

Developing and Supporting Capable Teachers – Using Staff Orientation and Ongoing Professional Development as a Means of Enhancing Program Quality

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The Context

- Program Description
- Key role of evaluation in both programmatic missions
- Assessing the organizational need (AS strength)
- Assessing the individual learner need (CD program strength)

Staff knowledge & experience*

Little experience/little theoretical background	Little experience/strong theoretical background
Strong experience/little theoretical background	Strong experience/strong theoretical background

*Model needs to consider the influence of dispositions

What was in place

- Orientation
- Ongoing regular meetings
- Staff Development Plan
- Evaluation

Evaluation Considerations

- Individual needs of various types of “employees”
- Best practice of the field

Developing a new Plan

Reviewed the following documents:

- NAEYC Accreditation Criteria
- NAEYC Code of Ethics
- Center Handbook
- Competencies for Matrix
- Early Childhood Environment Rating Scales
- Guides to Speech & Action
- NAEYC's Preparing Early Childhood Professionals
- Competencies from other similar experiences for students
- Old staff evaluation format

The “current” evaluation form

- Pre-requisite Skills
- Professionalism
- Interactions with Children: Establishing and maintaining relationships
- Interactions with Children: Supporting self-regulation
- Interactions with Children: Supporting children’s emotional development
- Interactions with Children: Establishing and expanding children’s knowledge and learning
- Working with Adults
- Narrative Documentation: Self Reflection

Issues along the way

- Limited in addressing issues related to diversity
- The rating scale used failed to capture development
- Inter-rater agreement

Hands On Learning & Teaching Opportunity

- Name the rating scales (no need to stay with 4 point scale)
- For your group's competency, describe behaviors for each indicator.

The key to development is

PROCESS, PROCESS, PROCESS
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Next Steps

- Problems or Issues that need follow up
- Potential to modify and further expand the instrument for other “levels” of staff
- Process of reflection

Final Thoughts or Conceptual Framework for Professional Development

- Professional Development is ***ongoing process***
- All professionals (no matter how qualified) ***benefit*** from opportunities to gain new knowledge
- Professional Development is most effective when ***grounded*** in theoretical and philosophical base
- Professional Development works best if ***structured*** and ***systematic***
- Professional Development opportunities should promote ***linkages*** between theory & practice

For more information:

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For handouts:

Check out www.csuchico.edu/~mgroves
after Monday

Please turn in your conference evaluations.
Thanks for coming and have a excellent
conference.