

A Needs Assessment to Explore the Professional Development of Early Childhood Practitioners with Online Resources

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Abstract: Early childhood educators (ECE) on the island of Kauai currently have one localized option for higher education in the field of ECE, a 2-year Associate of Science degree in Early Childhood Education from the University of Hawaii system's Kauai Community College. The State of Hawaii's Executive Office on Early Learning (EOEL) is looking to set the "high-quality" programming benchmark for ECE teachers at a Bachelor's degree with specialized training in pre-kindergarten plus 15 hours of professional development training annually. Gaining access to high quality in-person professional development on Kauai is an ongoing challenge. To assess the growing need for professional development on Kauai, a needs assessment was conducted using Google forms to explore the use of online resources for professional development by early childhood practitioners on Kauai currently working with children birth to 5 years old. All participants in this needs assessment survey were primarily solicited by email to gauge the use of online modes for participation and communication within the ECE professional community. This effort resulted in 13 responses to the needs assessment survey and indicated a willingness to use online resources for professional development.

Introduction

The field of Early Childhood Education is evolving and commanding local and national attention as the push for School Readiness continues to impose itself upon preschool-aged children. As programs scramble to meet the increasing demands and standards set by governing agencies, the responsibility of keeping current on the latest trends and developments in the ECE field has fallen upon the program leaders and practitioners of young children. Professional development (PD) has been identified by the State of Hawaii's Executive Office on Early Learning in a report to the state's 27th Legislature as a "benchmark of high-quality programming" and recognizes the immediate need to establish a subsidy program that assists individuals in their pursuit of higher education to further build the ECE workforce in Hawaii (EOEL, 2012). This creates many challenges for the ECE workforce on Kauai. Practitioners who are looking to further enhance their professional development through formal education must relocate off-island or enroll in

an online program and most specified in-person training opportunities occur on the neighboring islands or U.S. mainland.

When the EOEL began openly exploring the idea of a state-funded early learning program, a preliminary survey was conducted by the St. Theresa Early Learning Academy teacher/director in March 2013 to measure the overall interests of Kauai's ECE directors, teachers, and support staff in the area of professional development. There were 28 responses to the online survey and three significant considerations were revealed: 1) 85.2% of participants stated "personal growth" as what motivates them to participate in PD; 2) the day, cost, and distance travelled prevents their participation; and 3) 67.9% are interested/very interested in using an online collaborative classroom/meeting space for PD trainings. The data gathered showed a strong indication of the possibility of using online resources for PD opportunities for Kauai's ECE practitioners.

In recent years, the "research suggests that the majority of early childhood professionals are active participants in their own professional growth, committed seekers and consumers of professional information and opportunities" (Weigel 2012). The limited capability of the University of Hawaii system on Kauai to produce the number of qualified ECE professionals needed to meet the increasing demand in workforce capacity and ongoing skills training has left many currently working in the ECE field to search for additional resources for personal and professional growth.

In general, accessing high-quality professional development trainings in rural areas is difficult and some practitioners may be motivated to participate in online versions because of easy accessibility and because this fits within their schedule (Weigel, 2012). Kauai is considered a rural community which poses many additional problems for directors, teachers, and support staff to provide and/or attend in-person professional development training opportunities.

In a study by Whitaker using a technology-based resource for PD, teachers who received a high level of service and support spent the most "voluntarily time participating in a professional development opportunity they find useful" (2007, p. 385). Developing an understanding of the PD climate on Kauai is necessary if the needs of the early childhood professionals working with young children are to be met effectively. The purpose of the needs assessment conducted was to explore the needs of early childhood practitioners on Kauai currently working with children birth to 5 years old as a means to enhance their professional development with online resources. The complete needs assessment survey is provided in the appendix.

Methods

The general objective of this needs assessment project was to use the information gathered to improve ECE practitioner participation in professional development opportunities. The questions asked in the needs assessment survey were determined by the lack of information collected in a prior survey for professional development. It was decided that knowing the details about the day and time that ECE practitioners are available for professional development opportunities were of the utmost importance as

well as understanding the familiarity and desire of ECE practitioners to use online resources for PD.

