



# PDI in the News

## NYSAEYC Conference 2013

### In this blog...

Quality Stars Event, Early Childhood Leader Highlight, PDI Presenters Summary

### QUALITYstarsNY: You're invited!



At the NYSAEYC annual conference, QUALITYstarsNY hosted a lunch reception to celebrate the hard work and dedication of its participants. Over a delicious meal, participants mingled with their colleagues and Quality Improvement Specialists and learned about exciting upcoming opportunities. Many walked away with door prizes including books, classroom supplies and learning activity kits that were graciously donated by QUALITYstarsNY's supporters: Lakeshore, Discount School Supply, Community Playthings and Kaplan.



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## Champion for Children—Early Childhood Leader: Sherry M. Cleary



In case you missed her speech—read an excerpt from NY Early Childhood PDI Executive Director, Sherry Cleary, on the importance of developing leadership and “**STEPPING UP.**”

“We each need to understand our role in building a better system of early childhood education for children in New York. We need to be clear that we are a long way off from being great. We’ve made great progress but we’re not done. We need leadership at every level. It isn’t easy but it is right and good. There’s been a lot of writing and discussion about the role of women in the workplace and what successful leadership looks like. And there’s been talk about “leaning in” – I don’t know about leaning in – seems a little

too subtle for me. I think children need us to step up – and I leave you tonight asking you to step up. Stepping up means taking on new responsibility, learning new skills, finding new partners to collaborate with, insisting on success, even when it’s hard. I think that children look up to us, depend on us, assume we will always protect them and give them all there is that they need. I think it is our job to step up – I think children just assume that we will step up – and I don’t think any one of us wants to fall short of a child’s expectation.”

How do you step up for children?





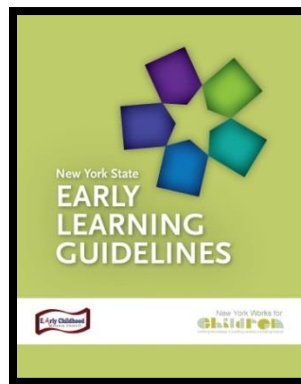
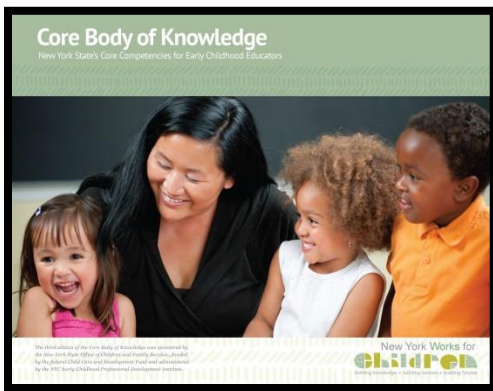
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## NYC PDI Presenters at the Conference

Jessica Howe presented on New York Works for Children. Together, the group identified the skills and qualities of an ideal early childhood workforce. They reviewed the goals and work of New York Works for Children, the state’s professional development system for early childhood educators. Some of the specific projects and initiatives covered were the NYS Core Body of Knowledge, the Early Learning Guidelines, Aspire- the state’s new workforce registry, the NYS Early Learning Trainer Credential, and the Statewide Training Calendar. To close the session, all participants were asked to provide their feedback about what initiatives or policies they would like to see implemented to improve the quality of early childhood programs in New York.



Dana M. Benzo presented two sessions at the conference. The first session focused on using the



Core Body of Knowledge (CBK.) The group consisted of college faculty, trainers, Quality Stars NY Specialists, Directors, CCRR staff, teachers, family child care providers, and students. They explored the Core Beliefs as the foundation of the document and the starting point for all professional development conversations. The group discussed the

importance of assessing individuals’ agreement with the core beliefs before moving into the Core Competencies and deeper into the skills and behaviors of each competency. After this very rich discussion, the participants watched a video clip of a classroom interaction between teachers and children and used the CBK to identify competencies observed – areas of strength as well as areas of opportunity. The second session focused on the Early Learning Guidelines (ELG.) The group consisted of the same categories as the first session with the addition of a public school principal. Participants used the ELG to analyze the development of children through video clips and guide the development of appropriate learning experiences. The group brainstormed ways to help teachers not use the tool as a checklist to assess children’s development but rather as a tool to enhance and guide teacher’s developmentally appropriate responses to children.