2010

Individual Professional Development Plan for Early Education and Care and Out of School Time Educators and Providers

- *Guidance and Forms*

EEC's Mission
The Massachusetts Department of Early Education and Care (EEC) provides the foundation that supports all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers.

EEC's Strategic Direction
- Create and implement a system to improve and support quality statewide.
- Increase and promote family support, access and affordability.
- Create a workforce system that maintains worker diversity and provides resources, supports, expectations, and core competencies that lead to the outcomes we want for children.
- Create and implement an external and internal communications strategy that advocates for and conveys the value of early education and care to all stakeholders and the general public.
- Build the internal infrastructure to support achieving the vision.

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NEW _Educator and Provider Regional Partnerships_

EEC envisions a workforce development system that is accessible to all educators across the state with core functions that are available statewide and interconnected professional development offerings at the statewide, regional, and local levels. The system has multiple access points that contribute or support unique functions, key partners, linkages and pathways to the system of reasouces, opportunties or courses. Through the EPS grant, EEC is supporting pathways that guide educators to degree attainment and increased competency and that guide providers (programs) in attaining and maintaining accreditation and upward movement on QRIS. The EPS grant focuses on **3 core areas of professional development:**

❖ **Educator and Provider Planning**
Goal: _To implement professional development pathways for educators and providers in the mixed delivery system regardless of setting, age group, and position level. The development of pathways includes an assessment of each educator's knowledge, skills, and abilities (competencies) and a plan that reflects individual experience, and self-identified goals. Pathways include individual professional development plans (IPDPs) that include addressing basic academic needs, competency in early education and care and out of school time domains and achieving a credential or certificate or a college degree. Pathways for providers (programs) include supports to increase program quality through attaining and maintaining accreditation and upward movement in the QRIS system._

❖ **Coaching and Mentoring**
Goal: _To empower educators and providers in making informed educational choices that advance their professional growth by delivering services that include individual career and academic counseling and by providing coaching and mentoring that support the goals of individual educators and providers through varied strategies which support success._

❖ **Competency Development**
Goal: _To ensure educators are gaining the skills and knowledge necessary to increase individual competency, enhance program quality, and improve outcomes for children. Competency is achieved through professional development that addresses theory to practice, utilizes reflection, adapts to individual educator and provider needs. It aligns_ EEC Core Competencies _with_ ESE Curriculum Frameworks, _and supports the use of environmental rating scales and formative evidenced-based assessments. Increased competency leads to the attainment of a degree, certificate, or credential for educators and, for providers, accreditation and upward movement on QRIS._

EEC PROFESSIONAL DEVELOPMENT SYSTEM HELPS EDUCATORS AND PROVIDERS MEET:

1. MASSACHUSETTS CORE COMPETENCIES

"An important first step or any workforce development system is defining core competencies, or the knowledge and skills that are necessary to be effective in working with children and youth. . ."[1] There are 8 areas of competency for early education and out-of-school time educators.

- Understanding the Growth and Development of Children and Youth
- Guiding and Interacting with Children and Youth
- Partnering with Families and Communities
- Health, Safety, and Nutrition
- Learning Environments and Implementing Curriculum
- Observation, Assessment, and Documentation
- Program Planning and development
- Professionalism and Leadership

For complete information go to: http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf

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[1] EEC Department of Early Education and Care Core Competencies (pg.3)

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2. QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)

"QRIS is a method to assess, improve, and communicate the level of quality for early education and after-school settings."[2] There are 5 components to QRIS:

- Curriculm and learning
- Workforce qualifications and professional development
- Enviroment
- Leadership, management and accountabilty
- Family involvement

For more information go to:
http://www.mass.gov/?pageID=eoesubtopic&L=3&L0=Home&L1=Early+Education+and+Care&L2=Quality+Standards&sid=Eeoe

3. IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS

EEC licensing regulations require all educators to complete a certain number of hours in professional development activities annually depending upon the type of program they work in.

- educators in family child care working more than 25 hours per year and more than 10 hours per week must complete 10 hours of professional development per year.
- educators working in large group and school age child working 20 or more hours per week must complete 20 hours of professional development activities per year.
- a third of the required professional development must address children who are diverse learners.