Participants

The participants solicited to participate in this needs assessment survey were specified to be currently working in six different early childhood programs on Kauai that serve children birth to 5 years of age. The 13 participants who responded to the survey were in various program roles including directors, teacher/directors, teachers, assistant teachers, classroom aides, and other support staff. They varied in experience from 5 years to over 30 years in the field of early childhood education, serving in a number of different roles before their current position. All of the participants had some college with ten of them holding an Associate's, Bachelor's, or Master's degree in ECE or a related field.

Instrument

The survey instrument used to create the needs assessment was Google forms. This surveying tool was selected for its free service, mobile-friendly usage, instant data availability, and data collecting/organizing capabilities. The Google Forms summary of responses was used to summarize and organize the data collected in this needs assessment survey.

Data Collection

The survey was initially going to be made available for a 4 week period and after 2 weeks had passed, a paper-based version was going to be offered to the ECE programs who did not participate in the survey via the email link provided. However, no ECE programs were approached in-person or via the telephone to participate in this needs assessment. The survey link was opened on February 5th, 2014 and the email with the link and consent form was distributed via email. The first attempt only received 5 responses. The second attempt got no responses and the decision was made to extend the survey period. The final attempt made via email was made on March 12th, 2014 and an additional 8 responses were received. The survey data collection period was closed on March 16th, 2014.

Results

The needs assessment survey conducted included ten questions related to participant education, activity in professional development, and technology expertise. The information gathered from this portion of the survey was used to better understand how the participant's background and experiences affected their familiarity of online technology resources and their interest in receiving professional development using various online delivery formats. The survey also gathered detailed information about the days and times that participants preferred to participate in "In-person" and "On-line" professional development opportunities. This needs assessment survey provided

quantitative and qualitative data that highlighted the participant’s willingness to use online resources for professional development.

The quantitative data was gathered through Likert scales and multiple choice questions. Participants were asked to rate their level of familiarity with a number of different online technology resources such as Webinars, Social media, Self-paced instruction, and Synchronous learning environments. In addition, they were asked to rate their level of interest in receiving professional development in various online formats such as Web-based video conferencing, Blended, Collaborative classroom environment, and Facilitated module sessions. The participant’s actual use of online resources for professional development within the past year was also gathered.

The qualitative data gathered in the needs assessment survey used open-ended questions and opportunities for explanation after a number of questions were asked. In addition, two Subject Matter Experts (SME) who are very active in the ECE field here in Hawaii were interviewed to share their experiences and knowledge as it related to ongoing and online professional development. Both SMEs had experience teaching various ECE courses in higher education, with one having first-hand knowledge and skills in teaching online. Each SME stated that knowledge of available resources would be the most useful to ECE practitioners. Together, they noted that technical difficulties, location, time, day, and buy-in as obstacles for using online resources for professional development.

Table 1. Preferred day & start time for In-person vs. Online PD opportunities.

Day	In-person (AM) 8am or 9am	Online (AM) 8am or 9am	In-person (PM) 4pm, 5pm, 6pm	Online (PM) 4pm, 5pm, 6pm
Monday	5 (38%)	2 (16%)	7 (54%)	10 (77%)
Tuesday	6 (46%)	2 (16%)	6 (47%)	10 (77%)
Wednesday	6 (46%)	3 (23%)	6 (47%)	9 (70%)
Thursday	6 (46%)	2 (16%)	6 (46%)	9 (70%)
Friday	5 (38%)	2 (16%)	7 (47%)	10 (77%)
Saturday	12 (92%)	6 (46%)	0	6 (46%)

The needs assessment revealed that the participants were split in the times that they preferred in-person training on weekdays; however at least 70% indicated that on a weekday the late afternoon/evening hours were most desirable for online PD opportunities. One participant specified that 2:00pm would be preferred on weekdays.

How many professional development opportunities have you attend in the past year?

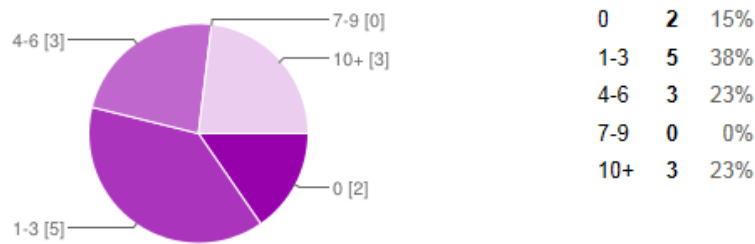


Figure 1. The number of PD attended by participants.

