



Draft Training Recommendations for 2019-2020

Created by the BBF Professional Preparation and Development Committee

January, 2019

This document provides recommendations from the Building Bright Futures Professional Preparation and Development Committee about which trainings and other professional development opportunities should be prioritized for the 2019-2020 school year. The committee hopes these recommendations will be used by all Vermont providers of professional development to inform their decisions for what to offer in 2019-2020.

The BBF PPD Committee used the following data to create these recommendations: Results from Northern Lights Professional Development survey of the field conducted in summer 2018, and the STARS annual report. These recommendations will be vetted by individuals and groups and themes drawn from their comments will be incorporated into the final draft.

The recommendations below are based on a three tier structure of professional development trainings:

Tier 1 Trainings: Introductory trainings appropriate for those new to the field; introductory trainings required by child care program licensing

Tier 2 Trainings: Core trainings that all practitioners¹ in the field should receive; includes many required or recommended elements of state systems

Tier 3 Trainings: Special topics specific to age group or special interest; includes advanced training in particular content

Recommended Considerations for All Trainings

- Ensure trainings are equitable both in content and delivery. Consider location, cost, modality (in person / online / hybrid), individual learning needs, etc.
- Consider offering introductory and advanced levels of training topics to build depth of knowledge
- Ensure trainers are knowledgeable about and/or receive training on anti-bias, equity and inclusion, and the Vermont Guiding Principles for the Full Participation of Each and Every Young Child and their Family
- Ensure trainings align with state systems including child care program licensing, teacher licensure, Vermont Early Learning Standards, Core Competencies, etc.
- Coordinate with other providers of professional development to reduce duplication and increase coordination
- Consider how to embed coaching, mentoring, and/or communities of practice into professional development offerings

¹ The relevance of some trainings will vary based on role. Some Core trainings will be Core for all practitioners, while others may not be relevant for practitioners working with school-aged children, for example.



Tier 1 Training Recommendations [Introductory]:

- Medication Administration
- Basic Specialized Care
- First Aid and CPR
- Emergency Preparedness
- Fundamentals for Early Childhood Professionals
- Afterschool Foundations
- Afterschool Essentials
- Strengthening Families [introductory training]

Tier 2 Training Recommendations [Core]:

- Strengthening Families [17 hour toolbox training]
- Social-Emotional Development and Learning [CSEFEL, Rock Solid Foundations, Early Multi-Tiered Systems of Support]
- Professionalism and Ethics
- Nutrition and Physical Activity [could include I am Moving I am Learning]
- Trauma Informed Practice [including focus on Adverse Childhood Experiences]
- Introduction to Assessment Tools [brief introduction to various assessment tools required as part of Vermont systems]
- Homelessness
- Trainings that meet Advanced Specialized Care criteria
- Trainings on Vermont Early Learning Standards
- Trainings on writing and using Individual Professional Development Plans

Tier 3 Training Recommendations [Special Topics]:

- Assessment Tool Trainings
 - o CLASS; Environment Rating Scale; Teaching Strategies GOLD, Ounce Scale, AEPS (Assessment Evaluation and Programming System), Ages and Stages Questionnaire, Ages and Stages Social-Emotional
- Director Strand [business practices, grant writing, staff supervision]
- Afterschool Strand
- Infant/Toddler Strand
- Leadership Strand
- Supporting Children with Diverse Needs Strand [include laws/requirements]
- STEAM (Science, Technology, Engineering, Art, Math)
- Anti-Bias Curriculum; Cultural Competence
- Trainings that meet Advanced Specialized Care criteria