

## **Professional Development Policy**

The purpose of this plan is to support the overall success of the program through providing and planning for the professional development (PD) of staff, to improve staff credentials and competencies. This plan is updated annually or as needed and is shared with staff at the beginning of each school year.

An orientation checklist is located in the Orientation Binder and is completed by each staff member; it includes information about program operations and policies, emergency procedures, abuse/neglect procedures, ethical conduct, classroom curriculum and routines, etc.

The overall plan for PD is based upon needs identified through individual staff evaluations and reflections, and our annual program evaluation which includes a variety of sources (family and staff surveys, community input, and other regulatory requirements). Ongoing discussion of ethical issues occurs as appropriate. Each year administrators and staff will meet to identify areas needing attention and the resources available to support staff. An individual professional development plan is created for each staff member with specific goals defined, taking into consideration the program's mission, principles of Early Childhood Education, and NAEYC Standards. This plan is used to document professional development training and to record supports requested. A copy of the certificate of completion of a workshop or course should be given to the program administrator for personnel files.

Professional development may be accomplished by attending conferences, in-service training, state approved/required training workshops, or college credit-bearing coursework, coaching, mentoring, and pursuing Child Development Associate credential and/or state professional credentials (teachers/administrators). Staff members could be notified by school administrators about beneficial professional development offerings or they may request permission to attend seminars that they believe will be valuable to their own self-improvement. These workshops may be offsite or onsite. Local resources can be found through EastConn, Connecticut's Early Childhood Professional Registry, Office of Early Childhood, and Connecticut Association for the Education of Young Children. At least twice a year the administration will arrange presentations onsite during the scheduled professional development days. Each year the administration will encourage staff members to attend at least one offsite workshop in Early Childhood Education or a related field.

When a time presents itself that the teacher does not have an assigned task to be performed by paraprofessionals, the paraprofessionals may read professional writings to enhance their knowledge of Early Childhood Education. These times may include but are not limited to when a one-on-one student is not in school or during the daily rest time when other needs have been met. Much insight can be gained by reading articles and books available among a vast collection of professional journals, publications, and websites that feature Early Childhood information and research.

Administrators responsible for business operations and viability of the program (operational administrator) are supported to acquire and improve knowledge and competency in these areas: personnel management, fiscal and legal management, program operations, facilities management, marketing and public relations, and use of technology. In addition to all program educators, the administrator responsible for providing pedagogical and instructional leadership (pedagogical administrator) are also supported to acquire and improve knowledge and competency in these areas: communication and collaboration, relevant to circumstances, child learning and development, educational program, curriculum, and instructional methods, child observation and assessment, cultural competency, inclusive practices, health, safety, and nutrition, individual and group child guidance, classroom management, and learning environments, adult learning, and leadership development. In addition, administrators are provided access to training, technical assistance, and/or other forms of support specific to role.

Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
Educational Level: \_\_\_\_\_  
First Aid/CPR certification date: \_\_\_\_\_  
Mandated Reporter training date: \_\_\_\_\_  
Orientation/Policy review: \_\_\_\_\_  
Other: \_\_\_\_\_

### CRITERIA TO CONSIDER

#### NAEYC Standard 6

6D.6 cultural competence

6D.7 plan and carry out curriculum; conduct and appropriately use assessment

6D.8 communication and collaboration

6D.9 developmental stages of specific ages taught

6D.10 relevant to circumstances (military, migrant, dual language, homeless, special education, trauma, etc.)

6D.18 staff who supervise other staff members are competent in supervision, mentoring or leadership development

#### School Readiness

Diversity – *once during employment*

Pre-Literacy – *once during employment*

Basic ECE or CD – *annual, minimum 2 hrs<sup>1</sup>*

Special education – *annual, minimum 2 hrs*

What is your personal goal?

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Required annual trainings in special education and in Basic ECE or CD:

- 1.
- 2.

Other trainings that help me attain my goal:

- 1.
- 2.

What support will you need? (videos, funding for workshops, observations, release time, etc.)

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Signature: \_\_\_\_\_  
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