Collectively, 85% of the participants in this needs assessment attended at least one PD opportunity within the year and went on to indicate that they would have attended more if they were made available via an online resource. Most of the participants expressed a positive attitude about the benefits of using an online resource stating that “online courses are really convenient for my busy schedule” and “provide greater flexibility in terms of time and access.” Another participant who completed their bachelor’s degree online said it “saved time, money, and loved the avenue.” In contrast, one participant who would not attend more PD if it were made available online said the in-person PD experiences were “greatly enhanced by being in a face-to-face learning community.”

Table 3. Interest level for receiving PD using the following online formats.

Type	1=Not Interested	2=Somewhat	3=Interested	4=Very Interested
Webinar	1 (8%)	4 (31%)	7 (54%)	1 (8%)
Facilitated	1 (8%)	5 (38%)	4 (31%)	3 (23%)
Blended	2 (15%)	2 (15%)	8 (62%)	1 (8%)
Collaborative BBC	2 (15%)	3 (23%)	7 (54%)	1 (8%)
Self-paced	1 (8%)	2 (15%)	7 (54%)	3 (23%)
Online Higher Ed	2 (15%)	1 (8%)	5 (38%)	5 (38%)
Teleconference	2 (15%)	3 (23%)	6 (46%)	1 (8%)
Web-based VC	2 (15%)	4 (31%)	6 (46%)	1 (8%)

The data showed that more than half of the participants in this needs assessment survey were interested or very interested in using all of the online formats presented in the survey. A Blended design which is a combination of in-person and online learning was the most appealing format for professional development. Although Table 3 indicated that some participants were not interested in any form of online professional development, the rest of the data indicated that the majority were open to all opportunities for PD.

If professional development opportunities were made immediately available to the survey participants, the topics of family involvement, behavior, classroom management, and curriculum were among the highest interest areas.

Limitations

There were several challenges in this needs assessment that have had implications on the data collection and usefulness of this data.

First, soliciting participants primarily through email was not an anticipated problem; however getting a quick response proved difficult. After the first attempt, the decision to use only email was made to see if the online system on Kauai had the capacity to be the main mode of communication for the ECE community. In the future, this survey will be made available again to early childhood practitioners on Kauai currently working with children birth to 5 years old and participants will be contacted in-person or via the telephone, but for the purposes of this master's project and time constraints that will be completed at a later time.

Another discrepancy in this needs assessment was brought to light in the comments section of the survey. A participant noted that the questions asking them to "Please rate your level of familiarity with the following online technology resources" implied that by selecting Use it frequently/Very familiar the participant does both. This participant was very familiar with many of the resources, but chose not to use them frequently if at all.

Finally, the questions pertaining to the preferred day and start time for in-person as well as for online professional development opportunities did not have an option to not respond. It was written in a way that assumed that the person responding wanted to participate in opportunities of either kind. It was fortunate that the participant who encountered this problem noted it in the comments box as well as what time slot they left their response in so that it could be omitted from the data summary.

Discussion

As discussed earlier, professional development (PD) has been identified by the State of Hawaii's Executive Office on Early Learning as a "benchmark of high-quality programming" for early childhood education programs and practitioners (EOEL, 2012). Accessing PD from our rural community has been an ongoing challenge for most on Kauai as cost and time are the biggest challenges for ECE practitioners. This needs assessment showed that many in the ECE field had already experienced some form of online formats for professional development and mainly as a means for advancing their formal education. That finding was unexpected and encouraging, but there could be negative impacts on the rest of the ECE workforce who is not interested in using online resources as they will encounter challenges while trying to meet this new benchmark. Although the EOEL recognizes the immediate need to establish a subsidy program that assists individuals in their pursuit of higher education to further build the ECE workforce in Hawaii (EOEL, 2012) there are those who still believe that a learning community and

support system can be better done face-to-face. How can we as leaders and administrators of ECE programs on Kauai provide additional guidance and support to those who are not ready to transition to using online formats for personal and professional growth?

