



Innovative Practices: Creating Professional Development Plans

June 27, 2017

Presenters:

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NATIONAL CENTER ON
Early Childhood
Development, Teaching and Learning

Session Agenda

Here's what we're doing today:

1. What are professional development (PD) plans?
2. How are PD plans integrated into PD systems?
3. Who creates and uses a PD plan?
4. What should be included in a PD plan?
5. What are some examples of PD plan templates?

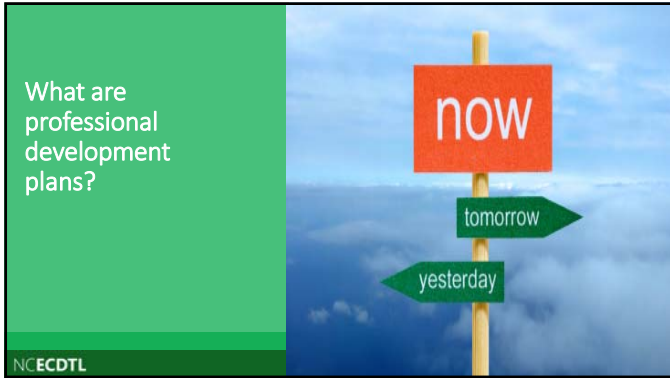
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Session Objectives

At the end of this presentation, you should be able to:

- Describe the components of a robust professional development plan
- Describe how professional development plans should be created and updated
- Identify ways that professional development plans can be utilized

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Professional Development Glossary

Individual Professional Development Plans (IPDPs) are documents that:

- Connects to various professional development experiences to each other
- Aligns to the common core of knowledge and professional standards
- Creates a holistic approach to building an early childhood professional's capacities
- Ensures currency regarding knowledge and practices in the field.
- Promotes professional advancement

NAEYC and NACCRRA, *Early Childhood Education Professional Development: Training and Technical Assistance Glossary*
 Adapted from: http://www.naeyc.org/GlossaryTraining_TA.pdf

Professional Development Glossary


Individual Professional Development Plans (IPDPs) are documents can


- Assist in attainment of career opportunities for those with a goal of pursuing different roles or positions in the field.
- Individual professional development plans require and support individuals taking responsibility for mapping their own professional development and career pathway.

NAEYC and NACCRRA, *Early Childhood Education Professional Development: Training and Technical Assistance Glossary*
 Adapted from: http://www.naeyc.org/GlossaryTraining_TA.pdf

How are professional development plans integrated into PD systems?


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 Purpose of PD Plans



- How are PD plans being used?
- What are some of the program or system requirements?


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 Head Start/Early Head Start

Required in the Head Start Act of 2007, Section 648A(8)(f)


- (f) Professional Development Plans - **Each Head Start agency and program shall create, in consultation with an employee, a professional development plan** for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.


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 **Child Care Development Fund (CCDF)**

- The law requires States to develop a **system of professional development** with **progression** designed to improve the knowledge and skills of the child care workforce, as well as help providers to promote the social, emotional, physical, and cognitive development of children.
- An example of how a State might address this is to establish a “**career pathway**” that allows an individual to move from introductory to advanced level training, including obtaining a credential or post-secondary degree.
- Professional development should be designed in a manner that **builds and accumulates** to result in certification or advanced degrees recognized by the State as demonstrating mastery in their profession.

<https://www.acf.hhs.gov/occ/resource/ccdf-reauthorization-faq-archived#PROFESSIONAL%20DEVELOPMENT>




 **Quality and Improvement Rating Systems (QRIS)**

- Quality Rating and Improvement Systems may require professional development plans. These plans may include goals and professional development requirements set by the entity administering the QRIS.


Ohio's Step Up To Quality (QRIS) requires professional development plans and provides this guidance:


- Professional development plan: A written statement of the goals, action steps and outcomes for advancing a staff member's learning.
- Goal: A desired outcome.
- Action Step: A measurable task that leads to an associated goal.

<http://www.odifs.state.oh.us/forms/file.asp?id=4369&type=application/pdf>




Who creates and uses a PD plan?






Creating PD Plans



- Co-created with a supervisor
- Co-created with a coach or other specialist
- Created by the professional to meet requirements or for self-assessment and planning

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Creating PD Plans: Co-creation



- Use protected meeting time
- Gather assessment/observation results
- Combine survey or other evaluation results
- Include staff self-assessments & goals


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What should be included in a PD plan?



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Required PD Plan Components



- Requirements of funding entities (Head Start, CCDF)
- Requirements at state, local, regional levels
- Use for professional licensure, credentials and renewal
- Connecting to state systems


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Possible Components

- Goals
- Action steps
- Resources needed
- Timelines
- Measures of success
- Dates documented and planned
- Assessment results for current interests, knowledge and skills
- Develop strategies and identify resources to address areas for growth
- Opportunities for self-reflection
- Plan documents goals that have been attained and/or continual progress

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Living PD Plans




Bulletin Board Test

- Bulletin board test
- Supporting personal and program goals
- Visited and updated often
- Promotes progress along a career pathway

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Is a PD Plan Ever Completed?

