

2013



Program Professional Development Plan (PPDP)

Early Education and Care and Out of School Time Programs & 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.

Department of Early
Education and Care (EEC)
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Educator and Provider Regional Partnerships

Massachusetts Department of Early Education and Care

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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 resources, opportunities 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, and 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 evidence-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 for 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

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

2. QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)

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

- Curriculum and learning
- Workforce qualifications and professional development
- Environment
- Leadership, management and accountability
- 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 in large group and school age child care 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 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 fields to improve the 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/>

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

PROFESSIONAL PROGRAM DEVELOPMENT PLAN (PPDP)

Why a Professional Program 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 programs 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. The Program Professional Development Plan (PPDP) will help join individual staff professional development efforts with the program's development goals and QRIS goals.

Goals of Program Development Plan:

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

Steps to creating a Program 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 a record of their 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 EPS grantee in your region. Additional information about each of these entities and the services they offer is available on EEC's website.

Western MA: Preschool Enrichment Team, Inc. 293 Bridge Street, Suite 322, Springfield, MA 01103
(Region 1) Vicki Van Zee: 413-736-3900 or vvanzee@preschoolenrichmentteam.org

Central MA: Family Services Organization of Worcester, 31 Harvard Street, Worcester, MA 01609
(Region 2) Joanne Gravell: 508-756-4646 or jgravell@cccfcsm.org

Northeast MA: North Shore Community College, 1 Ferncroft Road LE-217, Danvers, MA 01923
(Region 3) Kathy Gallo: 781-593-6722 X6249 or kgallo@northshore.edu

Southeast MA: Child Development and Education, Inc. 231 Main Street, Suite 201, Brockton, MA 02301
(Region 5): Elizabeth A. Reedy: 508-369-3673 or seepp@cdedu.us www.cdedu.us/SEEP

Metro Boston: ABCD, Inc, 178 Tremont Street Boston, MA 02111
(Region 6) Yvette Rodriguez: 617-348-6281 or yrodriguez@bostonabcd.org

3. **Create your program plan.** Use the following form to create a program plan that is specific to your program's development and goals and your staff's needs and goals.
4. **Update your PQ Registry Profile.** Update your program profile on the PQ Registry on a regular basis to record your staff's professional growth. The PQ Registry is at <https://www.eec.state.ma.us/PQRegistry/>

QRIS PD Requirements

In thinking about your program's professional development goals you should consider your program's overall goals in conjunction with your program's current QRIS level and future QRIS goals. Please refer to and use the list below to help guide your planning. The list shows all the current QRIS requirements for each QRIS level and the various formal professional development opportunities EEC offers through its network EPS Grantees and their partners. These opportunities are fundamental to enhancing your program's and staff's skills, knowledge and core competencies leading to better classroom practices and better outcomes for children. Programs/providers 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>

QRIS Professional Development Requirements

In thinking about your professional development goals you should consider your individual goals in conjunction with your program's current QRIS level and future QRIS program goals. As you develop your professional development plan, please refer to the list below to help guide your planning. The list shows all the current QRIS requirements for each QRIS level and the various formal professional development opportunities that are fundamental to enhancing your skills, knowledge and core competencies.

-Curriculum, screening tools and formative assessment for center- based programs, family child care programs and after school and out-of-school-time (CB/FCC) **QRIS LEVEL 2**

-Assessment, use of anecdotal records/portfolios (ASOST) **QRIS LEVEL 3** addressed in Site Coordinator's IPDP at **QRIS LEVEL 2**

-MA guidelines for Preschool Learning Experiences or Infant/Toddler Learning Experiences (CB) **QRIS LEVEL 2** for administration, **QRIS LEVEL 3** for educators (FCC) addressed in IPDP **QRIS LEVEL 2**

-Documentation of children's progress (CB/FCC/ASOST) **QRIS LEVEL 3**

-Working with and supporting children from diverse cultures and with diverse languages (CB/FCC/ASOST) **QRIS LEVEL 3**