This needs assessment survey has brought to light what experienced and novice practitioners in ECE on Kauai believe are the greatest challenges and benefits for using online resources for PD. Many of the participants noted the practical reasons for why online formats meet their needs: ease of use, convenience, less restrictive, time, to update credentials, and its cost effectiveness, while others shared how new skills and knowledge in turn benefit the children, how trends will be just “fingertips” away, and that learning is positive.

The biggest obstacle that faces the ECE field on Kauai as it relates to online resources for professional development is the belief that the sense of community needs to be built in a face-to-face environment and that this is the most concrete way to enhance learning growth for ECE practitioners. As ECE practitioners we know that all children have different needs and learning styles. In the classroom, it is our job to create an environment that enhances learning and a classroom community that values all of our students. I believe that if this same idea is applied to creating a stronger sense of community that supports the personal and professional growth of the ECE workforce on Kauai, we will be able to overcome this obstacle.

Conclusion

Professional development has been defined as “experiences that promote education, training, and development opportunities” (Weiser & Weigel, 2012). This needs assessment was important in identifying the needs of ECE practitioners on Kauai currently working with children birth to 5 years old to enhance their professional development with online resources. It is clear that the ECE professional community on Kauai needs to find formats for professional development that appeal to those who need to make personal connections and those who just want to know how to access opportunities. As long as professional development is connected as a “benchmark of high-quality programming” there will be reason for ECE practitioners to look at alternatives for keeping current on the latest trends and developments in the field of early childhood education. The needs assessment conducted supports the idea that a “Blended” learning environment of both in-person and online for professional development best suits the needs of this rural island community. The data from this master’s project will be used in an effort to bring the ECE profession together for the betterment of our children, their families, and the community.

References

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Appendix:

Online Resources for Professional Development Survey

How many years have you worked in early childhood education?

25 5 Started in 1981 till present 19 11 12 23 plus years 20 8 years 30+ 30 years 15 years

What is your current role in the field of early childhood education on Kauai?

Classroom aide	1	8%
Assistant teacher	3	23%
Teacher	2	15%
Teacher/Director	1	8%
Director	2	15%
Substitute	0	0%
Other	4	31%

Which other roles have you worked prior your current position?

Classroom aide	5	16%
Assistant teacher	5	16%
Teacher	9	28%
Teacher/Director	4	13%
Director	2	6%
Substitute	3	9%
Other	4	13%

What is the highest level of education you have completed?

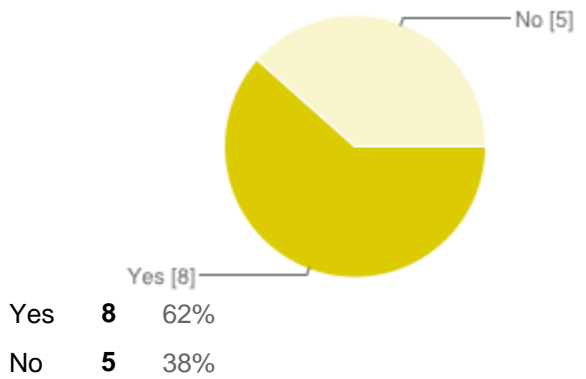
High school/GED	0	0%
Some college	3	23%
Associate's degree	2	15%
Bachelor's degree	2	15%

Some graduate school	2	15%
Master's degree	4	31%
Professional degree (ex. law, medicine)	0	0%
Doctorate	0	0%

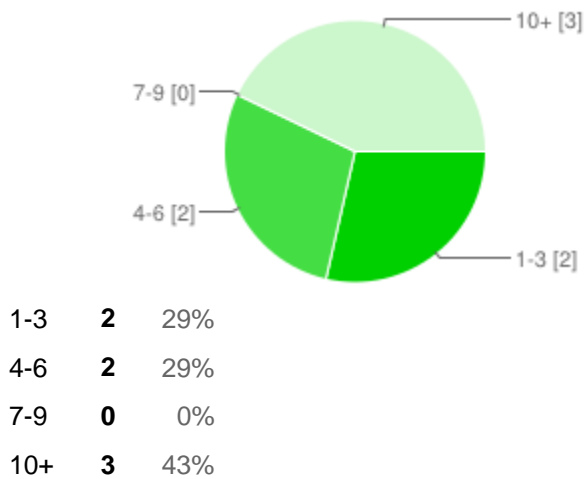
Please specify the degree(s) earned.

