

Professional Development Recommendations 2021-2023
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This document provides recommendations from the Building Bright Futures Professional Preparation and Development (BBF PPD) Committee about which professional development topics should be prioritized in 2021-2023. The BBF PPD Committee encourages all organizations and groups who provide professional development 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, modality¹, individual learning needs of participants, etc.
- 2. Prioritize offering advanced-level professional development opportunities**
Consider offering more professional development opportunities appropriate for experienced professionals, and explicitly identifying which opportunities are advanced. This may include offering trainings that assume prerequisite knowledge on a particular topic or pre-work completed in advance of the professional development opportunities so the learning 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 improves the value of the learning experience. Explore methods like Practice-Based Coaching.
- 5. Embed diversity, equity, and inclusion principles into all of your professional development opportunities**
Carefully review Vermont's Guiding Principles² and work with your instructors to embed these concepts into trainings. Ask instructors you hire how they incorporate the Guiding Principles into their trainings. Encourage instructors you hire to attend trainings that related to embedding the Guiding Principles and diversity, equity, and inclusion principles into their professional development opportunities.
- 6. Prioritize the following content in relevant trainings you offer:**
 - a. Using research-based or research-informed training content
 - b. The value of linking pedagogy to practice
 - c. The value of Developmentally Appropriate Practice (DAP)

¹ In-person, online real-time, hybrid, etc.

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

d. The importance of play

7. **Ensure your professional development aligns well with state systems including all relevant standards**

Carefully review standards relevant for the participants of your professional development opportunities and ensure your design aligns well with program standards, professional standards, and learning standards. See Appendix A for a list and links to the most common standards used in Vermont.



Program Standards

Program Standards are requirements that help create environments where children are more likely to learn. They include standards like group size, staff-child ratios, and educator qualifications.



Professional Standards

Professional Standards are the essential knowledge, skills, dispositions, and practices required of professionals working with children.



Learning Standards

Learning Standards are the knowledge, skills, and dispositions children gain through quality learning experiences.

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 professional development opportunities during identified professional development days.

9. **Consult with your Northern Lights Resource Advisor on any of these recommendations.**

Northern Lights Resource Advisors can support you with ensuring your professional development meets all criteria to count for child care licensing, determining if your training meets the Advanced Specialized Care criteria, and much more.

10. **Encourage your 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 or 802-540-8168. Resources are also available at www.northernlightscv.org

Professional Development Content Recommendations

The BBF Professional Preparation and Development committee recommends professional development opportunities are available:

1. In multiple content areas (see below for the list of recommended content areas for 2021-2023)
 - a. Trainings required by child care licensing or other state systems are listed below in ***bold italic***
2. At multiple tiers to provide meaningful learning opportunities for individuals new to the field, very experienced professionals, and everyone in between.
 - a. **Tier 1: Introductory** professional development is appropriate for new professionals;
 - b. **Tier 2: Core** professional development is appropriate for all professionals including mixed groupings of professionals with varied levels of experience; and
 - c. **Tier 3: Advanced** professional development is appropriate for experienced professionals.

Professional Development Content Recommendations

- Advocacy
- Anti-Bias and Cultural Competency
- Assessment and Screening Tools (function and use)
- ***Basic Specialized Care***
- Curriculum Planning (specific to age group)
- Early Multi-Tiered Systems of Support
- Effective Partnership and Collaboration
- ***Emergency Preparedness***
- Family Partnerships
- ***First Aid and CPR***
- ***Fundamentals for Early Childhood Professionals***
- Individual Professional Development Plans
- Key Topics for Afterschool (youth voice, workforce development)
- Key Topics for Directors (business practices, grant writing, staff supervision)
- Key Topics for Family Child Care (multiage groups of children, balancing work and family, business practices)
- Key Topics for Infants / Toddlers (Developmentally Appropriate Practice, brain development)
- Leadership (including coaching, mentoring, advocacy)
- ***Medication Administration***
- Nutrition and Physical Activity
- Prevention of Child Sexual Abuse
- Professionalism and Ethics
- Reflective Practice and Reflective Supervision
- Social Determinants of Health (and pathways to wellness)
- Social-Emotional Development and Learning

