

School Readiness: Standards Subcommittee

Meeting Minutes

VECF Office, Suite 110

1703 North Parham Road, Richmond VA 23229

Friday, May 12th, 2017 – 1:00pm – 4:00pm

Attendees

Present Subcommittee Members: Irene Carney, Chris Chin, Kathy Glazer, Kathy Gillikin, Lisa Howard, Shelley Lingamfelter

Agenda

- Welcome and Intros
- Review of the Subcommittee's Charge
- Discussion of Barriers and Solutions Document
- Next Steps and Adjournment

Welcome

Kathy Glazer welcomed everyone to VECF and began the meeting reviewing the agenda and goals for the afternoon.

Review of the Subcommittee's Charge

Deputy Secretary Holly Coy began by reminding the group of their legislative charge and the elements directly tied to standards.

Discussion of the Barriers and Solutions

Deputy Secretary Holly Coy introduced the identified considerations and barrier as well as the potential solutions.

- The Subcommittee members discussed the identified considerations, barriers, and potential solutions.
- The identified barriers and considerations are as follows:
 - 1.) The lack of current and consistent professional standards drives fragmented practice depending on the setting and specific skills of the practitioner.
 - Birth – 8 generally accepted as the brackets of the early childhood period but problematic, for a variety of reasons, as the scope of new standards.
 - National standards exist, but are not optimally responsive to relevant science and have not been widely embraced in Virginia.
 - Virginia last delineated competencies for early childhood providers in 2008. Those competencies have been subject to a revision that has not been completed.
 - VA's professional development systems have not yet incorporated provisions for ongoing coaching and mentoring for early childhood

practitioners – a provision with documented effectiveness in improving and sustaining the quality of the EC workforce.

- 2.) Content taught in credential and degree bearing programs is not aligned to shared set of standards for the profession.
- The potential solutions are:
 - A) Align all knowledge, skill and competency standards for early childhood teachers, birth through age 5, across all entities receiving public funds (child care, Head Start, and preschool) by either creating new standards or updating the *Virginia Competencies for Early Childhood Practitioners* which have not had a substantial review since 2008. Virginia’s Child Milestones and Foundational Blocks should also be updated and aligned so that policy is consistent at child program and system levels.
 - B) Virginia should then align agency and board procedural, regulatory, and licensure requirements for practitioners across programs with practitioner/competency standards as adopted by the School Readiness Committee and as informed by the national standards for the profession.
 - C) Virginia should also institutionalize capacity for ongoing coaching and supports for professional growth and reflective practice for early childhood educators, for example through Virginia Quality and other continuous improvement initiatives.
 - D) Virginia should use those updated and aligned standards as the shared competencies framework for a career pathway composed of stackable and portable credentials from high school to associate to baccalaureate articulation agreements, accessible to adults already in the workforce and those in the academic pipeline.
- The Subcommittee members talked about how to consolidate the first identified consideration and barrier. After this discussion, the Subcommittee decided to use the following explanation of the barrier:
 - The lack of current and consistent professional competencies drives fragmented practice depending on the setting and specific skills of the practitioner. Additionally, existing professional standards for Virginia have not been updated to reflect the most current research based practice.
- Subcommittee members discussed how they would like the second identified barrier to include ongoing professional development. Subsequently, the subcommittee identified the following consideration and barrier:
 - Content included in credential and degree bearing programs and in ongoing professional development and training is not aligned to a shared set of standards for the profession.
- The Subcommittee members discussed how they could improve the potential solutions discussed at the beginning of the Subcommittee meeting. The subcommittee members came up with the following solutions:
 - A) In order to create consistent professional competencies for all early childhood, birth through age 5, practitioners in Virginia should update Virginia’s

Competencies for Early Childhood Professionals. These competencies should inform professional development offerings and serve as a guide for all entities receiving federal and state public funds. These updates should reflect the most current research and practice, and should include, but not be limited to, the following: trauma informed care, social -emotional development, special education inclusion, support for dual language learners, teacher – child interactions, targeted instructional practices, robust and active family engagement that is also culturally and linguistically responsive, and alignment with CLASS domains. The 2008 Berkeley Report should serve as a key resource to inform this effort.

- B) Virginia should endorse these as the key professional competencies that all early childhood practitioners in Virginia should demonstrate. Therefore, these competencies should inform the content of professional development, preservice training for new teachers, and Virginia’s *Child Development Milestones* and *Foundational Blocks*.
- C) Existing requirements for ongoing training for VDSS licensure should align with these competencies.
- D) Following the development of these updated early childhood professional competencies, they should be crosswalked with relevant competencies for teachers of kindergarten – third grade; and subsequently both sets of competencies should be revised and aligned.
- E) Virginia should use the updated professional competencies as the foundational piece of a cohesive career pathway composed of stackable and portable credentials accessible to any adults in the workforce.
- F) Virginia should institutionalize capacity for coaching, mentoring, and ongoing supports for professional growth and reflective practice for early childhood educators. For example, through Virginia Quality, Infant and Toddler Specialist Network, and other continuous improvement initiatives.

Next Steps

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- The Subcommittee members discussed the next steps the Subcommittee needs to take to prepare for the full committee meeting on May 17th, 2017.
 - Next Standards Subcommittee dates:
 - June 28th, 2017 – 9:00am