AS in ECE, BA in Psychology BA Child Dev & ECE; MA Education/ECE; EdD ABD in ECE M.ED ECE AS/ECE, BA/ECE None n/a Bachelor Elem Edu; Bachelor SPED; CDA Bachelor of science in education with emphasis in ECE Bachelor's, MA Ed. ECE ECE A.S. ,Nursing LPN, MA lab tech. Earning Associate's now MEd - ECE

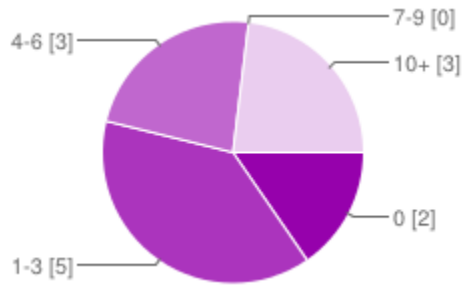
Did you enroll in any online or distance education courses in your higher education?



If yes, how many courses have you completed online?



How many professional development opportunities have you attend in the past year?

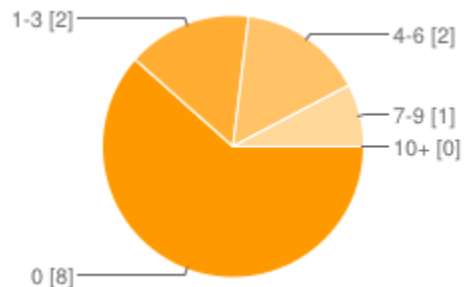


Number of Opportunities	Count	Percentage
0	2	15%
1-3	5	38%
4-6	3	23%
7-9	0	0%
10+	3	23%

Where were these professional development opportunities offered?

Kauai	11	44%
Oahu	9	36%
Maui	0	0%
Hawaii Island	3	12%
Mainland US	2	8%
Country outside of the US	0	0%

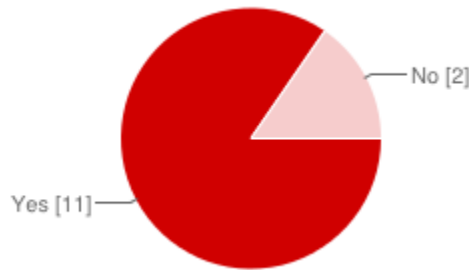
How many of these professional development opportunities did you participate in using an online resource?



Number of Opportunities	Count	Percentage
0	8	62%
1-3	2	15%

4-6	2	15%
7-9	1	8%
10+	0	0%

Would you have attended more if they were made available via online resources?

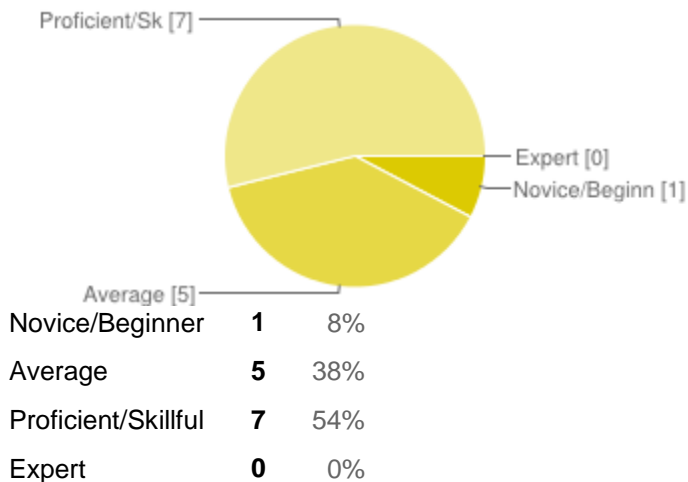


Yes	11	85%
No	2	15%

Please explain your answer to the previous question.

