

MEETING MINUTES FORM

GROUP MEETING: PIECES Professional Development Committee

MEETING DATE: 3/13/03

Members Present: Jerry Brewer, Teresa Lawlor, Lynn Jones, Shannon Nichols, Judy Kachelreis, Suzi Brodof,, Sandy Poore ,Judy Curry, Melanie Clark.

KEY POINTS DISCUSSED

KEY DECISIONS MADE

Welcome and Introductions and Review of Agenda

Introductions were made and new member Shannon Nichols was welcomed. Minutes were accepted.

Announcements

- **Legislative Activity**
- **New Initiatives**

- New center and family child care rules were passed that increase professional development and educational requirements.
- WV Pre-k changes were not implemented
- Governor's Cabinet was continued with Legislative review for a one-year period
- PIECES members are applying for the National Infant and Toddler Initiative and a Literacy effort in conjunction with the Education Development Council
- Governor's Cabinet has a new literacy effort for children birth to three.

Paraprofessional Certificate/Degree Program

Judy Curry reported on the work of the Paraprofessional Development Committee. The committee members were given a copy of a proposal by the community colleges for a paraprofessional certificate program. Hours can then be applied toward a two-year AAS degree or a transfer degree. The group had no comments or suggestions and agreed this was a good example of working on articulation efforts that should help paraprofessionals advance up a career ladder.

Core Competency Comparison

Melanie Clark had completed her assignment on the work plan and presented the group with a core competency comparison of competencies from New Mexico, Kansas and Missouri and Pennsylvania. She indicated that WV Competencies were very good. The only missing items were competencies dealing with the new focus on literacy and numeracy, and assessment and evaluation. The work plan also indicates we need better integration of core competencies for children with special needs. The committee congratulated Melanie on the huge amount of work completed. Copies of various state's core competencies were circulated within the group.

Additional Comments

Lynn Jones stressed that changes in the core competencies needed to made in

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	<p>coordination with higher education. The Higher Education Consortium has not been meeting, so it was suggested that Lynn share her e-mail addresses and that drafts be sent to higher education consortium members for comments.</p>
<p>WV Pre-K Issue</p>	<p>Lynn also brought up a concern regarding pay grades and the discrepancy in salaries between someone working in a DOE Pre-k program who is a certified teacher and someone who is on a permit working in a child care or Head Start program. She suggested that DOE add another pay grade for persons with associate degrees working on a permit. Melanie Clark indicated that Cathy Jones is already focusing on this issue. The Committee agreed to:</p> <ul style="list-style-type: none"> • Recommend to the TA Steering Committee that they develop some TA on the issue of pay differentials and how to equalize the discrepancy. • Write a letter supporting Cathy Jones' efforts to establish additional pay grades.
<p>WV Early Childhood Credential</p>	<p>The group discussed the credential. So far, that part of the Pathway has not been implemented. The former Professional Development Committee developed a break-out of the 120 required hours. Someone pursuing the credential must have 10 hours of training in each of the eight CDA core competencies or 80 hours and then may select 40 hours of training of their choice. Lynn agreed to bring this with her on April 3, 2003.</p>
<p>IPSI Learning Levels</p>	<p>Judy Curry provided an overview of the domains and levels of learning identified in the IPSI Software. They are</p> <ul style="list-style-type: none"> • Cognitive domain which is knowledge or mind based. This domain has three instructional levels, which are: <ul style="list-style-type: none"> • Fact • Understanding • Application • Psychomotor domain which is skill based and results in a product. The three instructional levels are: <ul style="list-style-type: none"> • Imitation under supervision of the instructor • Practice or proficiency building without direct oversight • Habit or proficiency in performance of a skill • Affective domain which is based on behavioral aspects or beliefs. The three instructional levels are: <ul style="list-style-type: none"> • Awareness • Distinguishing • Integrating <p>Based on the fact that the work plan called for the use of IPSI, the chairs recommended that we move to three levels of competency for the core competencies.</p>
<p>Core Competency Revisions</p>	<p>Due to the small number of persons attending the meeting and requests for further</p>

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	<p>resources, the group decided to change the agenda and make some decisions on how to move forward with revisions. The following decisions were reached:</p> <ul style="list-style-type: none"> • Further work would be done by the STARS work group during a meeting to be held April 3rd that would replace the regular meeting. • The core competencies will be reduced from 13 to 8. Lynn indicates that this will match the CDA core competencies. Lynn agreed to share the CDA competencies with Melanie. • There will be three levels of instruction within the core competencies <ul style="list-style-type: none"> • Introductory • Intermediate • Advanced • Core competencies should be stated briefly but should be specific and not open to interpretation (for example, if we say “safe” environment, we need to specify what we mean by that. Does safe mean meeting licensing standards?) • The committee wants to follow the format of the New Mexico and Kent County, Michigan competencies. • For the next meeting, the following resources need to be made available: <ul style="list-style-type: none"> • NAEYC Teacher Qualification Standards • ECERS-R (Early Childhood Environment Rating Scale, Revised) • West Virginia’s new licensing regulations • New Mexico’s Core Competencies • Kent County, Michigan’s Core Competencies • Eight categories for the CDA