

Wisconsin Early Childhood Cross Sector Professional Development

System Snapshot and System Portfolio Overview

The WI Early Childhood Cross Professional Development System consists of interrelated efforts, services, and supports that address the continuum of workforce needs with a common goal of building and sustaining an effective system of education, training, and technical assistance.

1/11/17

WI Early Childhood Collaborating Partners (WECCP)

WECCP Mission: All children will be healthy, nurtured, safe, and successful.

WECCP Vision: Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for all children and families.

Braided Funding Initiative

Cross sector-funding initiative to help support cross sector collaboration and engagement of regional and local stakeholders.

WECCP Direct Braided Funded Partners:

The Department of Public Instruction: Office of Early Learning, Special Education, and McKinney Vento Homeless Education Program

The Department of Children and Families: Division of Early Care and Education (DECE) and Race to the Top Early Learning Challenge Grant

The Department of Health Services: Division of Public Health, Maternal Child Health Program.

WECCP Indirect Funding & Support:

The organizations and individuals listed on page 2 offer staffing, indirect funding, and participation to the work.

WI Cross Sector Professional Development Structures

- **The system is organized through:**
 - WI Regional Collaboration Coaches, Regional Action Teams, and Regional Networks
 - The Professional Development Initiative (PDI) to enhance collaboration among the various early childhood professional development sectors by creating and/or adopting consistent evidence-based practices.
- **The system communicates through online mechanisms including:**
 - <http://www.collaboratingpartners.com/> for resource sharing with the field.
 - <https://early-childhood-system-portfolio.wisc.edu/> allows professionals to share information more effectively, discover professional training opportunities and pathways, and better align cross-sector efforts in the categories of:

Individuals	Organizations
Projects	Documents
Events Packages	Committees

System Partners

- Public and private 2 year and 4 year institutions of higher education offering approved early childhood programs, certificates, endorsements, and course alignment.
- State agencies including the Departments of Children and Families (DCF), Health Services (DHS), and Public Instruction (DPI) that oversee the various sectors policies, practice, and support cross sector coordination.



Sectors

- Child Care
- Child Welfare
- Early Head Start/Head Start
- 4- and 5-Year-Old Kindergarten
- IDEA Part C Early Intervention (B-3)
- IDEA Part B 619 Special Education (3-5)
- IDEA Related Services
- Home Visiting
- Health
- McKinney-Vento Homeless
- Mental Health
- School-age
- Tribal Nations

Cross Sector Projects with Committees

- Competencies (TTAP/PDAS)
- WI Model Early Learning Standards (WMELS)
- WI Pyramid Model of Social Emotional Competence
- Dual Language Learning
- 4-Year-Old Kindergarten Community Approaches
- Early Learning Screening and Assessment
- Career Pathways and Progressions
- Articulation
- Inclusion
- Child Find
- WI Tribal Nations Initiatives
- Obesity Prevention and Physical Activity

Projects without a Cross Sector Specific Committee

- McKinney-Vento and Homelessness/Poverty
- Family Engagement/Home Visiting
- Mental Health
- Trauma and Trauma-Informed Care

WI Professional Development Systems

Career Guide
Regional Networks & Collaboration Coaches

WI Educator Licensing
WI Educator Effectiveness
Wisconsin Universities Educator Preparation Approved Programs
Map and Links to Universities and Technical Colleges

WI Recognition System for the Childhood Care and Education – Career Levels, Professional Development Approval, and Credentials

Provider Access and Supports – T.E.A.C.H
Provider Compensation – R.E.W.A.R.D
Credit for Prior Learning
Professional Development Counseling



Wisconsin Early Childhood Cross Sector Professional Development

The Professional Development Initiative (WI PDI)

The PDI serves as the team to design and implement structures, communication strategies, and resources. 1/11/17

PDI Vision

Enhanced coordination of the Cross Sector Early Childhood Professional Development System

PDI Mission

- Use WI Model Early Learning Standards, Core Competencies, as well as the Trainer and Technical Assistant Competencies as a framework, guidance, and resource for cross sector collaboration.
- Enhance linkages between higher education and training and technical assistance efforts.
- Strive for high quality aligned professional development opportunities for the early childhood workforce, which include cross sector training and technical assistance.

PDI Purpose

- Propose recommendations for system and policy changes in the area of professional development as appropriate to state departments, state councils, and other professional development stakeholders.
- Explore professional development system integration that may be beyond the current goals and scope of the organizations and WECCP.
- Work as members, to bring recommendations and integration into the agencies and associations represented.

PDI Structure and Communication

- Co-chairs:
 - Jeanette Paulson, WI Early Childhood Association:
jpaulson@wisconsinearlychildhood.org
 - Sherry W. Kimball, UW Madison Waisman Center:
swkimball@wisc.edu
- Quarterly meetings with work groups formed for specific goals – monthly or as needed.
- WI Early Childhood Collaborating Partners (WECCP) website:
<http://www.collaboratingpartners.com/professional-guidance-wi-pd-initiative.php>
- Regional Connections and Representation: Regional Collaboration Coaches
- Sharing midyear and annual professional development reports of state activities.
- Partners share statewide reports, materials, and efforts.
- Ongoing focus on structure effectiveness, relevance and willingness to adjust structure as needed.