on line courses are really convinient for my busy schedule There are not enough online resources available for professional development. Recently opened my own preschool (August 2013). At the present time all of monies currently being used for the preschool itself. No extra cash to travel off island. Being that my entire Bachelor's Degree was completed online, I saved time, money and loved the online avenue. So much more convenient and easy to navigate through the courses. The opportunities stated above that I have taken were mostly PATCH classes, seminars, and Director's workshops. Would find it easier if Kauai Community College offered ECE related courses on line, instead of having to go through Honolulu Community College The professional development opportunities I have completed this past year were greatly enhanced by being in a face-to-face learning community. I prefer not to do online trainings. I enjoy Online access to professional development as it's convenient Depending on the topic. Depending on the cost, I would be interested in more online class choices. If classes were available on-line, I might now be interested. I did not complete my thesis (1 credit); so have not completed my Masters in Curriculum Studies from the University of Hawaii at Manoa. Had enrolled in program; but supporting professor left on Sabathical and lost contact. Online opportunities provide greater flexibility in terms of time and also would be able to access information from off-island easier. Yes, I would grab any given opportunity to better my skills in ECE if these on-line classes are available throughout the day, week-ends & evening. Most of us do work full-time so having these online courses available will allow us to apply for the classes so we may better our knowledge & skills in ECE.

How would you describe your level of expertise in using technology?



Webinars (web-based seminar) [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	0	0%
2 = Heard of it	5	38%
3 = Use it occasionally	5	38%
4 = Use it frequently/Very familiar	3	23%

Social media (ex. Facebook, Twitter) [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	0	0%
2 = Heard of it	4	31%
3 = Use it occasionally	4	31%
4 = Use it frequently/Very familiar	5	38%

Education blogs [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	0	0%
2 = Heard of it	3	23%
3 = Use it occasionally	9	69%
4 = Use it frequently/Very familiar	1	8%

Synchronous learning environment [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	6	46%
2 = Heard of it	5	38%
3 = Use it occasionally	1	8%
4 = Use it frequently/Very familiar	1	8%

Self-paced instructional coursework [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	0	0%
2 = Heard of it	4	31%
3 = Use it occasionally	6	46%
4 = Use it frequently/Very familiar	3	23%

Professional learning networks [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	1	8%
2 = Heard of it	4	31%
3 = Use it occasionally	4	31%
4 = Use it frequently/Very familiar	4	31%

Higher education course [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	0	0%
2 = Heard of it	4	31%
3 = Use it occasionally	5	38%
4 = Use it frequently/Very familiar	4	31%

Teleconference (ex. Skype) [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	0	0%
2 = Heard of it	1	8%
3 = Use it occasionally	8	62%
4 = Use it frequently/Very familiar	4	31%

Web-based video conferencing (ex. Google Hangout) [Please rate your level of familiarity with the following online technology resources.]

1 = Not familiar	1	8%
2 = Heard of it	6	46%
3 = Use it occasionally	3	23%
4 = Use it frequently/Very familiar	3	23%

Online self-paced module sessions [How interested are you in receiving professional development using the following online delivery formats?]

1 = Not interested	1	8%
2 = Somewhat	2	15%
3 = Interested	7	54%
4 = Very interested	3	23%

Online facilitated module sessions [How interested are you in receiving professional development using the following online delivery formats?]

1 = Not interested	1	8%
2 = Somewhat	5	38%
3 = Interested	4	31%
4 = Very interested	3	23%

Online collaborative classroom environment (ex. Blackboard Collaborate): two-way communication & interactive [How interested are you in receiving professional development using the following online delivery formats?]

1 = Not interested	2	15%
2 = Somewhat	3	23%
3 = Interested	7	54%
4 = Very interested	1	8%

Online teleconference (ex. Skype): informal discussion [How interested are you in receiving professional development using the following online delivery formats?]

1 = Not interested	2	15%
2 = Somewhat	3	23%
3 = Interested	6	46%
4 = Very interested	2	15%

Online webinar (ex. web-based seminars): one-way communication [How interested are you in receiving professional development using the following online delivery formats?]

1 = Not interested	1	8%
2 = Somewhat	4	31%
3 = Interested	7	54%
4 = Very interested	1	8%

Higher education course [How interested are you in receiving professional development using the following online delivery formats?]

1 = Not interested	2	15%
2 = Somewhat	1	8%
3 = Interested	5	38%
4 = Very interested	5	38%

Web-based video conferencing (ex. Google Hangout): two-way communication & interactive [How interested are you in receiving

professional development using the following online delivery formats?]