- Lifelong learning
- Changing nature of child development research
- Increased understanding of brain development over the years
- Experiences as a professional shape future learning
- We are all a work in progress!



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What are some examples of PD plans?



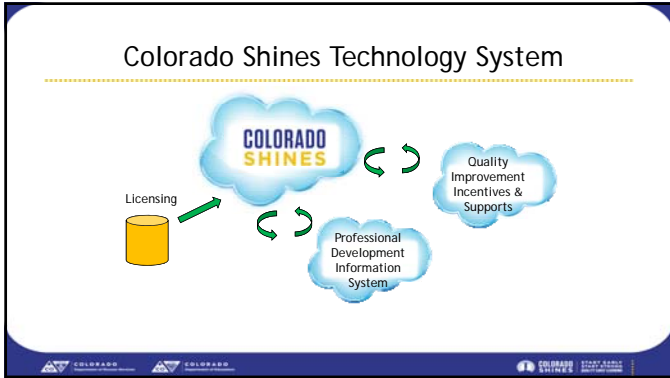
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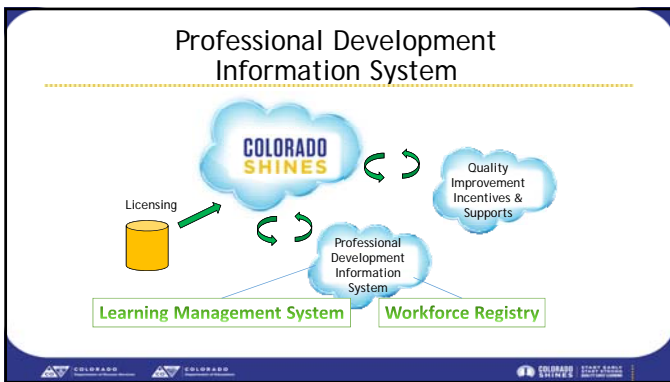


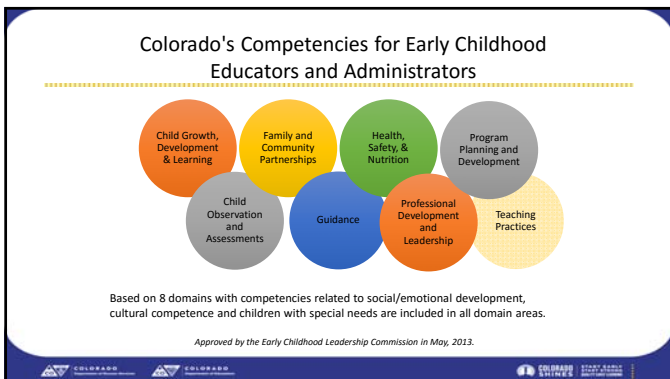
COLORADO SHINES
START EARLY
START STRONG
QUALITY EARLY LEARNING

HELPING COLORADO'S CHILDREN
START EARLY AND START STRONG

FAIRFAX COUNTY PUBLIC SCHOOLS







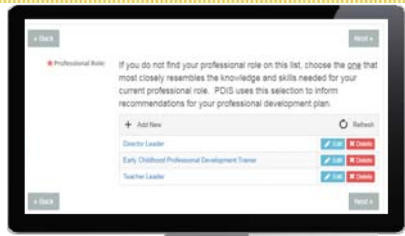
PDIS: A Competency-Based Professional Development System

Colorado's Competencies for Early Childhood Educators and Administrators

<p>Key Uses for the Competencies</p> <p>Self assessments to create PD Plan</p> <p>Program Administrators - communicate what knowledge required of staff</p> <p>Training Providers - organize, identify, and advertise training to better support skill development</p> <p>State and Local Agencies - develop policy, initiatives, and funding</p>	<p>Current Focus - Training Approval</p> <hr style="border: 0.5px solid #ccc;"/> <p>Adult Learning Course</p> <hr style="border: 0.5px solid #ccc;"/> <p>Training Design Course</p> <hr style="border: 0.5px solid #ccc;"/> <p>Resources & Supports for Trainers</p> <hr style="border: 0.5px solid #ccc;"/> <p>Competency-Based Training Approval Process</p> <hr style="border: 0.5px solid #ccc;"/>
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PDIS: A Competency Based System

