



# The Leadership Letter

## Making the Most of Your Training Dollars

The field of early care and education is always evolving, meaning that it is important for you and your staff to participate in staff development and training to stay up-to-date with the latest information, ideas, and techniques. In addition to being a big responsibility, staff training is also a major investment. The money you spend on things like registration fees, travel expenses, paid time off the job, and training materials can add up quickly. Unfortunately, it can sometimes seem like all of the effort and expense was for naught when you realize that your staff either isn't using or has simply forgotten what they learned.

**The good news is that it doesn't have to be that way.** With some thoughtful planning and leadership, you can take steps to ensure that every dollar you spend on staff training yields meaningful results that lead your organization on the path to providing better care for the children and families you serve.

### Identify Training Needs & Goals

The first step to maximizing your staff training dollars is to find out what training you and your staff actually need. Different staff members will have different needs based on their positions and on their own strengths and weaknesses. Consider performing a classroom observation to determine what type of training is needed. Set specific learning goals with measurable outcomes.

### Find the Right Training

Look for training that suits the individual learning styles of you and your staff. It may not always be practical to send everyone to different trainings, but when you can, do your best to accommodate

individual learning needs. Reach out to local training organizations, consultants, and professional organizations (like SECA!) to get information about training that fits your needs. Look for a reputable trainer or organization that you know provides useful and effective training.

### Take an Active Approach to Learning

People are more likely to understand and remember new information and skills when they actively participate in the learning experience. Before entering a seminar or workshop, define two specific things you want to learn about the topic. During the training, take notes and ask questions. If by the end of the training your two questions haven't been answered, ask the trainer. Immediately after the training, write down the three main things you want to remember.

### Follow Through

Hold a staff meeting for everyone to share their training experiences and discuss ways to implement new strategies or change existing ones based on what was learned. Within a day or two, begin implementing the changes. If necessary, post reminder notes.

### Follow Up

A week later, follow up with staff to check on progress and make any necessary adjustments. Continue following up as necessary to make sure the changes and improvements become permanent.

Source: "TIPS for Getting the Most Out of Training," Penn State Extension Better Kid Care Program, <<http://www.betterkidcare.psu.edu/page06.html>>, accessed on June 28, 2012.

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#### Leadership Commission Members

*Joyce P. Jones, Chair, VA*

*Crystal Campbell, SC*

*Marti Nicholson, OK*

*Cindy Ramagos, LA*

*Katie Shaughnessy-Williams, KY*

# What Does High-Quality Training Look Like?

When you spend time, money, and effort on staff development, you want to be sure that you are getting high-quality training. With all of the options out there, it may be hard to tell what is—and is not—high-quality, effective training. When evaluating a potential training program, workshop, or conference, use this checklist to help guide your decision:

- The training is aligned with school/program goals, state and/or district standards and assessments, and other professional learning activities including formative teacher evaluation.
- The training focuses on core content and modeling of teaching strategies for the content.

- The training provides opportunities for active learning of new teaching strategies.
- The training offers opportunities for teachers to collaborate with each other.
- The training includes embedded follow-up and continuous feedback.

Training that meets these five characteristics encourages learner interest and involvement and creates opportunities to enhance the quality of care and education provided.

Source: Sarah Archibald, Jane G. Coggshall, Andrew Croft, & Laura Goe, "High Quality Professional Development for All Teachers: Effectively Allocating Resources,"



National Comprehensive Center for Teacher Quality, February 2011, p. 16, retrieved from <http://www.tqsource.org/publication/HighQualityProfessionalDevelopment.pdf>, accessed on 6/29/12.

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## Join us for the 2013 TRAINER INSTITUTE at the 64th Annual Conference of the Southern Early Childhood Association



### Featuring Susan Terdan



Susan M. Terdan is an Education Consultant who works with the Human Development Institute at the University of Kentucky. She is a Training Specialist for the Training into Practice Program (TIPP) team, developing and delivering webinars, face-to-face training, and online course work/training modules.

### Pre-registration is required for the Trainer Institute, which includes:

- ✓ Thursday morning session: *Practice and Implementation—You Can't Have One Without the Other.*
- ✓ Networking Institute Lunch.
- ✓ Thursday afternoon session: *Follow-up and Evaluation.*
- ✓ General Conference registration for Friday and Saturday.

For more information, go to [www.southerlychildhood.org/seca\\_conference.php](http://www.southerlychildhood.org/seca_conference.php)

# Do You Know About the SECA Board Resources Page?

Find board rosters, meeting minutes, and so much more on the SECA Board Resources Page. Go to [http://www.southernearlychildhood.org/seca\\_board\\_resources.php](http://www.southernearlychildhood.org/seca_board_resources.php) to log in. If you serve on a SECA affiliate board and do not have a password, contact your SECA Board Representative or the SECA office at 1-800-305-7322. To find your SECA Board Representative, go to <http://www.southernearlychildhood.org/leadership.php>.