Contributing Organizations and Individuals

- WI Dept. of Children and Families
(Division of Early Care and Education; Home Visiting)
- WI Dept. of Health Services
(Birth to Three Program; Early Childhood Comprehensive System; Maternal Child Health; Public Health)
- WI Dept. of Public Instruction
(American Indian Studies; Education for Homeless Children and Youth; Head Start Collaboration; Office of Early Learning; Special Education; Teacher Education, Professional Development, and Licensing)
- Child Welfare Training Partnership
- Great Lakes Inter-Tribal Council
- Supporting Families Together Association
- UW-Madison
(Infant Mental Health Certificate Program; Waisman Center)
- UW-Milwaukee
(Child Welfare Partnership for Professional Development; Home Visiting)
- UW System
(System Campus Child Care; UW PK-16 Initiative)
- WI Academy of Pediatrics
- WI Afterschool Network
- WI Alliance for Infant Mental Health
- WI Association of Independent Colleges and Universities
- WI Child Abuse and Neglect Prevention Board/Children's Trust Fund
- WI Council on Children and Families
- WI Division for Early Childhood
- WI Early Childhood Association
- WI FACETS
- WI Head Start Association
- WI Head Start T/TA Center, Region 5
- WI Technical College System

PDI Member Commitments

- Actively participate in PDI meetings and related project committees.
- Share information from projects and committees through PDI communication methods.
- Commit to cross sector planning, design, and implementing PD efforts.
- Promote commitment to excellence in sector content, delivery models, and professional development.
- Promote and utilize the WI Early Childhood Collaborating Partners (WECCP) website and manage sections as necessary.
- Coordinate committee work, project planning, meetings, and calendars through utilization of the WI Early Childhood System Portfolio.
- Link new efforts to statewide coordinators and committees.



Wisconsin Early Childhood Cross Sector Professional Development Commitment to Excellence

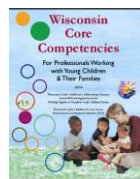
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Guiding Principles (The basis of informed practice.)

- All children are capable and competent.
- Early relationships matter.
- A child's early learning and development is multidimensional.
- Expectations for children must be guided by knowledge of child growth and development.
- Children are individuals who develop at various rates.
- Children are members of cultural groups that share developmental patterns.
- Children exhibit a range of skills and competencies within any domain of development.
- Children learn through play and the active exploration of their environment.
- Parents are children's primary and most important caregivers and educators.

Guiding Principles in Professional Development

- Utilize evidence-based best practices.
- Engage in relationship-based strategies.
- Support onsite coaching and mentoring.
- Encourage strong connections between pre-service and in-service.
- Support collaborative statewide and regional communities of practice for identified initiatives.
- Promote cross sector efforts whenever possible.



Wisconsin Model Early Learning Standards

(Standards specify developmental expectations for children from birth through entrance to 1st grade to establish shared language, responsibilities, and knowledge and understanding among the foundations of early childhood, K-12 educational experiences, and lifelong learning.)

I. Health and Physical Development

- Physical Health and Development
- Motor Development
- Sensory Organization

II. Social and Emotional Development

- Emotional Development
- Self-Concept
- Social Competence

III. Language Development and Communication

- Listening and Understanding
- Speaking and Communicating
- Early Literacy

IV. Approaches to Learning

- Curiosity, Engagement, and Persistence
- Creativity and Imagination
- Diversity in Learning

V. Cognition and General Knowledge

- Exploration, Discovery, and Problem Solving
- Mathematical Thinking
- Scientific Thinking

Interest Areas: Children Learn from Play, Guiding Principles, The Teaching Cycle, Engaging Families

http://www.collaboratingpartners.com/document/s/WMEELS4thEdition_web_edit2.pdf

WI Core Competencies

(12 Content Areas link to Professional Standards)

- Child Development
- Family Systems and Dynamics
- Diversity
- Special Needs, Disabilities, and Inclusive Practices
- Learning Experiences, Strategies, and Curriculum
- Health, Safety, and Nutrition
- Guidance and Nurturing
- Observation, Screening, and Assessment
- Family and Community Relationships
- Professionalism
- Planning, Reflection, and Evaluation
- Administration and Management

<http://www.collaboratingpartners.com/professional-development-core-competencies.php>

High Quality System of Professional Support for Evidence-Based Practice Standards

- Evidence-Based Practices Guide Implementation
- Stakeholder Engagement, Leadership, Accountability, Standards,
- Improvement Strategies, Strategic Funding
- Baseline data, projections, growth targets, trajectories • Culturally Responsive Practice
- Statewide System of Support State Selected: WI Model Early Learning Standards
- Trainers • Technical Assistance • Pre-service • In-service • Agreed Upon Practice • Competencies
- Local Decisions Inform Practice (e.g., ongoing assessment, curriculum)
- Standards-based Decisions • Local Data • Cross Sector Alignment

Training and Technical Assistance Competencies (T-TAP)

Competencies define the relevant knowledge, skills, and dispositions needed by T-TA Professionals.

- Building Relationships
- Communication
- Professionalism and Ethics
- Adult Learning Principles
- Planning Learning Opportunities for Adults
- Continuous Quality Improvement

http://www.collaboratingpartners.com/documents/WI_TTAP_Competenciesfinal5_1_15.pdf