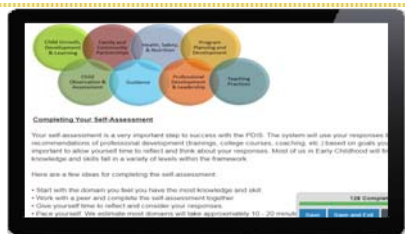
Professional Role



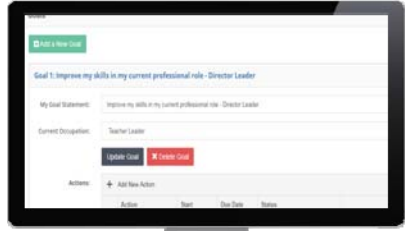
Professional Role Options



Competencies Self-Assessment



Goal Setting



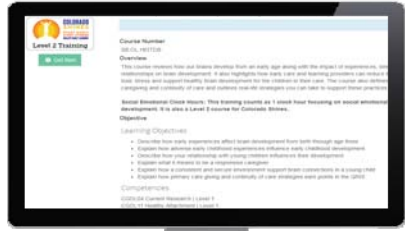
Goal Options

- 1 Improve My Skills in My Current Professional Role
- 2 Prepare for a New Professional Role
- 3 Pursue a Traditional Academic Degree
- 4 Pursue an Academic Certificate
- 5 Pursue an Alternative Pathway Toward a Professional License and/or Degree
- 6 Achieve, Renew, or Advance a Professional Credential

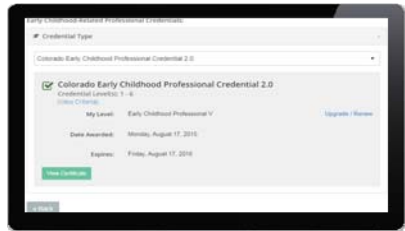
Recommendations



Aligned Courses



Early Childhood Professional Credential



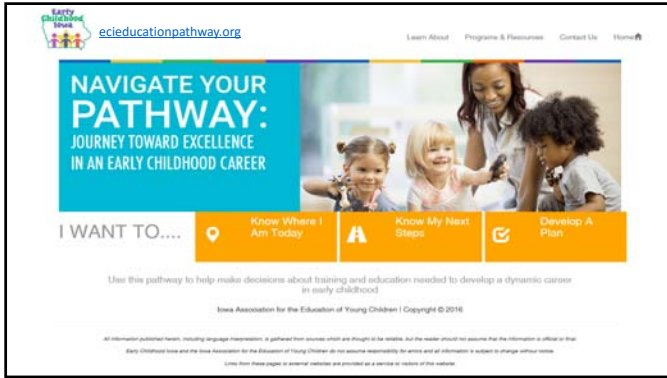


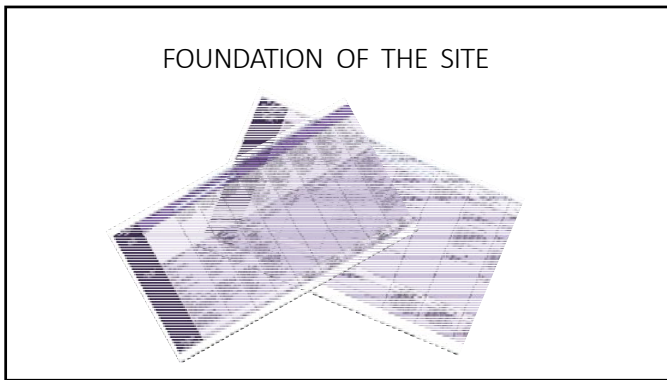
COLORADO SHINES
START EARLY
STAY STRONG
QUALITY EARLY EXPERIENCE

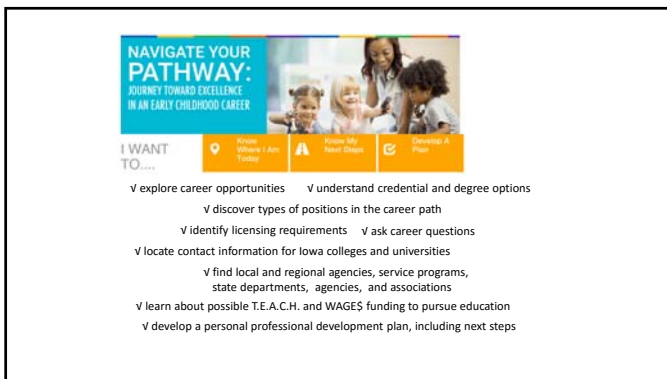
Thank you!

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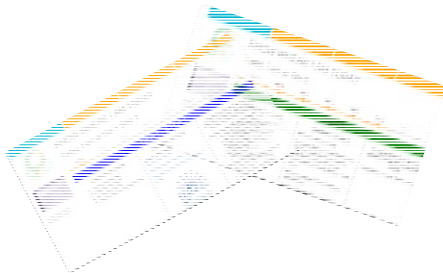






DEVELOP A PLAN

TIER LEVELS



FOR MORE INFORMATION

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value your feedback.

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