-Supporting positive relationships and interactions (CB/FCC) **QRIS LEVEL 2**

-Child development (CB) **QRIS LEVEL 2**

-Strengthening Families Protective Factors (ASOST administrators and FCC) **QRIS LEVEL 2** – should be addressed in IPDP (CB administrator) **QRIS LEVEL 2**

-The components of assessment: screening, observation and use of assessment tools (CB/FCC/ASOST) **QRIS LEVEL 3**

-Health, nutrition and special dietary needs (CB/FCC/ASOST) **QRIS LEVEL 3**

-Strategies to support open-ended conversations, sharing of ideas, problem-solving and positive peer interactions (ASOST) **QRIS LEVEL 2**

-Conflict resolution (ASOST) **QRIS LEVEL 3**

-Supervision of adults and school age children with and without disabilities (Administrators CB/ASOST) **QRIS LEVEL 2**

-SPED/working with school age children with disabilities (Administrators in ASOST) **QRIS LEVEL 4**

ASOST site coordinators: **All QRIS LEVEL 2**

-Communication with families

-Building relationships with the host community

-Overseeing program activities

-Literacy and math

-Meeting needs of school age children with disabilities

HOW TO USE THIS FORM

Programs 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 system staff. **It is recommended that Program Professional Development Plans be updated annually along with the program's registry profile.**

Early education and care and out of school time programs may use this form:

To create a Program 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 Program Professional Development Plan annually with the program's profile on EEC's Professional Qualifications Registry.

To register for individual professional development opportunities:

- On your own or with a professional development specialist complete the Intake/Registration Form to register for the individual professional development opportunities you wish to take.

- 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>

PROGRAM DEVELOPMENT PLAN

Program Information

Program Name:	Program Contact Person:	Program Number
Street Address	City/Town	State/Zip
Phone	Fax	

Program Goal

Earn/Maintain Accreditation

- NAEYC
- COA
- NAFCC

Are you participating in the QRIS?

Yes No

Upward Movement on QRIS, movement to what level_____.

Current QRIS level (Self-assessed or validated): _____

Program History

Accreditation Status

- Accredited
- In process
- Previously accredited
- Never accredited

Please provide a brief description of program's history:

QRIS

Participating in QRIS

Attended QRIS information Sessions

Attended CASE Institute trainings?

List trainings: _____



Action Plan: Indicate the level or focus area the provider/program is working towards this year for the appropriate accrediting body.

NAEYC Accreditation

- Step 1 - Enrollment/Self-Study
- Step 2 - Application/Self-Assessment
- Step 3 - Candidacy
- Step 4 - Meeting the Program Standards

NAFCC Accreditation

- Step 1 - Self-Study Enrollment
- Step 2 - Application
- Step 3 - Observation
- Step 4 - Decision
- Step 5 - Annual Renewals

COA Accreditation

- Step 1 - Application /Financial Agreement
- Step 2 - Intake
- Step 3 - The Self-Study
- Step 4 - The Site Visit
- Step 5 - Pre-Commission Review
- Step 6 - Accreditation Commission
- Step 7 - Final Accreditation Report

Current Verified QRIS Level

- Level 1
- Level 2
- Level 3
- Level 4

Part 1: Program Self Assessment (What if any measurement tools were used in determining your program's strengths and areas for improvement) ³

- Program Administration Scale (PAS)
- Business Administration Scale(BAS)
- Assessing Afterschool Program Practices Tool(APT)
- Infant Toddler Environmental Rating Scale(ITERS)
- Early Childhood Environmental Rating Scale(ECERS)
- Family Childcare Environmental Rating Scale(FCCERS)
- School- Age Care Environmental Rating Scale(SACERS)
- Strengthening Families Program Self Assessment
- Arnett Caregiver Interactive Scale(Arnett/CIS)

³ Section 1-4 developed in part with the assistance of Region 5 Lead EPS Grantee and its partnership.



