



Professional Development: How the CDA™ is Meeting the Diverse Needs of Teaching Staff in Head Start and Early Head Start Tribal Programs



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National Indian Head Start Directors Association Conference
Bloomington, MN
June 11, 2014



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GOALS OF THIS SESSION



- To learn how the **new** CDA™ Assessment process supports the professional development needs in Head Start and Early Head Start Tribal programs.
- Learn how to apply content within the 13 Functional Areas to support the development of a Professional Portfolio of current teaching practices and to understand the importance of the CDA credential within the professional ladder of early childhood education.
- Provide opportunities to ask questions and leave with ideas that you can use in setting your professional development goals.



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ICE BREAKER - QUIZ!



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Test Your CDA Knowledge?

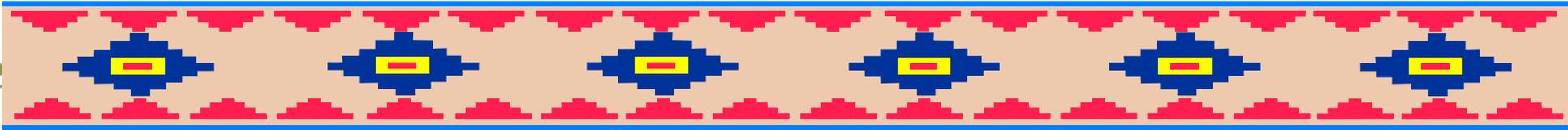
1. The CDA includes 6 competency standards and 15 functional areas that a Candidate must demonstrate to earn their CDA.
2. A Candidate must complete 120 training hours within two years of applying for their CDA.
3. CDA Advisors conduct the observation in CDA 2.0.
4. You can renew your CDA for five years.
5. To apply online, a Candidate can select their current direct supervisor to be their PD Specialist.
6. Questionnaires from families is not a requirement in CDA 2.0.
7. The CDA was established in Head Start.



Maximizing Your Resources

How CDA 2.0 Can Support Professional Development for Head Start & Early Head Start Tribal Programs

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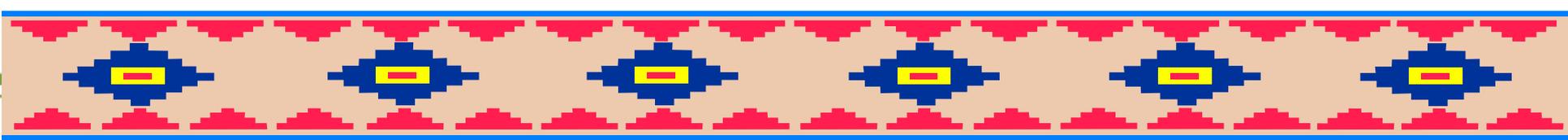


Guiding Principles

- Improving educational opportunities must be a priority in the effort to improve the life chances of American Indian and Native Alaska children
- Enhancing educational opportunities will increase community vitality and help to preserve Native languages and cultural traditions
- Improving the credentials and skills of teachers in the nation's most culturally and linguistically diverse early childhood programs will require the cooperation of policymakers and advocates at all levels.



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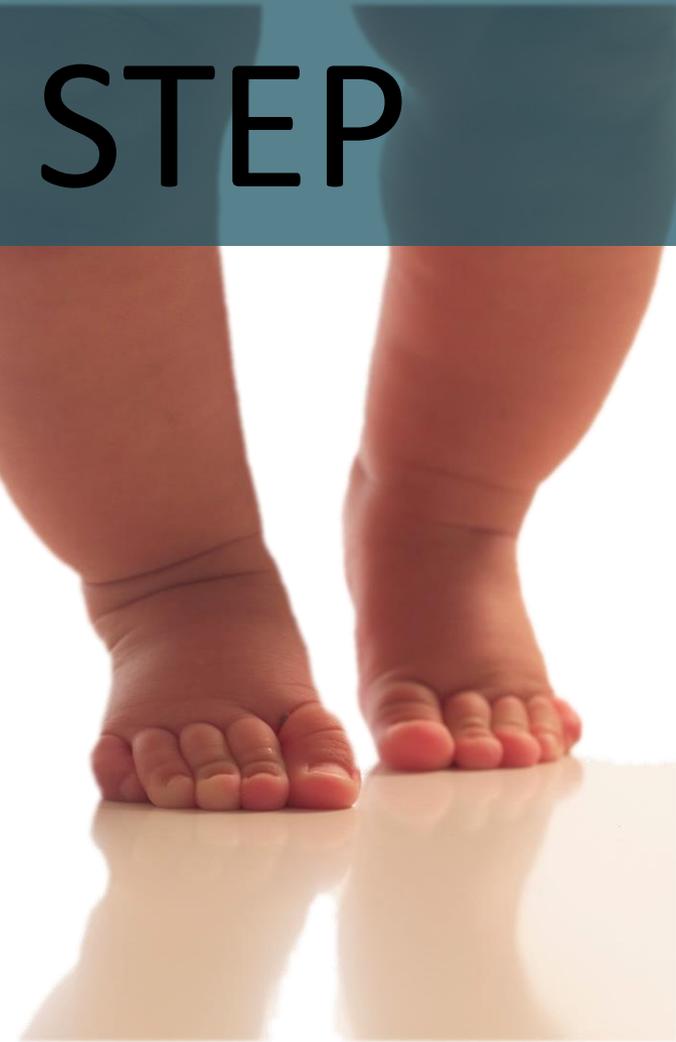
THE BEST 1st STEP



