The quality of all early care and education programs has been shown to be directly related to the quality of the staff providing services and their formal education, training, and understanding of child development. In addition, their ability to transfer what they have learned into effective practices in the classroom affect quality. State regulations typically determine levels of formal education required for an individual to become a lead teacher, assistant teacher, or teacher’s aide in particular age-groupings in these settings. In addition, states will set requirements for minimum initial orientation to the setting and ongoing annual professional learning. State regulations also determine and approve the delivery systems for training and often, the trainers and the trainings themselves. Gaining staff buy-in to ongoing professional learning is not only a regulatory issue and a quality enhancement issue that must be considered when planning professional development efforts, but also can become a personnel issue if not complied with adequately.

ABC Childcare owns and operates 135 child care centers and before and after-school care programs in eight states, employing around 3,200 full-time program administrators, full and part-time lead and assistant pre-school teachers, bus drivers, cooks, after-school teachers, managers, and executives. A “new to the organization” Chief Academic Officer (CAO) made a significant change in the way the organization would manage and deliver professional development for its’ employees.

ARTIFACT

Two artifacts have been included from my work in LT 8200, Diffusion and Adoption of Technological Innovations. The first is a Power Point presentation created to summarize the project and present it to the class. The second is the case study that involved a real situation that occurred with a corporate childcare provider, a pseudonym has been provided for the organization. A poorly planned and managed change in the manner in which professional learning would be handled in the future occurred with no input from the field or evidence of consideration for potential end-users.