The Classroom Assessment Scoring System(CLASS)

APT Self Assessment Observation Tool(APT-O)

OTHER_____

What does your program already do well?_____

What areas in your program do you want to improve?_____

Part 2: Determine Program Goals

What is your program's five year goal?

What professional development skills do your staff need?

What professional development skills do they need to improve?

Think about your classrooms and list three specific skills/competencies you would like your program's educators to gain through experience, coaching and /or professional development.

1. _____

2. _____

3. _____

Think about your program goals for the next three to five years. If your program is working on advancing to a higher level in QRIS, work with your staff and program leaders to develop a plan to coordinate how your staff's individual goals are related the program's goals and overall progress toward achieving better classroom practice and better outcomes for your children.

Increase knowledge and skills in the following areas for program and staff:

- QRIS Tools: Please list _____
- Infant/Toddler Guidelines
- Common Core Mathematics and English Language Arts
- Guidelines for Preschool Learning Experiences
- Science, Technology, Engineering ,Mathematics (STEM Learning)
- Assessment Tools
- Strengthening Families Framework
- Data collection and applicability to teaching outcomes

Increase knowledge and skills in specific Core Competency Areas:

Part 3: CREATE A PLAN:

Record what your short and long term goals are. You should review with your program staff and leaders how your staff's individual goals are related to the program's overall goals for this time period. Choose three content areas in which to improve knowledge and /or expertise and fill in details below. List specific activities/ benchmarks related to each area. For each area, indicate reason and timeline.

Goal#1:

Reason* _____ **Target Date to Begin** _____ **Target Date for Completion** _____

* 1= Required for Funding 2 = Program growth 3= QRIS advancement 4=Improve classroom practice

Steps:	Name and location of conference / training / course/ mentor	Names of Staff to Participate	Start Date / End Date
Professional conferences			



Formal training (CEU, PDP, CEC, Other)			
College Course			
Coaching and mentoring			

Supports Requested:

Goal#2:

Reason* _____ Target Date to Begin _____ Target Date for Completion _____

* 1= Required for Funding 2 = Program growth 3= QRIS advancement 4=Improve classroom practice

Steps:	Name and location of conference / training / course/ mentor	Names of Staff to Participate	Start Date / End Date
Professional conferences			
Formal training (CEU, PDP, CEC, Other)			
College Course			



Coaching and mentoring			

Supports Requested:

Goal#3:

Reason* _____ **Target Date to Begin** _____ **Target Date for Completion** _____

* 1= Required for Funding 2 = Program growth 3= QRIS advancement 4=Improve classroom practice

Steps:	Name and location of conference / training / course/ mentor	Names of Staff to Participate	Start Date / End Date
Professional conferences			
Formal training (CEU, PDP, CEC, Other)			
College Course			
Coaching and mentoring			

Supports Requested:



Part 4: Coaching and or Mentoring Plan:

(Include the duration and frequency of coaching and mentoring services, such as period of time services will be provided and the number and length of sessions. **Conditions: The program must continue to work on the goals of the PPDP to receive services. If benchmarks are not met for two consecutive assessment periods, coaching will be reduced to phone and Email support until benchmarks are met.**

MOU (Memorandum of Understanding): ____MOU between educator and coach/mentor ____ MOU with program

Start date_____ end date_____ # _____of hours per Month.

Does your program receive coaching and mentoring services?

- No
- Would like to receive coaching & mentoring services.
- Individual Service
- Part of Cohort group

Plan_____

Comments and Recommendations

- Initial Plan



Changes made to Plan

To be completed by EPS Grantee or EPS Partner if coaching and mentoring plan is jointly developed with their assistance.

Program Development Goal – Year One Activities (check all that apply):

- CASE Institute Trainings Formal CEU courses Coaching and Mentoring Services Other
- NAEYC Accreditation COA Accreditation QRIS level advancement

Re-assessment dates:

Completed by:

90 days _____

180 days _____

270 days _____

Owner/Supervisor/Director Signature: _____ Date: _____

Mentor/Coach Signature: _____ Date: _____