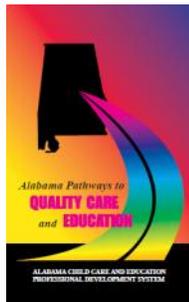


## Where to Find Professional Development in Your State

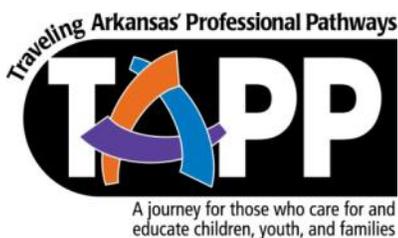
Finding high-quality training that fits your needs can take some effort, but there are tools out there that can help you narrow the field to find exactly what you're looking for. State professional development systems or registries can be particularly helpful in finding high-quality local training that meets your state's standards. Below is a list of the systems, registries, or other resources in the SECA states, with links to the websites:

### Alabama

[Alabama Pathways to Quality Care and Education](#) is an informational resource guide for individuals seeking professional development opportunities.



### Arkansas



[TAPP \(Traveling Arkansas' Professional Pathways\)](#) is the tracking component of the Arkansas Early Childhood Professional Development System. The registry tracks trainers across the state and verifies that they have experience training adults, working with children, and education in their related field.

### Florida

Each of Florida's 31 Early Learning Coalitions (ELCs) provides professional development training. For a listing of the ELCs and their websites, go to [www.earlylearningassociation.org](http://www.earlylearningassociation.org).

Also, each of Florida's Children's Services Councils (CSCs) has a professional development system. For links to each CSC website, go to <http://www.floridacsc.org/>

The [Florida Department of Children and Families](#) provides online training and is developing a system, called [ELIS \(Early Learning Informational System\)](#), that will encompass all these as part of the [Office of Early Learning](#).

### Georgia



[Georgia Early Care and Education Professional Development System](#) is managed on behalf of Bright from the Start by the University of Georgia Center for Continuing Education.



[The Georgia Professional Development Registry \(PDR\)](#), operated by Bright from the Start, is available to all Georgia early childhood educators to track their educational achievements, training, and certification as they advance in their careers.

### Kentucky

[Professional Development Training/Opportunities Bulletin Board](#) serves as a resource for educators seeking to improve their skills, achieve their goals and help students learn.

### Louisiana



[Louisiana Pathways Child Care Career Development System](#), housed at NSU Child & Family Services, Northwestern State University, consists of a registry database; certification tracks for child care classroom, administrator, and family child care home; scholarships; and trainer certification.

### Mississippi

Mississippi has no formal professional development system. The [Mississippi Child Care Resource & Referral Network](#) does have some training resources and a training calendar.

### Oklahoma

[The Center for Early Childhood Professional Development \(CECPD\)](#) provides many training resources and for early childhood professionals.



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## South Carolina



[The Center for Child Care Career Development \(CCCCD\)](#) administers the South Carolina Training System for all annual training hours required of early childhood professionals.

## Tennessee

[The Tennessee Early Childhood Training Alliance \(TECTA\)](#), housed in the Center of Excellence for Learning Sciences of Tennessee State University, is "a statewide system established to provide affordable professional development with academic degree credit possibilities for Tennessee's early childhood education personnel."



## Texas

The purpose of the [Texas Early Care and Education Career Development System \(TECECDS\)](#) is to ensure that

high quality professional development opportunities are available statewide to individuals working in early care and education, and to provide an avenue for Early Care and Education practitioners to pursue their professional development along a continuum of increasingly complex education and skill levels.

In August 2012, The Texas Early Learning Council will launch the [Texas Early Childhood Professional Development System](#), which will be a workforce registry, provide access to trainings, and offer new features to support career advancement.



## Virginia

Virginia's Office of Early Childhood Development [Professional Development Taskforce](#) began in the fall of 2008 as an 18-month effort to develop and begin to implement recommendations for a coordinated professional development system for the early childhood workforce in Virginia.

## West Virginia



West Virginia's [State Training & Registry System \(STARS\)](#) was created "to improve the quality of care and education for young children and their families in West Virginia by enhancing the skills and career opportunities for all those who care for and educate our youngest citizens."

Source: Glenda Bean, "Professional Development Systems and the SECA States," Southern Early Childhood Association, March 2010.



### SOUTHERN EARLY CHILDHOOD ASSOCIATION

PO Box 55930  
Little Rock, AR 72215-5930

1-800-305-SECA (7322)  
Fax: 501-227-5297

Email: [info@southernearlychildhood.org](mailto:info@southernearlychildhood.org)

[WWW.SOUTHERNEARLYCHILDHOOD.ORG](http://WWW.SOUTHERNEARLYCHILDHOOD.ORG)

*The Southern Early Childhood Association (SECA) is committed to improving the quality of care and education for young children and their families through advocacy and professional development.*

*The Southern Early Childhood Association (SECA) is a regional organization committed to promoting quality care and education for young children and their families. SECA is committed to providing leadership and support to individuals and groups by:*

- *Enhancing the quality of young children's lives through early childhood care and education.*
- *Supporting families in their roles of caring for their children.*
- *Fostering the professional growth and status of individuals working with young children and their families.*