

Using the PKK TPAI to Support the Professional Development of Early Childhood Teachers



Richard Lambert

*NAEYC National Institute for Early Childhood
Professional Development, June, 2009*

The Professionalization of ECE

- ❖ What makes a job a profession?
- ❖ What makes a worker a professional?
- ❖ A profession is a group of people who share a common occupation, have completed educational requirements to enter the occupation, and agree to abide by specified standards of practice.
- ❖ A professional is an autonomous practitioner with specialized knowledge and skills, taking responsibility for their reflective practice and professional growth.

The Professionalization of ECE

- ❖ Professions control who enters the field.
- ❖ Professions have licensure or certification standards.
- ❖ Professions have systems of self-regulation.
- ❖ Professions establish standards of practice:
 - ❖ Ethical standards
 - ❖ Minimum standards of acceptable practice
 - ❖ Quality standards.

The Professionalization of ECE

- ❖ Professions establish guidelines for the roles and responsibilities for its members.
- ❖ Professions recognize excellence.
- ❖ Professions advocate for public policies that:
 - ❖ Benefit those served by the profession
 - ❖ Benefit the members of the profession.

The Professionalization of ECE

- ❖ Professions have organized systems of support for their autonomous members that include ongoing, high quality, standards-driven professional development.
- ❖ ECE in North Carolina is becoming a profession!
- ❖ ECE in North Carolina is increasingly becoming integrated into the wider education profession.

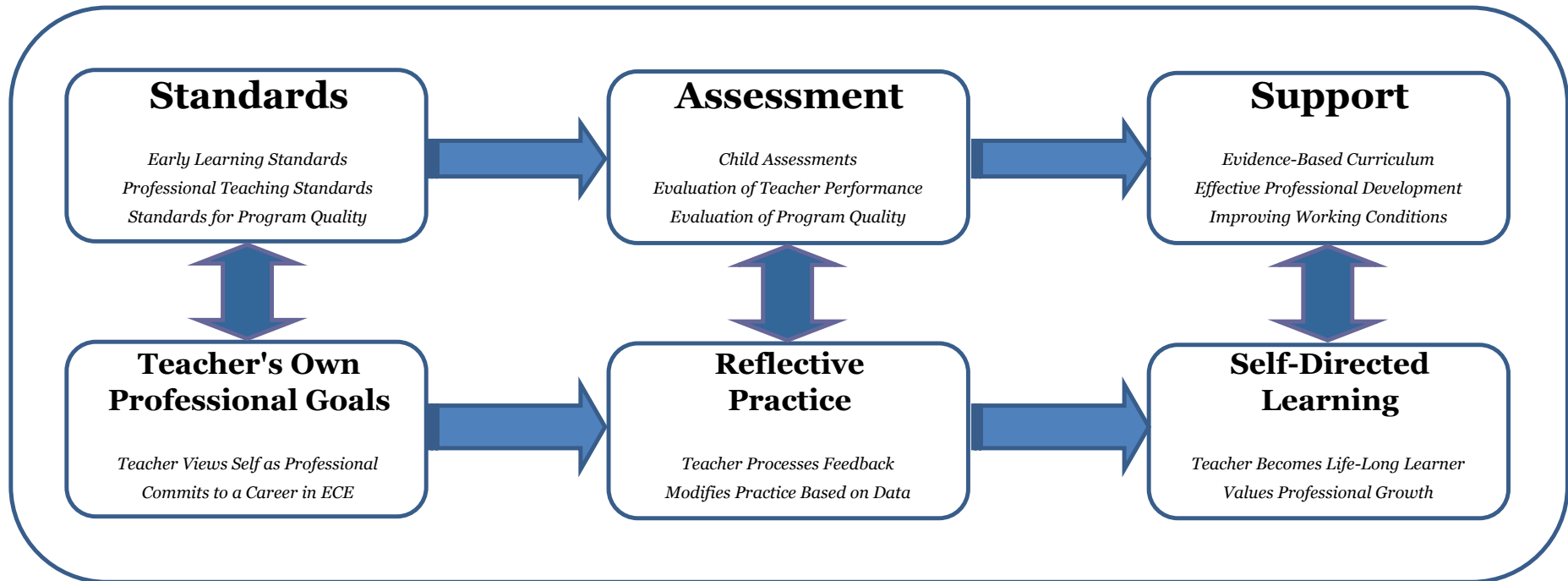
The Professionalization of ECE

- ❖ ECE is in a state of transition from a culture of compliance to a culture of professionalism.
- ❖ TLU mentors and evaluators are doing important work that is helping our profession with this transition.
- ❖ TLU mentors and evaluators are part of a comprehensive system of support for More @ Four teachers that is setting the national standard for early childhood professional development.

The Professionalization of ECE

- ❖ Comprehensive System of Support for MAF teachers:
 - ❖ Tuition assistance / scholarship program
 - ❖ Salary supplement / health insurance
 - ❖ Birth to Kindergarten license
 - ❖ Teacher Performance Standards for BK teachers
 - ❖ School Readiness / Ready Schools Standards
 - ❖ NC Star Rating System
 - ❖ PKK-TPAI - Evaluators
 - ❖ Data-driven individualized support - Mentors
 - ❖ Traditional group-delivered professional development opportunities

The Professionalization of ECE



The Purpose of the PKK TPAI

- ❖ The PKK TPAI is not a research instrument. It is not done “to” anyone, but “with” professional teachers.
- ❖ It is designed to sort teachers by gross categories, not exact quantities: Below – At – Above Standard.
- ❖ The 10-80-10 rule of thumb.
- ❖ The purpose of the evaluation system is to provide meaningful feedback to teachers and mentors within a comprehensive system of support.

The Purpose of the PKK TPAI

- ❖ The PKK TPAI is designed to support beginning and experienced teachers.
- ❖ The measure can be used to recognize quality practice.
- ❖ Standards-driven performance evaluation enhances professionalism.

The Purpose of the PKK TPAI

- ❖ The results help with the development of the IGP.
- ❖ Mentors can use the results to begin a discussion about key indicators of high quality practice.
- ❖ The PKK TPAI evaluation process is collaborative.
- ❖ It is a team effort as part of a system of professional development.

Reliability of Evaluators

Major Function	Exact Agreement	Within One Point	At or Above Standard
1	83.1%	100.0%	90.4%
2	75.9%	98.9%	92.8%
3	80.7%	100.0%	92.8%
4	69.9%	98.6%	87.7%
5	73.2%	100.0%	85.9%
Total	77.9%	99.7%	90.9%

n=84.

Let's clean up so we can go to the carpet.



I like learning about how things grow.



Let's go to the water table.



pre [k] now Conference