Nationally recognized

Competency-based

Transferable

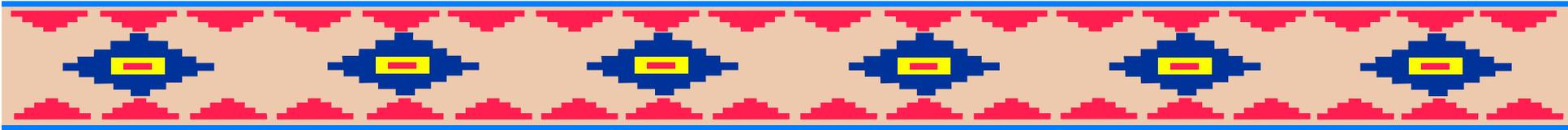




What is “CDA 2.0 ”?

- The term “CDA 2.0” is the Council’s way of letting the early childhood community know that the CDA credentialing system has been updated ***launched June 1, 2013.***
- Process has been streamlined making it even more valuable as a professional development experience for Candidates.
- We will eventually stop using the term “2.0” because, this system will be the one and only CDA National Credentialing System.
- Offers an online application and web-based exam.

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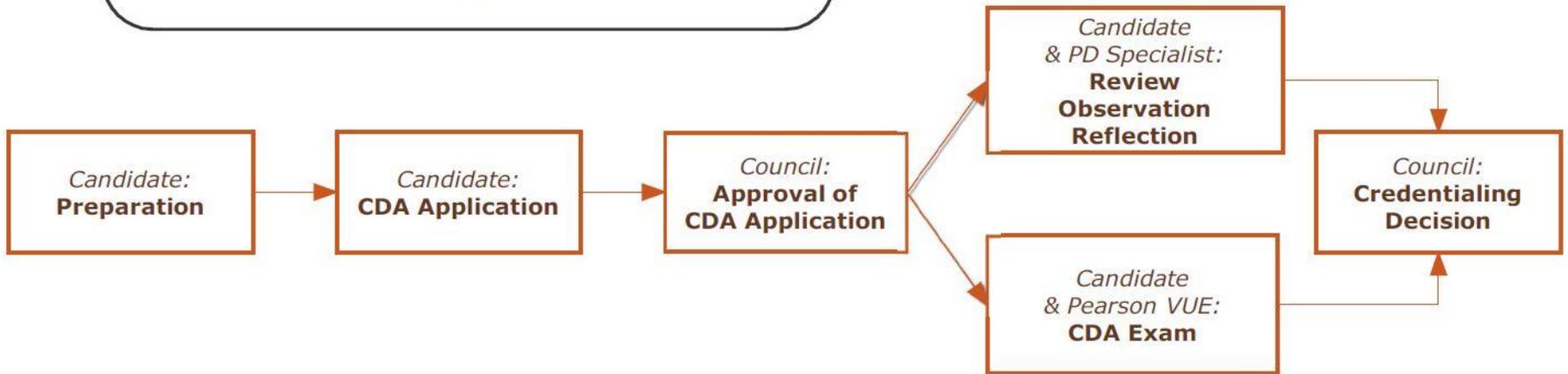




CDA 2.0 Credentialing Process

“Driven by the Candidate”

CDA 2.0 Credentialing Process Sequence



Candidate's knowledge and competencies are determined using multiple sources of evidence:

CDA Exam

- 65-question test of ECE practice knowledge, taken at a local testing center

Verification Visit

- Review of Professional Portfolio, transcripts/certificates, Family Questionnaires
- Direct Observation of Candidate's performance
- Reflective Dialogue

Both the CDA Exam and Verification Visit Comprehensive Scoring Instrument were designed using the CDA Competency Goals and Functional Areas, which will remain unchanged.