These amounts are prorated for educators working fewer hours. Please refer to the regulations for the appropriate required hours: http://www.mass.gov/Eeoe/docs/EEC/regs_policies/20100122_606_cmr.pdf

Educators can search for professional development to meet their needs on EEC's on-line Professional Development Calendar at: http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx

4. REQUIRED QUALIFICATIONS

The Department of Early Education and Care regulation 606 CMR 7.09 requires all licensed early education and care licensees to:

- ensure that the program is staffed by appropriate numbers of persons with experience and/or education in providing education and care to children from birth to age fourteen.
- employ educators and volunteers who, by prior education, training, experience and interest in fostering development and early childhood education, are qualified to meet the needs of the children enrolled and who meet the qualifications for their respective positions
- encourage educators to continue their education in their appropriate quality of care provided to the children
- all educators must register annually on EEC's Professional Qualifications Registry. To register or update your profile visit: https://www.eec.state.ma.us/PQRegistry/

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[2] Stair Steps to Quality, United Way Success by Six (pg. 4)

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INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Why a professional development plan:

Continual development of skills and knowledge is essential to professional growth in any field. Professional development is a shared responsibility between the educators and the providers that employ them; increasing the competency of educators increases the level of quality of the programs in which they work. Professional development must be targeted and intentional to help individuals work towards and achieve a goal. Professional development plans are important for individual educators as well as providers/programs. An Individualized Professional Development Plan(IPDP) will help outline the appropriate pathway and the steps necessary to achieve that goal.

Goals of professional development:

1. Increase the knowledge, skills, and abilities of educators
2. Improve the quality of early education and care and out of school time programs
3. Improve outcomes for children

Steps to creating an Individual Professional Development Plan:

1. ***Register with EEC's Professional Qualifications Registry (PQ Registry)****.* EEC's licensing regulations require early education and care and out of school time providers to update their registry profile on an annual basis. EEC's PQ Registry makes it possible for individual educators to keep record of the work experience, EEC certification, education, and professional development. **Educators must be registered to take advantage of the professional development resources EEC makes available**.   The PQ Registry is at https://www.eec.state.ma.us/PQRegistry/

2. ***Meet with an EPS partner/coach/mentor/director.*** EEC's Educator and Provider Support (EPS) grants provide professional development experts such as coaches and mentors in each region of the state. If you would like assistance creating your IPDP, you should contact the grantee in your region. Additional information about each of these entities and the services they offer is available on EEC's website.

3. ***Create your plan.*** Use the following form to create a plan that is specific to your needs and will help you meet your professional and educational goals.

4. ***Update your PQ Registry Profile.*** Update your profile on the PQ Registry at least annually to record your professional growth.

HOW TO USE THIS FORM

Educators may complete this form on their own or with a professional development specialist, coach, or mentor such as an Educator and Provider Support partner, program administrator, education coordinator, or family child care systems staff. It is recommended that Individual Professional Development Plan be updated annually along with the educator's registry profile.

To create an Individualized Professional Development Plan:

- On your own or with a professional development specialist complete the Intake/Registration Form and Educator Professional Development Plan sections of the form.
- Be sure to include your PQ Registry ID so your information can be automatically linked to your PQ Registry Profile.
- Access EEC's online Professional Development Calendar to see what professional development opportunities are available that meet your needs and interests: http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx
- Update your Individual Professional Development Plans annually with the educator's profile on EEC's Professional Qualifications Registry.

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INTAKE/REGISTRATION FORM

Educator Information

First Name	Last Name	**PQ Registry ID# (required)**
Street Address	City/Town	State/Zip
Phone	Email	

Employment Information

Provider/Program Name	City/Town
Phone	Fax

Select Program Type:

- ☐ Family Child Care
- ☐ School Age (OST)
- ☐ Public School Preschool
- ☐ Group Child Care
- ☐ Head Start
- ☐ Family Child Care System
- ☐ Residential and Placement
- ☐ Early Intervention
- ☐ Other, specify: _____

Employment History

Number of Years in the field:
- ☐ Less than 1 year
- ☐ 1 – 5 Years
- ☐ 6 – 10 years
- ☐ More than 10 years

Positions held (check all that apply):
- ☐ Assistant Director
- ☐ Assistant Group Leader
- ☐ Assistant Teacher
- ☐ Director
- ☐ FCC Assistant
- ☐ FCC Provider
- ☐ Group Leader
- ☐ Lead Teacher
- ☐ Teacher
- ☐ Site Coordinator
- ☐ Other: specify: _____

Education/Professional Development History

Identify previous education (check all that apply):
- ☐ High school diploma or GED
- ☐ Some college
- ☐ Associate's degree in ECE or related field
- ☐ Associate's degree in unrelated field
- ☐ Bachelor's degree in ECE or related field
- ☐ Bachelor's degree in unrelated field

For professional development I typically,
- ☐ Maintain EEC hours
- ☐ Attend workshops (up to 2 hours)
- ☐ Attend CEU courses
- ☐ Attend college courses
- ☐ Participate in online training
- ☐ Participate in distance learning

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Professional Development Goals: Indicate the professional development goal **you are working towards this year.**

- ☐ **Earn degree in ECE or related field**
    - ☐ Associate's degree
    - ☐ Bachelor's degree
    - ☐ Master's degree

