

### About Presenter

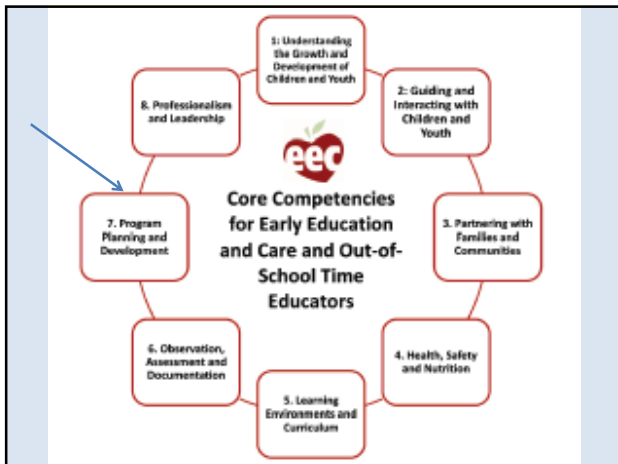
- This PowerPoint Presentation contains an audio track which you should be hearing through your speakers/headphones
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## Core Competencies for Early Education and Care and Out of School Time Educators:

### # 7

# Program Planning and Development

Massachusetts Department of Early Education and Care



### Indicator and levels

Should know and be able to do:

Initial	Mid	Advance
Educator : • With supervision, •No administrative responsibilities	Educator: • Works directly with children and youth •May have administrative or supervisory responsibilities	Educator, leader, mentor: •Administrative, supervisory, mentoring or training role

- ### Links with Other Professional Documents
- Licensing Sections 7.09 and 7.10
  - [Code of Ethics](#)
  - NAEYC Accreditation: #5. Teachers
  - NAFCAC Accreditation: #5 Professional & Business Practices
  - Early Childhood Program Standards:
    - 5 Staff Qualifications and Staff Development
    - 9 Transportation
    - 10 Administration
    - 11 Accreditation and Evaluation

- ### Additional Links
- DEC Recommended Practice *Interdisciplinary Models*
  - QRIS – Category 3: Professional Development
  - COA Accreditation: ASP – PS #1 PS 1: Program Mission and Philosophy

## Area 7: Program Planning & Development

- Understanding the importance of relationships and positive communication among colleagues
- Planning, organizing, and implementing best business practices

## Area 7: Program Planning & Development continued...

- Modeling behaviors and supporting staff
  - provide developmentally appropriate practices
  - professional development plans
  - build healthy relationships with families
  - connect with community resources

## Subcategories

- A. Regulations, requirements, and policies
- B. Program planning, evaluation, and continuous improvement
- C. Personnel issues
- D. Managing resources

## A. Regulations, requirements, & policies

1. Applicable requirements and need for policies and procedures
2. Documentation and record keeping, with confidentiality
3. Culturally responsive environment and support

A

## Family Orientation

- Parent handbook
- Intake forms
- **Tour of center and orientation**
- Child transitioning into education and care setting
- Ongoing communication

A

## Staff Orientation

- Location of child records
- Locations of first aid kits
- Unique agency policies:
  - Emergency procedures
  - First aid procedures
  - Individual health care plans, including infant sleeping position
  - Supervision
  - Child guidance
  - Curriculum plan

**A**

### Individual Child and Youth Records

- Face sheet
- Custody agreements
- Persons authorized to take child from program
- Medical records
- All parental consents

**A**

### Parental Consent

- Transportation plan, include in case of medical emergency
- Administer basic first aid or CPR
- Persons authorized to take child from program
- Child to participate in off site activities
- Older school-age child to leave the program
- Observation of child by anyone
- Use of swimming pool on site

**A**

### Updated child records

- Annual physical
- Screenings with parental permission
- Medications administered to child
- Notifications of emergency treatment
- Individual health care plan, if applicable
- Referrals , as made
- Parental authorization
- Copies of injury & incident reports
- Progress reports
- IFSP or IEP
- Correspondence concerning the child

**A**

### Record keeping

- Daily attendance including staffing patterns/schedule
- Transition plans
- Personnel handbook
  - benefits
- Parent handbook
  - administration of medication
  - Transportation plan
- Fiscal and budget records
- Program evaluation & planning

**A**

### Personnel records

- Orientation
- Job descriptions define roles and responsibilities
- Performance appraisal
- Professional development plan
- Documentation of training/course work
- Regular opportunities for reflective practice, mentoring.

**B. Program planning, evaluation, and continuous improvement**

4. Programs:
5. Planning and evaluation
6. Role in improvements and how to report concerns

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graph TD
    A((Program planning)) --> B((Evaluation))
    B --> C((Continuous improvement))
    C --> A
  
```

**B**

### Unique Service

- Mission statement
- Philosophy
- Policies
- Procedures

**B**

### Program Planning & Development

- Be knowledgeable of requirements to ensure safe, healthy and developmentally appropriate education and care for children and youth.
- Focus on continuous improvement
- Stay up to date

**B**

### Purposes of Program Assessment & Improvement

Evaluate programs...

- To document program effectiveness
- To provide information for program improvement
- To align program practices with program standards

**B**

### Program assessment

- Describe and measure quantity and quality of services
- Collection methods
  - focus groups
  - interviews
  - surveys
  - review of records
  - informal observations
  - **formal assessment of classrooms or children.**

**B**

### Continuous Improvement

**B**

### Reporting concerns

- Suspected child abuse and neglect
- Health or safety concerns within the program
- Concerns regarding supervision

B

### Mandated Reporter

- Professionals report:
  - Abuse or neglect
- Oral report immediately to DCT
  - Child-At-Risk Hotline**
  - 1-800-792-5200**
- Follow up written report



B

### Referral

- With parental consent:
  - Special education, through early intervention or public schools
  - Medical concerns to doctor or dentist
  - Support for behavioral concerns



### C. Personnel Issues

7. Role, responsibilities, lines of communication
  - Personnel policies
  - Staff handbook
8. Work respectfully with colleagues
  - Support substitute teachers and other new staff



### D. Managing Resources

9. Time & materials
10. Positive Public Image



### Why Program Planning and Development Matter

- Meet all regulations and standards
- Model for adults the environment that you want created for children



### Next Steps

- Take the survey to document your current stage
- Explore the websites
- Read some articles and talk about the key concepts
- Reflect on how to enhance your skills in this competency.



## Reflection on learning

Make a plan for how you will:

- Deepen your knowledge of Program Planning and Development
- Guide other adults working in the field deepen their knowledge of Program Planning and Development
- Use your knowledge while developing policy, support families Program Planning and Development



## Feedback

- Additions, corrections and suggestions?

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