

Kansas Meeting for Development of Director Credentials for Kansas and Missouri

September 5, 2007

Meeting Summary

- I. The meeting began with an overview of the process ahead
 - Dual state meetings in Sept – this one and KS last week
 - Dual state meetings in Oct
 - MO – Thursday 18th, 8-12
 - KS – Friday 26th, 10-3
 - Bi-state meeting on December 17 in KC
 - Dual state meetings in Jan – focused on input from directors
 - Final bi-state meeting in Jan or Feb

- II. Dr. Scott also reviewed the communications structure for the work
 - E-blast messages to share information about available documents and communicate about meetings
 - Documents on Mid-America AEYC web site, under “Online Resources”
 - Stakeholder responsibilities:
 - Read draft documents
 - RSVP for meetings or give input by email
 - Print and bring needed documents to meetings (information on what to bring will be in the invitations)

- III. Finally, the group reviewed the desired outcomes of this process:
 - Bi-state director credentials for directors of EC and SA programs, which include:
 - Content areas
 - Competencies
 - Requirements
 - Possibly, recommendations for Core Policies

- IV. Small groups reviewed draft content and gave input on a variety of issues related to requirements and competencies:
 - In answer to the question of whether there should be two levels of director credential or just one, all the small groups quickly and unanimously agreed that there should be two levels, as in Model A.

 - They examined the draft Leadership/Management credits, with these questions in mind:
 - Should the requirement be for 9 approved credit hours OR 15 general?
 - Should this 9/15 requirement be at both levels of the credential OR should the requirement at Level II be for more credits?

Across the groups there was general agreement that at the Level I credential, directors should earn a total of 9 credit hours in Leadership and Management, with 6 approved and EC specific and 3 general. At the Level II credential, they should add 3 more hours of general coursework in this

content are, for a total of 12 credits, 6 approved and EC specific and 6 general. One group thought there should be 15 credit hours at the Level II credential, 12 approved and EC-specific and 3 general. All groups agreed that the coursework should address several sub-topic areas and one suggested that the sub-scales of the Program Assessment Scale (Paula Jorde Bloom) provide these areas.

•The small groups then discussed similarities and differences between director credentials for SA & EC. They addressed what the two credentials should have in common and how they should be different. Their thoughts included:

- Coursework and competencies, experience and professional contributions should be SA-related; otherwise the structure should be the same
- For a combination program, use the EC requirements plus some additional requirements in SA competency, experience and professional contribution, but have a stand-alone credential for stand-alone SA programs

•Next, they discussed their ideas about assessment strategies for:

- Competencies
 - ✓ short term: 1) a checklist of professional references from parents, board members, college/university faculty, community partners and other colleagues; 2) résumé; 3) official transcripts 4) minimum of 2.5 GPA in EC coursework
 - ✓ longer term: 1) a portfolio of “work samples” such as budgets and policies to document competencies, and to be scored by a rubric; 2) a performance assessment; 3) a test, like the PRAXIS for certified teachers or the CDA final test.
- Professional contributions: 1) Score on the PAS; 2) portfolio

V. The whole group discussed potential credentialing agencies in the state. The proposed credentialing agency for the SA director credential is the Kansas Enrichment Network (KEN) but no agency has been identified for delivery of the EC credential. The group brainstormed ideas and discussed pros and cons of each potential agency. Their thoughts were:

KEN for SA Credential:

PROS	CONS
Funded by KSDE with 21 st Century Schools \$\$	Current funding stream is possibly not sustainable
SA competencies are already in place and KEN co-created them	Will need to expand their capacity to take this on (true of any org)
Already have 2-3 FTEs for staffing	Lack of public awareness of KEN
Already work with a stakeholder group that includes community college faculty	Limited connection to EC programs
There is a parallel MO organization	May not have the “juice”
Good, strong connection with public schools	May not have a database of the SA program personnel
Good connection with EC stakeholders in the professional development realm	

State Office of EC for EC Credential

PROS	CONS
Statewide	Doesn't yet exist; must be legislatively created
"Objective" – outside the field	May eventually remove the "voluntary"
Permanent	Shifting political winds could eliminate it
Has "juice" as state government	Can't roll the credential out in 2008
Would associate a high level of prestige with the credential	

KAEYC for EC Credential

PROS	CONS
Professional organization; objective	Will need to develop infrastructure
Aligns with the MO organization that will be issuing EC credential	Board will want to hire an ED as well as program staff
Builds this organization's capacity	Potential conflict of interest because so many directors are board members?
Diverse interests are represented	
Statewide	

KACCRRRA for EC Credential

PROS	CONS
Connects the credential to existing infrastructure: PDI, TEACH, QRS	Possible conflict of interest because of TEACH and connections to providers
Comprehensive database of EC programs	"Puts everything in one place" (not clear why this is a negative)
Statewide	

KCCTO for EC Credential

PROS	CONS
Well-known in state as training provider	Existing reputation
Currently looking to re-invent itself and meet a need	Connection with KSU – not neutral
Statewide board	Need for database development?
Not seen as regulatory	

Department of Education for EC Credential

PROS	CONS
Has "juice" as government agency	Shifting political winds with administration changes
Adds the "juice" of being connected to <u>education</u> (not social service)	Perception of regulatory aspect
Aligns with existing public will for credentialed teachers	Perception that government makes the credential required
Professionalizes child care	Past history
May raise salaries over time	Lack of knowledge about administration of EC
There is a new Ed commissioner who really understands EC	Would need legislative authority to collect the fees – can't be done quickly

Department of Health and Environment for EC Credential

PROS	CONS
Understands EC in the real world setting	Perception of regulatory role
Has the "juice" of government	Perception that credential will become required
Fits with licensure as another way of assuring quality	Shifting political winds with changing administrations
Could have long-term effect of raising salaries	Would need legislative authority to collect the fees – can't be done quickly
Has a database already	

VI. Finally, small groups worked on identifying competencies for the EC credential. All groups quickly agreed that Levels 1, 2 and 3, across all eight content areas of the Bi-State Core Competencies should be expected of directors and both credential levels. They then reviewed the competencies at Levels 4 and 5 and indicated which should be expected at the Level I credential and which at the Level II credential. See Draft 1 of the Core Competencies to review their input.

VII. Remaining questions for future research or discussion include:

- What has been the uptake rate in other states? How many applications can we expect, how fast?
- What do other state charge for their credential process?
- What is the turnaround time in other states like?
- Will a director whose program serves both EC and SA children need to earn two credentials? Is there a way to offer a "blended" credential?
- How is administrative experience defined? Will EC administrative experience count toward the SA credential and vice-versa?
- Won't the # of hours of teaching and administrative experience need to be lower in the SA credential, because these programs operate for only part of the day?
- Will there be a limit on the "age" of coursework, professional contributions and experience that will be counted? If coursework, professional contributions and/or experience were 5 or 10 years ago, will they still count?
- Will applicants need to have passed their EC or SA coursework with a certain grade or overall GPA?