

Breakout 1- Session 3- Burning Issues

- *12 minutes each question (3 min. warning).*
- *Different table with different people from different states.*
- *Be fully present to share and learn.*
- *No one speaks twice until everyone speaks (or has the opportunity to) once.*
- *Make solutions outnumber problems.*



Breakout 1 - Session 3

Burning Issues

#1

Given the trend for increasing requirements for **education/credentials** for early childhood educators, is your state experiencing "**leaky pipeline**" issues? Are teachers getting certifications and then **leaving community-based programs to teach in public school programs**? How is your state addressing the **retention of highly qualified teachers in community-based programs** and in early education in general?



#2

The population of the United States is becoming more **diverse**. According to the US Census, 47% of all children under the age of five are from racially or ethnically diverse families. However, the early childhood **Birth-3rd grade workforce, especially teachers, continues to be primarily white, middle-class females**. What can your state do to **diversify the workforce** and create a workforce that better reflects the young children and families it serves? What are some of the ways your state is **tackling this problem?**



#3. Elementary schools are increasingly becoming PreK to grade 4, 5, or 6 schools as more states and cities establish or expand publicly funded prekindergarten education. Do **school principals** have the knowledge to lead a school that includes PreK? What **knowledge and skills** do principals need for this new role? Do **community-based leaders** need additional knowledge or skills to collaboratively create a high-quality continuum birth to grade 3 with public schools? What can states do (and some have done) to ensure school and community-based program leaders understand and can lead developmentally appropriate PreK-grade 3 education? What is your state doing in this area?



#4. A growing body of research touts the benefits of **Birth through Third grade alignment for child outcomes**, especially for the most at-risk young children. Several states are creating **crosswalks** between their early learning and development standards and their K-3 standards (including Common Core State Standards), and they are seeking to align practices across the Birth or PreK through Third grade continuum. Do **teachers have the knowledge, skills and dispositions to teach across this continuum?** Do **certification or licensure policies** in your state support a Birth or PreK through Third grade continuum? Is it realistic to expect **competence across such a broad developmental span** and provide practical **field experiences** for prospective teachers of infants, toddlers, preschoolers, kindergartners, and primary grades in a four-year preparation program? How are **collaborations across systems and sectors** being used to define competencies?



#5. Are **higher education institutions** in your state partners or barriers to creating a diversified, exceptional teaching workforce? Is there a way to **use states' licensing/certification regulations** to leverage greater coherence and relationships across higher education preparation programs? Are multiple pathways for credentialing, certification and licensure offered through higher education institutions or other entities, **eliminating or contributing to the divisions** within the early childhood workforce? What has been your state's experience?





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