

# Professional Development Recommendations 2021-2023

## DRAFT

This document provides recommendations from the Building Bright Futures Professional Preparation and Development (BBF PPD) Committee about which training topics should be prioritized in 2021-2023. The BBF PPD Committee encourages all organizations and groups who provide trainings to early childhood and afterschool professionals in Vermont to use these recommendations to inform their decisions about what to offer in 2021-2023.

Draft recommendations were created based on national research and Vermont-specific data and were reviewed and vetted by stakeholders in [insert dates]. Stakeholder feedback was reviewed by members of the BBF PPD Committee and incorporated into the final recommendations. [insert links to data sources used at end of document]

BBF PPD Committee believes all organizations and groups who provide trainings for early childhood and afterschool professionals should:

- 1. Ensure professional development opportunities are accessible in both content and delivery**  
Consider the time, location, cost, modality<sup>1</sup>, individual learning needs of participants, etc.
- 2. Prioritize offering advanced-level trainings**  
Consider offering more training appropriate for experienced professionals, and explicitly identifying which of your trainings are advanced. This may include offering trainings that assume prerequisite knowledge on a particular topic or pre-work completed in advance of the training so the training time can be focused on the advanced level.
- 3. Prioritize offering trainings that meet Advanced Specialized Care (ASC) criteria**  
Many professionals working in early childhood and afterschool programs need 6 hours of professional development each year that meet the ASC criteria. Carefully review the trainings you plan to offer and be sure to mark them as meeting ASC if appropriate.
- 4. Consider embedding coaching, mentoring, and/or communities of practice into offerings**  
Coaching, mentoring, and communities of practice offer a chance to practice new skills so participants can effectively improve their practice. Embedding these wherever possible greatly improves the likelihood of the value of the training. Explore methods like Practice-Based Coaching.
- 5. Embed diversity, equity, and inclusion principles into all of your trainings**  
Carefully review Vermont's Guiding Principles<sup>2</sup> and work with your trainers to embed these concepts into trainings. Ask trainers you hire how they incorporate the Guiding Principles into their trainings. Encourage trainers you hire to attend training on implementing the Guiding Principles.
- 6. Prioritize the following content in relevant trainings you offer:**
  - a. The value of Developmentally Appropriate Practice (DAP)
  - b. The importance of play
  - c. The value of linking pedagogy to practice

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<sup>1</sup> In-person, online real-time, hybrid, etc.

<sup>2</sup> Full title: Vermont's Guiding Principles for the Full Participation of Each and Every Young Child and their Family

- 7. Ensure your trainings align well with state systems including all relevant standards**  
Carefully review standards relevant for the participants of your trainings and ensure your training aligns well with program standards, professional standards, and learning standards.

Program Standards: ex) Child care program licensing regulations, public school Education Quality Standards

Professional Standards: ex) Vermont Core Knowledge and Competencies for Early Childhood Professionals, Vermont Afterschool Core Competencies, or Core Teaching and Leadership Standards for Vermont Educators.

Learning Standards: Vermont Early Learning Standards

- 8. Coordinate with other sponsors of professional development to reduce duplication and increase coordination.**

All sponsors are strongly encouraged to participate in the annual Professional Development Summit hosted by Northern Lights at CCV each summer. Consider partnering with other sponsors and public schools in your area to collectively hold trainings during identified professional development days.

- 9. Encourage your training participants to contact their Northern Lights Resource Advisor**  
Northern Lights Resource Advisors are available to provide career advising support, connect individuals working in the early childhood field to available resources, provide technical assistance with understanding BFIS credentialing accounts, and much more.

If you need more information about these recommendations or support implementing any of the considerations above, please contact Northern Lights at CCV at [northernlights@ccv.edu](mailto:northernlights@ccv.edu) or 802-540-8168. Resources are also available at [www.northernlightsccv.org](http://www.northernlightsccv.org)

## Training Content Recommendations

BBF PPD recommends trainings in several content areas are available to early childhood and afterschool professionals in Vermont during 2021-2023. BBF PPD also recommends that most training topics are available at multiple tiers to provide meaningful learning opportunities for individuals new to the field, very experienced professionals, and everyone in between. BBF PPD uses the following language regarding tiers:

- Tier 1 Trainings are **introductory** trainings appropriate for new professionals;
- Tier 2 Trainings are **core** trainings appropriate for all professionals; and
- Tier 3 Trainings are **advanced** trainings appropriate for experienced professionals.

Some training topics may only be recommended at one tier, but most can be offered at multiple tiers. Trainings below in bold/italic indicate there is a requirement in state systems for some or all staff to receive training in that topic:

<i>Training Topic</i>	<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3</i>
Anti-Bias and Cultural Competency	Introductory	Core	Advanced
Assessment and Screening Tools (function and use)		Core	Advanced
<b><i>Basic Specialized Care</i></b>	Introductory	Core	
Curriculum Planning (specific to age group)	Introductory	Core	Advanced
Effective Partnership and Collaboration	Introductory	Core	
<b><i>Emergency Preparedness</i></b>	Introductory	Core	
Family Partnerships	Introductory	Core	
<b><i>First Aid and CPR</i></b>	Introductory	Core	
Fundamentals for Early Childhood Professionals	Introductory		
Individual Professional Development Plans	Introductory	Core	
Key Topics for Afterschool (youth voice, workforce development)		Core (Afterschool)	
Key Topics for Directors (business practices, grant writing, staff supervision)		Core (Directors)	Advanced (Directors)
Key Topics for Family Child Care (multiage children, balancing work and family, business practices)			
Key Topics for Infant/Toddler (DAP, play, brain development)		Core	Advanced
Leadership (including coaching, mentoring, advocacy)		Core	Advanced
<b><i>Medication Administration</i></b>	Introductory	Core	
Nutrition and Physical Activity		Core	
Professionalism and Ethics	Introductory	Core	Advanced
Reflective Practice and Reflective Supervision	Introductory	Core	
Social Determinants of Health (and pathways to wellness)		Core	Advanced
Social-Emotional Development and Learning	Introductory	Core	Advanced
STEAM (Science, Technology, Engineering, Art, Math)		Core	Advanced
<b><i>Strengthening Families Framework</i></b>	Introductory	Core	Advanced
Supporting Children with Diverse needs (including transitions)	Introductory	Core	Advanced
Trauma Informed Practice (including ACEs)		Core	Advanced
Vermont Early Learning Standards		Core	Advanced
What is Child Sexual Abuse	Introductory	Core	
Working with Children and Families who are Homeless			