- ☐ **Earn credential or certificate in ECE or related field**
    - ☐ CDA credential
    - ☐ Preschool and/or Infant/toddler college certificate
    - ☐ School age/ OST college certificate
    - ☐ Administration college certificate
    - ☐ Special education college certificate
    - ☐ Other certificate, specify: _____
    - ☐ EEC Teacher Certification ☐ Preschool ☐ Infant/Toddler
    - ☐ EEC Lead Teacher Certification
    - ☐ EEC Director Certification

- ☐ **Specific Core Competency Area**
    - ☐ Area 1: Understanding the Growth and Development of Children and Youth
    - ☐ Area 2: Guiding and Interacting with Children and Youth
    - ☐ Area 3: Partnering with Families and Communities
    - ☐ Area 4: Health, Safety, and Nutrition
    - ☐ Area 5: Learning Environments and Curriculum
    - ☐ Area 6: Observation, Assessment, and Documentation
    - ☐ Area 7: Program, Planning and Development
    - ☐ Area 8: Professionalism and Leadership
    - ☐ Focus Area
        - ☐ Infant and toddler development
        - ☐ School age development
        - ☐ English language learner
        - ☐ Preschool development
        - ☐ Leadership
        - ☐ Special education

Professional Development Activities: The opportunities listed below are part of my professional development plan for the year. **Note: You may make additional copies of this page to continue to add activities.**

Time Frame/Semester: ❑FALL   ❑SPRING   ❑SUMMER
Use this section to list the professional development opportunities in which you plan to participate. Available courses can be found on EEC's Professional Development Calendar (http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx) and can be accessed through your Registry account.

Course Title	Location, Dates, and Contact Information	Professional Development Goal		Funding Source	Cost to Educator	Goal Met
		Degree[3]	Competency[4]			
❑College Course ❑CEU Course	Start Date: _____ End Date: _____	☐ Associate's ☐ Bachelor's ☐ Master's ☐ CDA ☐ Certificate	☐ Area 1 ☐ Area 5 ☐ Area 2 ☐ Area 6 ☐ Area 3 ☐ Area 7 ☐ Area 4 ☐ Area 8			☐ Yes ☐ No
❑College Course ❑CEU Course	Start Date: _____ End Date: _____	☐ Associate's ☐ Bachelor's ☐ Master's ☐ CDA ☐ Certificate	☐ Area 1 ☐ Area 5 ☐ Area 2 ☐ Area 6 ☐ Area 3 ☐ Area 7 ☐ Area 4 ☐ Area 8			☐ Yes ☐ No
❑College Course ❑CEU Course	Start Date: _____ End Date: _____	☐ Associate's ☐ Bachelor's ☐ Master's ☐ CDA ☐ Certificate	☐ Area 1 ☐ Area 5 ☐ Area 2 ☐ Area 6 ☐ Area 3 ☐ Area 7 ☐ Area 4 ☐ Area 8			☐ Yes ☐ No

[3] For educators working towards a degree in ECE or a related field not all of their professional development will fit into one of the core competency area, for example general education courses necessary for degree completion may not have a corresponding competency area. Please select degree category only for this type of professional development.

[4] Area 1: Understanding the Growth and Development of Children and Youth, Area 2: Guiding and Interacting with Children and Youth, Area 3: Partnering with Families and Communities, Area 4: Health, Safety, and Nutrition, Area 5: Learning Environments and Curriculum, Area 6: Observation, Assessment, and Documentation, Area 7: Program, Planning and Development, Area 8: Professionalism and Leadership

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EDUCATOR PROFESSIONAL DEVELOPMENT PLAN

First Name	Last Name	PQ Registry ID# (required)

Career Goal: What do you want to accomplish in the next 5 to 10 years (check all that apply)?

- ☐ College degree in ECE or a related field: ☐Associates ☐Bachelors ☐Masters
- ☐ Credential, certification, or licensure: ☐CDA ☐EEC Cert. ☐OST Cert. ☐Admin Cert. ☐Other Cert.
- ☐ Increased competency with a specific focus area
- ☐ Advancement to a higher-level position
- ☐ Other (please specify)

Coaching and Mentoring Supports: Identify what coaching and mentoring supports will you participate in this year? And what supports do you feel you need to succeed and meet your professional development and career goals?

☐IPDP Monitoring   ☐Career Counseling   ☐ Individual Coaching & Mentoring

☐ Group Coaching & Mentoring   ☐Academic Advising (by a college advisor)

What are your barriers?

Supports needed:

TO BE COMPLETED BY PROFESSIONAL DEVELOPMENT ENTITY
Professional Development Goal – Year One Activities (check all that apply):

☐ College courses ☐ CEU courses ☐ CDA ☐ Coaching and Mentoring Services ☐ Unknown

Comments and Recommendations (include further detail on planned professional development activities):

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