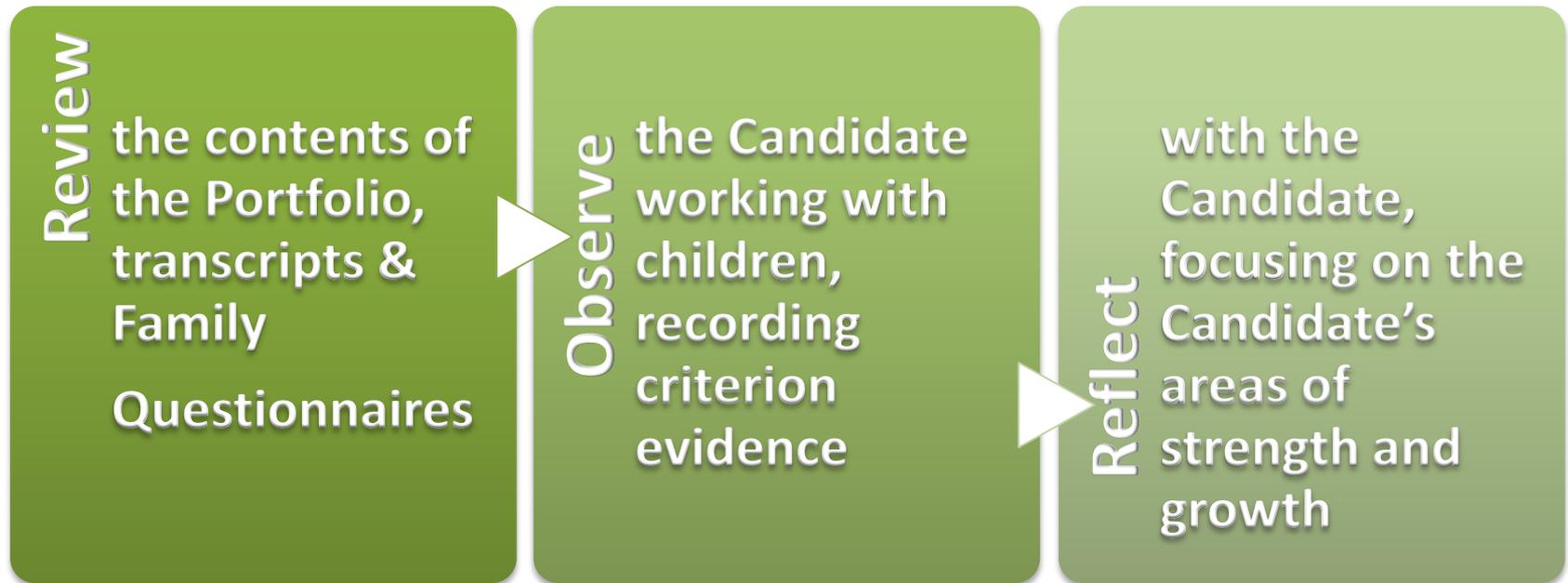
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Candidate Assessment Verification Visit with Professional Development Specialist

The R. O. R. Model™





What is the PDS System?

Using the R.O.R. Model™, the PD Specialist System brings together:

- Professional development experience involving mentoring and coaching skills
- ECE expertise, needed to facilitate the CDA Credentialing assessment of a Candidate
- Self-reflection and professional growth during the Verification Visit



What is a Professional Development Specialist?

A Professional Development (PD) Specialist is a education professional who meets the eligibility requirements of the Council for Professional Recognition who has the knowledge and expertise to support the professional development of early care professionals through the Child Development Associate assessment process and who are recognized for their professional contribution to the field.

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Credentialing Decision



Upon completion of the Exam, the Candidate's scores will be transmitted in 24 hours from Pearson Vue to the Council.

Based on their findings from the Verification Visit, the PD Specialist will submit their Recommended Scores to the Council online within 48 hours of the visit. The Council using all sources of the assessment establish a final Cumulative Score which will determine a Candidate's credentialing decision.