- STEAM (Science, Technology, Engineering, Art, Math)
- **Strengthening Families Framework**
- Supporting Children with Diverse Needs including Inclusion
- Trauma Informed Practice including ACEs
- Vermont Early Learning Standards
- Working with Children and Families who are Homeless

Training Content Recommendations
Organized by Content Area

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| <i>Child Development and Learning</i> |
| Early Multi-Tiered Systems of Support (Early MTSS) |
| Social-Emotional Development and Learning |
| Supporting Children with Diverse needs including Inclusion |
| Trauma Informed Practice (including ACEs) |
| <i>Observation and Assessment</i> |
| Assessment and Screening Tools (function and use) |
| <i>Culturally Responsive Teaching Practices</i> |
| Assessment and Screening Tools (function and use) |
| <i>Curriculum and Learning Environment</i> |
| Curriculum Planning (specific to age group) |
| Key Topics for Afterschool (youth voice, workforce development) |
| Key Topics for Infant/Toddler (DAP, play, brain development) |
| STEAM (Science, Technology, Engineering, Art, Math) |
| Vermont Early Learning Standards |
| <i>Family and Community Partnerships</i> |
| Anti-Bias and Cultural Competency |
| Basic Specialized Care |
| Family Partnerships |
| Prevention of Child Sexual Abuse |
| Strengthening Families Framework |
| Working with Children and Families who are Homeless |
| <i>Professionalism and Ethical Practice</i> |
| Advocacy |
| Effective Partnership and Collaboration |
| Individual Professional Development Plans |
| Leadership (including coaching, mentoring, advocacy) |
| Professionalism and Ethics |
| Reflective Practice and Reflective Supervision |
| <i>Health and Safety</i> |
| Emergency Preparedness |
| First Aid and CPR |
| Medication Administration |

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| Nutrition and Physical Activity |
| Social Determinants of Health (and pathways to wellness) |

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| <i>Program Organization</i> |
| Key Topics for Directors (business practices, grant writing, staff supervision) |
| Key Topics for Family Child Care (multiage children, balancing work + family, business practices) |

Appendix A: Program, Professional, and Learning Standards

Program Standards:

- Afterschool Child Care Programs Regulations
http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/AS_Regulations_Final.pdf
- Child Care Licensing Regulations: Center Based Child Care and Preschool Programs
https://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/CBCCPP_Regulations_FINAL.pdf
- Child Care Licensing Regulations: Registered and Licensed Family Child Care Homes³
http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/FCCH_Final.pdf
- Education Quality Standards
<https://education.vermont.gov/education-quality-assurance/education-quality-standards>
- Head Start Program Performance Standards
<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>
- Individuals with Disabilities Education Act, Part B and Part C
<https://sites.ed.gov/idea/regs/>
- Prekindergarten Education Rules
<https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2600.pdf>
- Step Ahead Recognition System (STARS) Standards
<https://dcf.vermont.gov/childcare/providers/stars>

Professional Standards:

- Core Competencies for Afterschool Professionals
<https://northernlightsccv.org/wp-content/uploads/2018/10/Core-Competencies-for-Afterschool-Professionals-2015.pdf>
- Core Teaching and Leadership Standards for Vermont Educators
<https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-core-teaching-and-leadership-standards-for-vermont-educators.pdf>
- Early Intervention / Early Childhood Special Education Personnel Preparation Standards
<https://www.dec-sped.org/ei-ecse-standards>
- NAEYC Professional Standards and Competencies for Early Childhood Educators
<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>
- Vermont Early Childhood Core Knowledge and Competencies
<https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

Learning Standards:

³ Nepali, Spanish, and Somali translations are available at this link: <https://dcf.vermont.gov/cdd/laws-regs/childcare>

- Head Start Early Learning Outcomes Framework
<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>
- Vermont Early Learning Standards
<https://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf>

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