

GOAL AREA: PROFESSIONAL DEVELOPMENT

STRATEGY NAME: DIRECTOR MENTORING / TRAINING

GOAL:

- **First Things First will build a skilled and well prepared early childhood development workforce**
- **First Things First will increase retention of the early care and education workforce**
- **FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children**
- **First Things First will improve access to quality early care and education programs and settings***

STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>This strategy focuses on enhancing administrative, leadership, and business skills of early childhood education administrators.</p> <p>Strategy Provisions:</p> <ul style="list-style-type: none"> • Mentoring /coaching strategy which views mentoring as a core component of professional development and which supports leadership development and the enhancement of administrative capacities of child care providers • On-site consultation addressing administrative functions, including high quality programming for children and families, staff development and human resources practices, program operations, and community engagement. Engagement with 	<p>National Association for the Education of Young Children (1993). <i>A Conceptual Framework for Early Childhood Professional Development</i>. This document is currently being revised and updated.</p> <p>http://www.naeyc.org/files/naeyc/file/policy/ecwsi/psconf98.pdf</p> <p><i>Building an Early Childhood Professional Development System</i> (2010)</p> <p>http://www.nga.org/Files/pdf/1002EARLYCHILDPROFESSIONALDEVELOPMENT.PDF</p> <p>Bloom, P.J. & Sheerer, M. (1992).</p>	<p>Various models include:</p> <ul style="list-style-type: none"> • The Arizona Early Education Emergent Leaders (through Southwest Human Development) • Arizona Directors Academy or AZDAc (through Rio Salado College) <p>A number of communities have local Directors Networks, consisting of regularly scheduled meetings for early care and education program directors and family care providers. Networks, are typically administered by local community agencies such as United Way or Southwest Human Development and exist in the West and East Valleys of Maricopa County; Pinal County; and North, South and Central Pima County. A director's network ("Now and Forever," also exists in the Osborne School District in Phoenix, for directors at child care centers with children also enrolled in preschool programs in the school district.</p> <p>System-building issues:</p>	<p>Costs could range from \$9,100 - \$10,000, depending on the model and, intensity. Directors Networks are funded through allocations from the local community agency.</p>

<p>national experts in the field of early childhood development and education</p> <ul style="list-style-type: none"> • Opportunities for early care providers to network, sharing information and experiences, and engaging in dialogue with colleagues • Development and implementation of individualized professional development plans culminating in the presentation of a year-long leadership project • On-going training and support for mentors and participants • Mentoring/coaching to practitioners that supports self-confidence and self-efficacy in early care and education (a belief in one’s ability to be effective with children and families) • Facilitation of potential college credits for community-based trainings 	<p>The Effects of Leadership Training on Child Care Program Quality. <i>Early Childhood Research Quarterly</i>, 7, 579-594. www.cde.ca.gov/sp/cd/re/documents/leadershipmatters.doc</p> <p>Pavia, Louise; Nissen, Hannah; Hawkins, Carol; Monroe, Mary Ellen; Filimon-Demyen, Debra (2003). <i>Mentoring early childhood professionals</i>. Journal of Research in Childhood Education.</p>	<ul style="list-style-type: none"> • This strategy may be a duplication of community based professional development strategies already in place and existing Directors Networks; these however, do not offer college credits. • Given the complexity of ensuring college credit for community-based trainings, this component may not be realized until the second or third year of funding. The focus for this first year should be on the steps to ensure that there are standards for the training sessions that will meet requirements for transfer to colleges and universities. Similarly, trainer qualifications should be in place in the first year to ensure such transfers. • Consideration needs to be given to the education level and qualifications of the trainer in coordination with the institutions of higher education being approached about awarding college credits (generally the higher the level of the coursework –upper division or lower division-- the higher the educational qualifications are for the trainer). 	
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***NOTE: This goal is from the Quality and Access Goal Area in the FTF Roadmap.**