 6, “Policy Efforts to Improve Early Childhood Teaching Jobs”.
2. [Transforming the Workforce for Children, Birth through Age 8: A Unifying Foundation](#), particularly Ch. 11, Status and Well-Being of the Workforce page 461
3. [Special Report: Dual Language Learners and Preschool Workforce](#), supplement to [The 2015 State Preschool Yearbook](#)
4. [Bringing It All Together](#), recently released by the [New America Foundation's Principal's Corner](#). The MN Principal Leadership Series is featured on page. 4.

GROUP 1 – KEY 6 – PEER EXCHANGE: Improving Compensation and Work Environments for EC Workforce

Description: This session will focus on how states can step up their efforts to pursue policies to improve compensation and work environments for early educators. Participants will have the opportunity to engage in conversation on hot topics in work force compensation and quality.

Digging Deeper: Marcy Whitebook, From Unlivable to Worthy Wages: Strategies to Transform Early Childhood Jobs B-Age 5. *Marcy will build on her plenary presentation to discuss in more detail how states can step up their efforts to pursue policies to improve compensation and work environments for early educators as noted in Chapters 5 and 6 of Worthy Work, Worthy Wages*

Hot Topics: Participants will have the chance to discuss 2 “hot topics” with their colleagues. Each Table will have a table tent with the primary topic and a flip chart paper with the complete question. Participants choose 1 topic and discuss for 20 mins; moderators signal after about 18 minutes time to move to the next question.

Table 1- In what ways do the *work environments* of teachers and administrators support or prohibit opportunities for continuous professional learning and opportunities to gain competence? Resource: [Discussion Guide: Enhancing Teaching Conditions to Support Quality Teaching](#)

Table 2- How can opportunities for formal *teacher leadership* roles address issues of job satisfaction, compensation and retention? Does your state have a teacher leadership standards or policies? Structured teacher leadership networks? Resources: [Increasing Teacher Leadership](#) and [Multi-Classroom Leadership](#)

Table 3 - Is *pay parity* a myth or a possibility in your state? What is the gap between public school-PreK teachers and K-12 teachers? Between other early care and education providers and public school teachers? Between teachers and other professions with similar education requirements? What can your state do to address this issue in the current political and fiscal reality? Resource: [Special Report: Dual Language Learners and Preschool Workforce and Addressing Infant-Toddler Teacher Compensation](#)

Table 4: Does your state have a sufficient supply of highly qualified early childhood teachers (B-3rd grade) for every classroom in every community community? Do you have data on teacher recruitment or retention? Are you implementing or considering any financial incentives to address specific shortages or diversified pay schedules? Resource: [Financial Incentives to Address Teacher Shortages](#) and [Principal Hiring Practices of EC teachers](#)

Table 5: Do *principals* in your state have the skills, knowledge, and dispositions to be instructional leaders and administrators of high quality teachers and programs? Do the licensure or endorsement requirements support

content in ECE? Resources: [Leading for the Early Years](#) and [Preparing Principals to Support Early Childhood Teachers](#)

GROUP 2 – KEY 3 - CONVERSATION HOUR: Challenges and Innovations to Retain and Reward Teachers and Administrators

Description: In this session, participants have an opportunity to talk in depth with their peers about the challenges and innovations to increase recruit, retain and, reward highly qualified teachers and administrators.

After introductions, participants can choose to join in conversation with state colleagues on one of the following topics:

Table 1: Principal/Administrator Competence and Compensation: John Pruette, NC, Tracye Strichik, AL, Debbykay Peterson, MN. Presenters will share strategies they are exploring and implementing to increase administrator (principals, superintendents, program leaders) competency to be instructional leaders, to address compensation disparity, and ensure effective recruitment/retention strategies for administrators.

Table 2: Using Legislation to Increase Competence and Compensation of EC Workforce: Deb Adams, CT and Diane Schilder, CEELO. Recent legislation required the CT Office of Early Childhood to develop, [A Plan to Assist Early Education State Funded Providers to Degree Attainment and Increased Compensation](#). The plan reviews the impact of efforts to date in CT to improve access to higher education and increase degree attainment by the early childhood workforce and makes recommendations to continue to build the supply of well-educated and compensated early childhood workforce. CEELO reviewed national research and surveyed state early education administrators to identify current policy and best practice in the policy brief [Early Childhood Teacher Education Policies: Research Review and State Trends](#) to inform the report.

Table 3: Addressing Compensation Parity of PK workforce: Annie Rooney-French, KY and Connie Casha, TN. This session will share strategies that states are using to ensure compensation parity for the EC workforce (teachers, teacher assistants, and administrators). In KY, the Office of General Council determined that contract language required pay parity among pre-k teachers and K-12 teachers; and in TN, a PDG Expansion grant state, a requirement of the federal funding is that states ensure pay parity for preschool teachers in all settings.

Table 4: Financial incentives for improving competence & compensation of the early childhood workforce: Jill Haglund, WI, and Melody Hobson, NE. Jill will discuss how WI uses the school funding formula to provide [community based 4 year old kindergarten](#) and the [Teach Reward](#) program to provide financial incentives for increased education. Melody will discuss recent legislation establishing a School Readiness Tax Credit ([SRTC](#)) to increase quality and compensation of the EC workforce.

Table 5: How Can State and National Leaders Spur Innovation in Compensation Parity: Steve Barnett, NIEER and Aaliyah Samuels (NGA). National organizations play a critical role in creating urgency to address tough policy issues; and many are funding efforts to improve the quality of the workforce, including compensation parity. State leaders have an equally important role to develop and implement policy that address this issue in their state, including opportunities to direct state and federal funds (e.g., ESSA) towards these goals. Discuss with state and national leaders how we can work together to spur innovation and share a common message on the urgency and necessity of compensation parity.

To conclude the session, participants will share their big ideas gleaned from the meeting and what they will do when they are back in their state to move workforce policy forward.