1 = Not interested	2	15%
2 = Somewhat	4	31%
3 = Interested	6	46%
4 = Very interested	1	8%

Blended: a combination of in-person & online [How interested are you in receiving professional development using the following online delivery formats?]

1 = Not interested	2	15%
2 = Somewhat	2	15%
3 = Interested	8	62%
4 = Very interested	1	8%

What is your preferred length for professional development training?

Up to 60 minutes	3	13%
Up to 90 minutes	4	17%
Up to 2 hours	4	17%
Up to 3 hours	3	13%
1/2 day	6	25%
Full day	2	8%
No preference	2	8%
Other	0	0%

Monday [What is your preferred day and start time for IN-PERSON professional development opportunities?]

8:00am	3	23%
9:00am	2	15%
10:00am	0	0%

11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	1	8%
3:00pm	0	0%
4:00om	1	8%
5:00pm	1	8%
6:00pm	5	38%

Tuesday [What is your preferred day and start time for IN-PERSON professional development opportunities?]

8:00am	4	31%
9:00am	2	15%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	1	8%
3:00pm	0	0%
4:00om	1	8%
5:00pm	1	8%
6:00pm	4	31%

Wednesday [What is your preferred day and start time for IN-PERSON professional development opportunities?]

8:00am	4	31%
9:00am	2	15%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	1	8%
3:00pm	0	0%

4:00om	1	8%
5:00pm	1	8%
6:00pm	4	31%

Thursday [What is your preferred day and start time for IN-PERSON professional development opportunities?]

8:00am	4	31%
9:00am	2	15%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	1	8%
3:00pm	0	0%
4:00om	2	15%
5:00pm	1	8%
6:00pm	3	23%

Friday [What is your preferred day and start time for IN-PERSON professional development opportunities?]

8:00am	3	23%
9:00am	2	15%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	1	8%
3:00pm	0	0%
4:00om	1	8%
5:00pm	0	0%
6:00pm	6	46%

Saturday [What is your preferred day and start time for IN-PERSON professional development opportunities?]

8:00am	5	38%
9:00am	7	54%
10:00am	1	8%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	0	0%
3:00pm	0	0%
4:00om	0	0%
5:00pm	0	0%
6:00pm	0	0%

Monday [What is your preferred day and start time for ONLINE professional development opportunities?]

8:00am	1	8%
9:00am	1	8%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	0	0%
3:00pm	0	0%
4:00pm	1	8%
5:00pm	1	8%
6:00pm	9	69%

Tuesday [What is your preferred day and start time for ONLINE professional development opportunities?]

8:00am	1	8%
9:00am	1	8%

10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	0	0%
3:00pm	0	0%
4:00pm	1	8%
5:00pm	1	8%
6:00pm	9	69%

Wednesday [What is your preferred day and start time for ONLINE professional development opportunities?]

8:00am	1	8%
9:00am	2	15%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	0	0%
3:00pm	0	0%
4:00pm	1	8%
5:00pm	1	8%
6:00pm	8	62%

Thursday [What is your preferred day and start time for ONLINE professional development opportunities?]

8:00am	1	8%
9:00am	1	8%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	1	8%

3:00pm	0	0%
4:00pm	1	8%
5:00pm	1	8%
6:00pm	8	62%

Friday [What is your preferred day and start time for ONLINE professional development opportunities?]

8:00am	1	8%
9:00am	1	8%
10:00am	0	0%
11:00am	0	0%
Noon	0	0%
1:00pm	0	0%
2:00pm	0	0%
3:00pm	0	0%
4:00pm	1	8%
5:00pm	1	8%
6:00pm	9	69%

Saturday [What is your preferred day and start time for ONLINE professional development opportunities?]

8:00am	2	15%
9:00am	4	31%
10:00am	0	0%
11:00am	0	0%
Noon	1	8%
1:00pm	0	0%
2:00pm	0	0%
3:00pm	0	0%
4:00pm	1	8%
5:00pm	0	0%
6:00pm	5	38%

If online resources for professional development were immediately available, what training topics would interest you?

Curriculum	6	11%
Student engagement	5	9%
Developmentally appropriate practices	4	7%
Technology integration	4	7%
Classroom environment	2	4%
Leadership	4	7%
Child development	2	4%
Observation /Assessment	3	6%
Behavior	6	11%
Family involvement	8	15%
Classroom management	6	11%
Other	4	7%

What is your preferred way for finding out about upcoming professional development opportunities?

