MEETING MINUTES FORM

GROUP MEETING:	PIECES Professional Development Committee	**MEETING DATE:**	11/07/02
Members Present:	Jerry Brewer, Teresa Lawlor, Nancy Cheshire, Judy Kachelreis, Suzi Brodof, Mel Woodcock, La Donna Rosencrance, Marsha Teter, Sandy Poore, Bobbie Warash, Cindy O'Brien, Sally Byard, Diane Smith Grych, April Puzzuoli, Alicia Tyler and Judy Curry.		

KEY POINTS DISCUSSED	KEY DECISIONS MADE
Introductions and Review of Agenda	
PIECES Update	
Lynn Jones provided an update on the Governor's Summit. Over 250 people attended. Issues of concern to participants included: • Meaningful parent involvement; • Capacity for training; • Funding; • Keeping child care viable; • Professional development issues, including equity of pay, capacity of training, and benefits; • Transportation; and • Consumer education and awareness.	This committee needs to look at concerns that would relate to professional development.
December PIECES Meeting: Judy Curry indicated that PIECES had decided to devote much of its December meeting to professional development issues and that the entire committee was invited to attend in December.	The group recommended that the committee be given the following information: • STARS Video - Lynn Jones • Articulation - April Puzzouli • Apprenticeship- Lynn Jones and Sally Byard • Child Development Associate Scholarship • IPSI Software - Cathy D'Antoni
STARS Registry Sandy Poore indicated that River Valley computer specialist (Skip) has been fixing problems with the STARS database. Skip has addressed issues with: • Comment fields; • Status - provisional; • Address Labels;	• Chrissy will continue to work with Skip to ensure all database functions are operational.

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• Sign-in Sheets - allows for pre-printed sign-in sheets- trainers need to fully complete the sign-in sheets; and • Feedback cards The CEU issue still needs to be resolved for level 3. Lynn indicates that her information indicates that any state-sanctioned training system can offer CEUs. There is no entity that needs to approve the process unless the group wishes to go through a specific college to offer CEUs. Ten contact hours equal one CEU.	
Review of WV Pre-k Rule The committee was asked to review the final WV Pre-k rules regarding professional development and to decide if the committee wished to comment, as a group, on these or on other rules.	The committee decided to comment as a group on the following pieces of the rule: • Strong endorsement of rule 8.2, which allows for permits to be issued for a period of five years. • Recommendation on 8.3 that aides and assistants be given a period of five years to progress from level 2 to level 5 of the STARS career pathway. • Recommendation that 9.1 be changed to require that private preschools that are exempt from licensure be monitored by licensing specialists and any non- compliance issues reported to the collaborative county team. • Judy Curry will submit the comments.
Early Education for All Committee members were given copies of Early Education for All, a draft legislative proposal from Massachusetts and asked to look at section 5. Massachusetts is proposing an early education and care workforce development board be developed that will develop a plan for implementation and oversight of a statewide workforce development system. Plans call for: • An inventory of resources for training; • Recommendations about coordinating resources; • An analyses and data about the current status of the workforce(educational prep, salaries, benefits, workplace standards and training opportunities); • Guidelines for a career lattice that represents salaries, benefits and workplace standards with suitable compensation, tied to credentials with incentives for advancement, including a salary enhancement program; • Scholarship and loan forgiveness programs, credit for prior learning, career counseling and mentoring, release time and substitutes; • Agreements among higher ed institutes for an articulated system of education, training and professional development; • Streamlined and coordinated state certification, credentialing and training;	Judy Curry indicated that this information might be helpful in terms of looking at the work plan for the committee. It is hoped that, at the end of two years, legislation will be developed based on the work of the PIECES committee. As we look at the work plan, the group may want to look at how professional development can be incorporated into WV law. Lynn Jones indicated that a number of other states have laws with regard to their early childhood professional development system. She has a number of them at home and will share information with the committee.

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• Training approval and incentives for AA & BA programs to meet best practices and modify curriculums to reflect current research; • Data collection and evaluation to determine that the system is having the desired effect on recruitment, retention and quality of workforce; • A professional development and qualification registry; and • Incentives and supports.	
Work Plan: Small groups were asked to draft a work plan for needs identified in the committee charge.	Draft plans were completed and will be typed for next meeting on December 4, 2002. .
Instructional Performance Systems, Inc. Software: Cathy D'Antoni of the Higher Education Policy Commission did a presentation on the IPSI software. The software essentially takes a teacher through a course and assists in developing competencies. Teachers are asked to use their course competencies, textbooks, references, and syllabi to answer 260 questions about the course. The software guides them through issues such as: What are you teaching? Why are you teaching it this way? What level of proficiency are you addressing?. The software standardizes content through the use of core competencies, it generates tests and develops a bank of questions to be used for future tests, and is a good tool for quality assurance efforts. The software helps you decide the level you are teaching at and if course content may duplicate that in previous courses. It helps the teacher to decide if this is a foundation concept, a crucial goal that must be achieved before moving on or enrichment for advanced students. It determines the frequency of use and difficulty of learning. If something is highly difficult to learn and rarely used, should it be taught? If it is highly difficult and used frequently at the next level, you may want to look at timing of teaching that concept. The software determines the reading level, so you can determine if the problem is with the reading level or the course work. It also tells you how feasible it is to teach the content within a specified time frame based on knowledge of how long it takes to acquire new knowledge. It can be a diagnostic tool for the teacher if all students seem to be missing questions on tests with the same content area. Tests are developed that actually test the competencies you expect a student to develop. Students can use the competencies to know what they are expected to know. It can be used to compare courses to assist in articulation efforts. At present, although there are state content standards for high school, the courses are variable based on the textbook and teacher emphasis. There are no standards for higher education courses, unless you have an external accreditation, such as NCATE or North Central, but content across like classes usually has an 80% correlation. At present, there is a state contract with the company and the license fee is $200. Anyone	Cathy D'Antoni was asked to do a full presentation at the Higher Education Policy Commission on November 22nd at the Flatwoods DHHR. Lynn Jones indicated that the meeting was open and anyone could attend.

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can request the software.	
Next Meeting	To be devoted to completion of the work plan.