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What is Required by Head Start?



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Professional Development

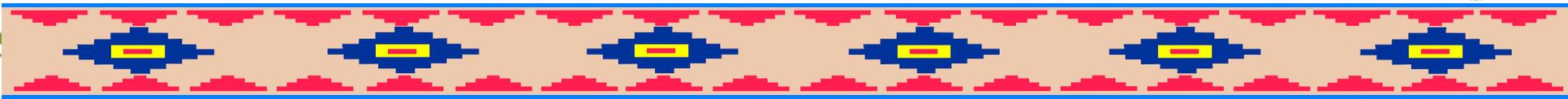
Head Start Program Performance Standards

45 CFR 1304.52

k) Training and Development.

- (1) Grantee and delegate agencies must provide an orientation to all new staff, consultants and volunteers that includes at a minimum, the goals and underlying philosophy of Head Start and Early Head Start and the ways in which they are implemented by the program.
- (2) Grant and delegate agencies must establish and implement a structured approach to staff training and development, attaching academic credit whenever possible.
- (3) At a minimum, this system must include ongoing opportunities must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start Program Performance Standards.

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Professional Development

Head Start Act

EARLY HEAD START PROGRAMS

- **Sec. 645A (h) Center-Based Staff- The Secretary shall--**
- *(1) Ensure that, not later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development.*

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Head Start Act

Sec. 648A (a)(2)(B) DEGREE REQUIREMENTS-ADDITIONAL STAFF

- (ii) HEAD START TEACHING ASSISTANTS nationwide in center-based programs must have--
 - (I) at least a child development associate credential;
 - (II) enrolled in a program leading to an associate or baccalaureate degree; or
 - (III) enrolled in a child development associate credential program to be completed within 2 years.

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Strategies and Promising Practices

Establish partnerships with training organizations and local colleges.

Be intentional with professional development once staff are hired.

Commit to a professional development transition plan, that includes incentives to continue professional growth.

Utilize the CDA as a professional development opportunity to align with your school readiness and professional development plans.

Include issues around professional development in your needs assessment.

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Maximizing Your Resources

How CDA 2.0 Can Support Professional Development for Head Start & Early Head Start Tribal Programs

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Head Start Program Priorities

- School Readiness Goals
- Child Outcomes Framework
- CLASS
- Performance Appraisals
- Professional Development Plans

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Challenges in Consistency of Professional Development

- 120 Hours earned towards the CDA sometimes are not accepted by a college/university towards an A.A. degree
- lack of access to two- and four-year colleges
- lack of reliable online access
- time/scheduling issues
- cost of degree programs



Source: Improving the Skills and Credentials of Migrant, Seasonal and American Indian/Alaska Native Head Start Teachers: BUILDING FROM WITHIN

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Professional Development It's all about Quality!

What is working in your local program?

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Practices in Working with Young Children

GROUP ACTIVITY

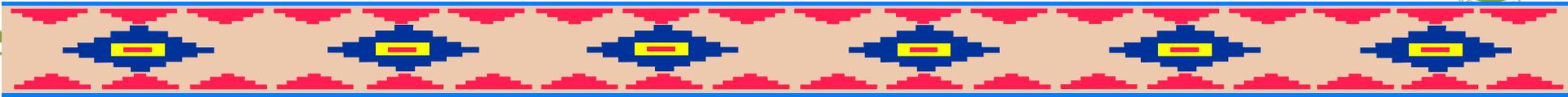
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To Summarize



- Take a different look at your professional development goals – what will you do differently, as a teacher, Education Coordinator, Director?
- How the CDA credentialing experience can support professional development
- Identify an ECE professional in your community to serve as a local PD Specialist
- Focus on the strengths of your professional development plan and keep it in synergy with your agency, community and staff





What you can do when you return to your local program?

- Take some time and pull out your agency's or individual Professional Development Plan and determine what is working and what you need to do to plan differently
- Take advantage of your resources on the ECLKC
- Reach out to the TA Network
- Send us your feedback on the CDA





Making it work for your program?

- Combine the efforts of your T/TA Plan and school readiness goals when setting priorities for staff development for the program year, such as:
 - Describe expected outcomes, for example, what changes in skill and behavior are expected, what new practices should occur? How will this be determined, when and by whom?
 - Identify methods
 - Prepare a budget and allocate funds (where applicable)
 - Prepare the plan

Questions/Feedback



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