

Developing a Comprehensive System of Professional Development: The NC Beginning Teacher Support Program



Richard Lambert

*Head Start's 10th National Research Conference,
Washington, D.C., June, 2010*

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 NC Context

- ❖ Over 1,000 non-public school ECE teachers in the state have earned or are completing the Birth-to-Kindergarten (BK) teaching license and have chosen to work outside the public schools.
- ❖ NC requires professional development and performance evaluation for licensed teachers.
- ❖ Teachers in Head Start and private preschool settings do not have the support of a school system human resources department to help them maintain their teaching license.

The NC Context

- ❖ The NC state Department of Public Instruction, through the Office of Early Learning (OEL), created the Beginning Teacher Support Program (BTSP) to function as a “virtual LEA” and support this specific group of teachers.
- ❖ The BTSP is comprised of retired teachers and administrators, professors, and other educators, and functions as a network of support for licensed teachers working in Head Start and private preschool settings.

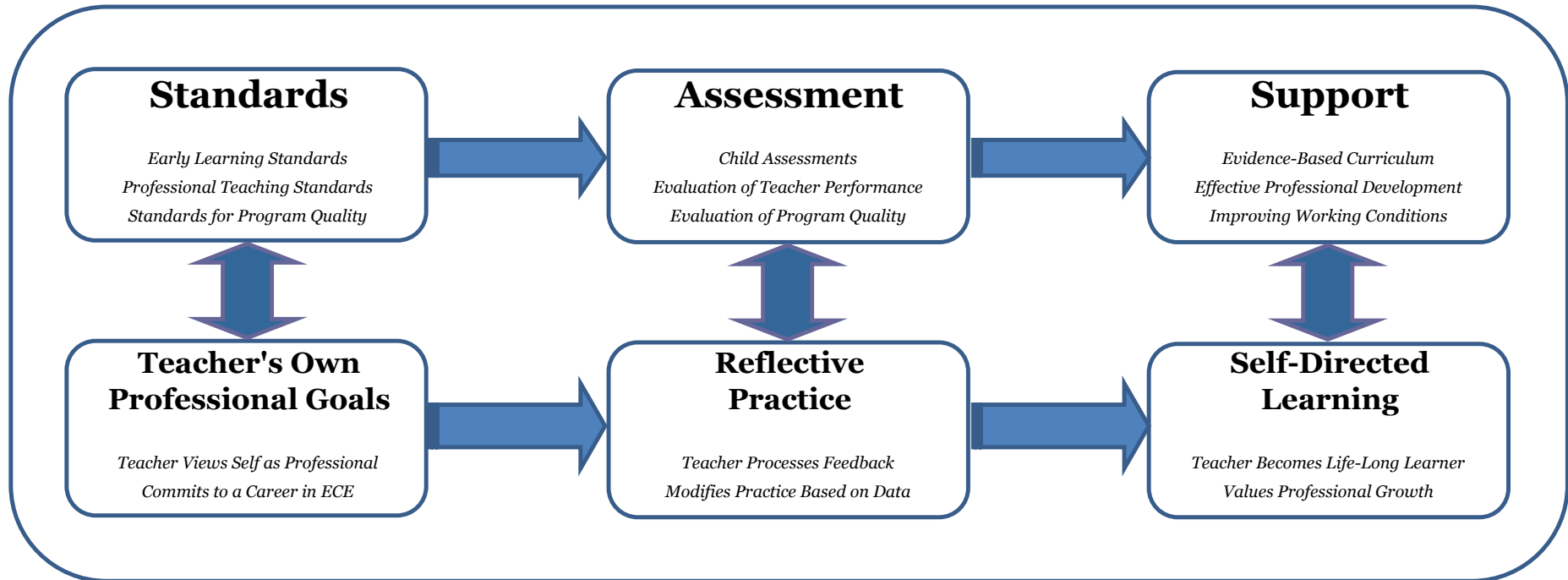
The NC Context

- ❖ ECE in NC is in a state of transition from a culture of compliance to a culture of professionalism.
- ❖ BTSP mentors and evaluators are doing important work that is helping our profession with this transition.
- ❖ BTSP mentors and evaluators are part of a comprehensive system of support for More @ Four teachers (MAF).
- ❖ The program has created a unique model for early childhood professional development.

The System of Support for ECE in NC

- ❖ 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 & PLCs.

The Professionalization of ECE in NC



Primary Goals of the BTSP

- ❖ January 2007, North Carolina State Board of Education (SBE) grants OEL “licensing authority.”
- ❖ Authority permits OEL to provide teacher licensure services for More at Four teachers in nonpublic schools.
- ❖ The OEL and BTSP have the responsibility to ensure the integrity and rigor of B-K teacher licensure process.
- ❖ There is also a Lateral Entry Teacher Support Program that functions in much the same way.

Mentoring & Evaluation Process

Phase I

- ❖ Development of the Team – Teacher, Mentor, Director, & Evaluator
- ❖ Getting to Know You Conference
- ❖ Self-Assessment (no recorded numeric ratings)
- ❖ Mentor completes a Snap Shot (no recorded numeric ratings).

Mentoring & Evaluation Process

Phase II

- ❖ IGP discussion & development begins, ongoing as evaluation process continues.

Phase III

- ❖ Mentor contacts evaluator to schedule initial PKK TPAI observation; the evaluator schedules each subsequent evaluation (unless unannounced).

Mentoring & Evaluation Process

Phase IV

- ❖ Evaluator contacts teacher & director
- ❖ Schedules Pre and Post Conferences for each evaluation
- ❖ 3 Snap Shot Observations (Formative) & 1 Full Observation (Summative) annually
- ❖ Results inform IGP & mentor support; mentoring and evaluation process continue for three years.