Email	13	62%
Facebook	1	5%
Website	3	14%
Text message	2	10%
Other	2	10%

Do you feel that there are any challenges for ECE practitioners on Kauai as it relates to using online resources for professional development?

It challenges us to become better educators so we can provide opportunities for our keiki's in a well ECE environment. letting teachers that are working know what is available We need a place we can go to for technical retraining, depending on program set-up, that is user friendly. It is uncommon. Perhaps varying degrees of being familiar with and having the skills to use technology. Perhaps access is an issue for some. Yes, we'll need to use time at night since we work during the daytime. Yes. There is not enough resources. From what I have been told Kauai Comm. College does not offer ECE classes online Yes limited computer access and computer skills Some people do not have access to computers at home. May at times be computer illiterate or like me before taking any online courses, are deathly afraid of the unknown or uninformed as to how to proceed or even connect to some programs or sites. I was told by others in the field that they liked to be face-to-face when doing trainings or classes. They liked the personal touch.

Do you feel that there are any benefits for ECE practitioners on Kauai as it relates to using online resources for professional development?

It is less stress to go directly through KCC rather than an inter-island Comm. College because the courses are not named the same....the conversion process is stressful Yes, learning is always a positive. Yes it's especially helpful for new teaching personnel. However teaching is interactive and those skills also need to be developed through building relationships and practical skills Many ECE professionals in the field have limited time and finances. If training were more flexible to suit all potential users, (more flexible schedule of classes offered and financial scholarship for tuition), more would participate. Many teaching in field need to update their credentials to meet new field requirements to hold onto their teaching and director positions. Many are older, experienced teachers/directors who need encouraging support to help them feel they can do it and not fail. Yes, I believe it will benefit for everyone in this field, especially for the children. I feel that it will be beneficial to each individual when using any given resource. It allows us to learn different skills & knowledge in the field. With this we benefit from the experiences and help us to apply the new skills that we acquire. I would prefer to see people come together for professional development. I have developed and taught many on-line courses to both undergraduate and graduate students using a variety of platforms and models, including 'hybrid'. It has been my experience that students-as-learners seem to do much better in a face-to-face environment, while still being able to access and use online resources to supplement and support learning. I think a huge benefit to bring people together, especially in the field of ECE, anywhere, is to help build a sense of community and reduce the 'isolation' many practitioners often express. yes we need more oportunities As stated previously, it is much more convenient. It is also more practical as more times than not, coincides with peoples' schedules. It is cost effective as it cost a great deal to travel off island for training. In addition, the trainings to keep current and to be abreast of the new techniques, research and trends will be "fingertips" away.

Please provide any additional comments or questions here.

I am elated that an opportunity to do training online may someday become a reality. It is imperative that we here on the other islands have more than one resource to participate in and have opportunities to be a part of professional development every chance that we can have. I prefer to not do trainings during the week-ends as I have many volunteer commitments during this time. The question 'Please rate your level of familiarity with the following online technology resources. *, 'Use it frequently/Very familiar' might be interpreted that because I am familiar with it that I use it frequently. I am very familiar with it, but I don't use it frequently. I wonder how this might have been re-worded so that you could capture two different pieces of information? Just a thought. The question " What is your preferred day and start time for ONLINE professional development opportunities? *" does not have an option for not responding to the question-the way it is written seems to assume that the person answering is interested in on-line professional development, and once clicked, there did not seem to be a way to 'undo' the times checked, which would seem to 'skew' your results. As in my case, I noted that 'I would not be interested in on-line professional development', yet by inadvertently checking the 6:0 p.m. boxes and not being unable to 'undo' them, you have a 'false' piece of data (seems like a flaw in the survey design). Wish there were scholarship opportunities such as T.E.A.C.H, which offers incentives and compensates loss wages. None Cost is always a concern. ECE Professionals whom I have had to pleasure of working with are dedicated teachers/directors who provide quality care for their students. I observe them getting down to child's level and interacting positively with each, encouraging child to use language and increase their vocabulary. These teachers need more support in updating their education than they are now receiving. Many feel their experience in the field should count for something.

Number of daily responses

