



Wisconsin Early Childhood Collaborating Partners

Working Together to Transform Early Childhood Services

<http://www.collaboratingpartners.com>

Committee Name: Professional Development Initiative

Submitted by: Jill Haglund

Date: December 6, 2007

Present:

WECCP Action Team Members: (*Co-chairs, # liaisons to WECCP Steering Committee)

Kath McGurk

Ruth Chvojicek

Dave Edie

Mary Peters

Ann Ramminger*

Anne Carmony

Jill Haglund*#

Jeannette Paulson

Suzy Rodriguez

Linda Leonhart*#

Shelley Cousin

Others participate:

Arianna Keil

Lori Whiteman

Linda Hurst

Vikki Lane Kinsman

Michelle Davies

Deb Bilzing

Gaye Tyke

Gwen Coe

Sue Welnitz

Pamela Torres

Lita Haddal

Jude Tiecher

AGENDA ITEM	DISCUSSION	ACTION/ RECOMMENDATIONS
<p>DPI Personnel Development Grant (SPDG)</p>	<p>This portion of the meeting is combined with the WECCP Personnel Development Meeting – notes will be reflected on their minutes also.</p> <p>Deb Bilzing, DPI, gave an overview of the new DPI Professional Development Grant goals:</p> <ul style="list-style-type: none"> ▪ Application of evidence based practices ▪ Implementation through regional infrastructure that provides ongoing learning, mentors, community of practice etc ▪ Participation of communities, families, and youth to support b-26 transition <p>Three "hubs" as focus areas. One is early childhood.</p> <p>Sue Welnitz, CESA 5, shared the professional development model that is the basis of this grant.</p> <p>Mary, Jill, and Ann shared more information on the early childhood hub.</p> <ul style="list-style-type: none"> ▪ Focus of first year on learning about the model and exploring how to bring the concepts to our current work with focus on follow-up, mentoring, community of learners. ▪ WECCP (Action Team, PDI, or ELC will function as an advisory committee) ▪ Activities house at Waisman Center Personnel Development Project and DPI. <p>Discussion of how this relate to WECCP and our works:</p> <ul style="list-style-type: none"> ▪ WMELS one of the best efforts that have reached our broad audience. Building mentoring into the process would have a large impact. It could address many ways of "mentoring" including roles for supervisors. ▪ Inclusion is the second area of overlapping impact and greatest training needs. Follow-up and mentoring would 	<p>Define how WECCP can serve as the SPDG early childhood hub's advisory committee.</p> <p>Future involvement as effort "roles out".</p>

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	<p>really expand the impact for children, child care programs, schools, and communities.</p> <ul style="list-style-type: none"> ▪ Be intentional, don't spread ourselves too thin <p>Other Discussion: Gwen shared how she uses school grants to involve the child care community in personnel development. Jude and Ann shared their concept of inclusion and child web mapping.</p>	
Core Competencies	Ann passed out the approved version of the Wisconsin Core Competencies	
Self assessment	Ann passed out the revised version of self-assessment competencies. MATC Milwaukee and TEACH has piloted them. Feedback was provided.	Feedback is still being provided until March 08. the core competencies chart to this document. Expand the introduction to give examples of how it is useful
Conference Planning Calendar	Jeannette provided an update on the state conference planning calendar.	<p>Have an ongoing agenda item to help in the planning effort.</p> <p>Jeannette will bring a printout to the next meeting.</p>
Discussion of Collaborative Professional Development Planning	<p>Group discussion:</p> <ul style="list-style-type: none"> • Could more conferences be linked or coordinated. Examples – Intersecting Interests aligned to other conferences or JoLyn Beeman and infant mental health • Alternating year alignment for some conferences • How can competencies be built into conferences and the whole system • Yearly themes addressed in several conferences • Build in the follow-up and mentoring • Crop • Using the draft conference planners materials • Respecting the needs of the conference planning associations – especially those that use conferences for raising funds • Tie in to registry and trainer/training approval • Be more mindful in planning conferences as part of a professional development system with mentoring, communities of practices etc 	Do we need to go through a formal process for mapping these resources? Can this happen through SPDG?
C3 T/TA	Kath gave an update on the C3T/TA system alignment. It is progressing R%R, Registry, CCIP	
How are we doing in addressing the ECCS components	<p>Discussion of the Action Team proposal that personnel development be a part of each WECCP committee and that the broader discussion occur at the Action Team on how they interrelate</p> <ul style="list-style-type: none"> • Allow more time for el committee • Must have a formal structure at the Action Team level • Would need to have consistent minutes so that people could easily see the personnel development discussions • There is confusion on who should come to what meeting. 	