Mentoring & Evaluation Process

Phase V

- ❖ Evaluator sends results to OEL for teacher's file, teacher provides copies of PKKTPAI results to Director, Mentor, and keeps copies for herself.

Phase VI

- ❖ Mentor monitors and facilitates documentation of IGP and Professional Development Log, sends copies to OEL.

Qualifications of Mentors

- ❖ Hold BK Standard Professional License II.
- ❖ At least 3 years of classroom teaching experience with successful evaluations.
- ❖ Commit to working with newly licensed teachers for up to three years.
- ❖ Complete 24-hour formal NC DPI Mentor Teacher Training.

Mentor Duties

- ❖ Assigned to mentor initially licensed (lateral entry provisional B-K or B-K SP1) teachers with less than 3 years preschool teaching experience.
- ❖ Provide consistent ongoing support, communication, resources and feedback for MAF teachers in nonpublic school classrooms based on each teacher's assessed needs & Individual Growth Plan (IGP).
- ❖ Onsite visits, phone calls, email, videotapes, meetings, seminars, conferences, PLC meetings.

The Components of the Program

- ❖ Getting to Know You Conference Form
- ❖ Pre-conference Form
- ❖ Post-conference Form
- ❖ Scripting (taking notes during the observation)
- ❖ The PKK TPAI Instruments
 - ❖ Formative (Snap Shot) version
 - ❖ Mentor version
 - ❖ Teacher Self-Assessment version
- ❖ Evidences Summary Page
- ❖ Rating Forms.

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 BTSP uses the PKK TPAI as the observational measure of classroom and teacher quality.
- ❖ 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.

The PKK TPAI Major Functions

- ❖ Major Function 1
 - ❖ Facilitates Growth Development and Learning

- ❖ Major Function 2
 - ❖ Provides Developmentally Appropriate Learning Environment

- ❖ Major Function 3
 - ❖ Fosters Self-Regulation in Children

The PKK TPAI Major Functions

- ❖ Major Function 4
 - ❖ Implements Developmentally Appropriate Assessment Strategies

- ❖ Major Function 5
 - ❖ Effectively Communicates & Participates within the Educational Environment

- ❖ The Instrument has 5 major functions, 20 standards, and 79 indicators, all based on the NC BK teaching standards.

Validation Procedures

- ❖ Formed Advisory Committee.
- ❖ Advisory Committee reviewed appropriateness of both the **CONTENT** and the **PROCESS** of the TPAI-R to early education.
- ❖ Process found to be appropriate, content found to be inappropriate.
- ❖ Content was revised based on EC TPAI.

Validation Procedures

- ❖ Multiple Sources of Content Validation were used.
- ❖ Alignment of PKKTPAI to North Carolina Teacher Evaluation Standards.
- ❖ Focus Groups (n=5) conducted in each region of the state.
- ❖ Early childhood teachers offered their input regarding the content of the revised measure.

Validation Procedures

- ❖ Alignment of the PKKTPAI to the standards for Early Educators from various professional organizations.
- ❖ Conducted a formal Content Validation survey.
- ❖ Expert Opinion from 23 Early Childhood Educators around the state was received.
- ❖ The measure was pilot tested. Trained raters observed 30 teachers for a total of 48 observations and provided reliable scores.

Manuals

- ❖ PKK-TPAI Technical Manual
 - ❖ Development, validation, and use of the measure.

- ❖ Evaluator's Guide
 - ❖ Role of the evaluator, the evaluation process.

- ❖ Resource Manual
 - ❖ Collection of helpful tools for teachers and mentors.

- ❖ Mentor Manual

Inter-Rater Reliability Study

Major Function	Exact Agreement	Within One Point	At or Above Standard
1	82.4%	100.0%	91.2%
2	75.8%	98.9%	93.4%
3	81.3%	100.0%	93.4%
4	70.4%	98.8%	87.7%
5	72.2%	100.0%	86.1%
Total	76.6%	99.5%	90.5%

n=92.

Teacher Survey Results

Overall Themes:

Positive overall experience

Promotes more information sharing and reflection

Positive impact on other teachers in the center

A few teachers commented about raised stress levels

Teacher Survey Results

Promotes more information sharing and reflection:

“We share information and compare results.”

“Next year we plan to share projects together.”

“We share more information across the program.”

“I share more with my Teacher Assistant.”

Teacher Survey Results

Positive impact on other teachers in the center:

“We have developed a sounding board. We are always bouncing ideas off of each other. It has brought all of us together.”

“Other teachers come to me for guidance.”

“Other teachers have become jealous of the attention my classroom has received, but have also begun to look for ways to improve their own classrooms, i.e., going back to school and choosing to attend helpful continuing education classes.”

Teacher Survey Results

Positive impact on other teachers in the center:

“The process has interested other non-MAF teachers in the program and in adopting our curriculum. The positive effects are not just contained in MAF classrooms.”

Quality Improvement Results

- ❖ Teachers have demonstrated growth across all major functions from initial formative assessment to the summative evaluation.
- ❖ Gains were statistically significant on four of the five major functions.
- ❖ The average gain for major function 3, Fostering Self-Regulation in Children was not statistically significant.

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



I like learning about how things grow.



I like playing at the light table.



Let's go to the water table.



Head Start's 10th National Research Conference,
Washington, D.C., June, 2010



CEME

The Center for Educational Measurement and Evaluation

pre [k] now Conference