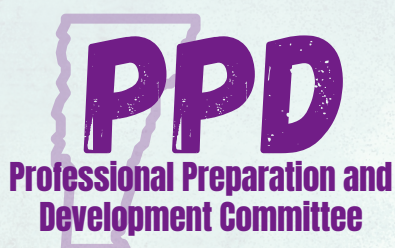




Professional Development Recommendations 2021-2023



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Priorities for Professional Development Offered to Early Childhood and Afterschool Professionals in Vermont ²

This document provides recommendations from the Building Bright Futures Professional Preparation and Development (BBF PPD) Committee about professional development opportunities 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.

1. OPPORTUNITIES ARE ACCESSIBLE IN CONTENT AND DELIVERY

Ensure professional development opportunities are accessible in both content and delivery. Consider the time, location, cost, modality, individual learning needs of participants, etc.

2. PRIORITIZE ADVANCED-LEVEL 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 so the learning time can be focused on the advanced level.



3. PRIORITIZE MEETING ADVANCED SPECIALIZED CARE CRITERIA

Many professionals working in regulated early childhood and afterschool programs need at least six hours of professional development each year that meet the Advanced Specialized Care (ASC) criteria. Carefully review trainings you plan to offer and be sure to mark them as ASC if appropriate.

4. CONSIDER EMBEDDING COACHING OR COMMUNITIES OF PRACTICE



Coaching, mentoring, and communities of practice offer a chance to practice new skills so participants can 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

Carefully review Vermont's Guiding Principles for the Full Participation of Each and Every Young Child and their Family and work with instructors to embed these concepts into professional development offerings. Ask instructors you hire how they incorporated the Guiding Principles into their trainings. Encourage instructors you hire to attend trainings related to embedding the Guiding Principles and diversity, equity, and inclusion principles into their professional development opportunities.

6. EMBED KEY CONCEPTS AND PRACTICES INTO OFFERINGS



- Using Research-based or research-informed training content
- The value of linking pedagogy to practice
- The value of developmentally appropriate practice
- The importance of play



7. ENSURE ALIGNMENT WITH SYSTEMS AND STANDARDS

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



Program Standards

Program Standards are requirements early childhood programs must meet 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 birth through age 8 in early learning settings.



Learning Standards

Learning Standards are the knowledge, skills, and dispositions children gain through quality early childhood experiences, across all early learning settings.

8. COORDINATE WITH OTHER SPONSORS AND INSTRUCTORS

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

Northern Lights Resource Advisors can support sponsors and instructors with ensuring your professional development meets all criteria to count toward child care licensing requirements, determining if your training meets ASC criteria, and much more.

10. ENCOURAGE PARTICIPANTS TO CONTACT NORTHERN LIGHTS

Northern Lights Resource Advisors are available to provide career support, connect individuals working in the early childhood field to available resources, provide technical assistance with understanding professional development systems, and much more.

Content Recommendations 2021-2023

The BBF PPD Committee recommends professional development opportunities are available at multiple tiers and in multiple content areas.

Tiers provide opportunities for professionals at different levels of experience:

- Tier 1: Introductory (appropriate for new professionals)
- Tier 2: Core (appropriate for all professionals including mixed groupings of professionals with varied levels of experience)
- Tier 3: Advanced (appropriate for experienced professionals)

Content recommendations provided below are organized in two ways, alphabetically and grouped by knowledge area. Trainings required by Child Care Licensing or other state systems are listed below in bold italic:

Tier 1
Introductory



Tier 2
Core



Tier 3
Advanced



- Advocacy
- Anti-Bias and Cultural Competency
- Assessment and Screening Tools (function and use)
- ***Basic Specialized Care***
- Curriculum Planning (specific to age groups)
- 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, grant writing)
- 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 Families Experiencing Homelessness

CHILD DEVELOPMENT AND LEARNING

- Early Multi-Tiered Systems of Support
- Social-Emotional Development and Learning
- Supporting Children with Diverse Needs including Inclusion
- Trauma Informed Practice including ACEs

OBSERVATION AND ASSESSMENT

- Assessment and Screening Tools (function and use)

CULTURALLY RESPONSIVE TEACHING PRACTICES

- Anti-Bias and Cultural Competency
- Key Topics for Afterschool (youth voice, workforce development)
- Key Topics for Family Child Care (multiage groups of children)
- Key Topics for Infant/Toddler (developmentally appropriate practice, brain development)

CURRICULUM AND LEARNING ENVIRONMENT

- Curriculum Planning (specific to age groups)
- STEAM (Science, Technology, Engineering, Art, Math)
- Vermont Early Learning Standards

FAMILY AND COMMUNITY PARTNERSHIPS

- Basic Specialized Care
- Family Partnerships
- Prevention of Child Sexual Abuse
- Strengthening Families Framework
- Working with Families Experiencing Homelessness

PROFESSIONALISM AND ETHICAL PRACTICE

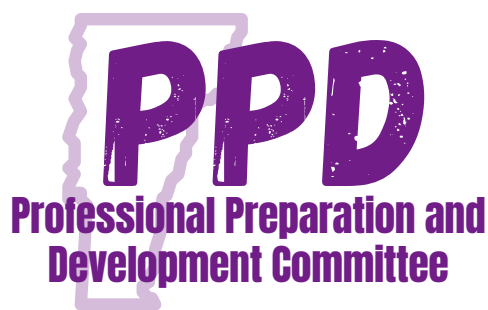
- Advocacy
- Effective Partnership and Collaboration
- Individual Professional Development Plans
- Leadership (including coaching, mentoring, advocacy)
- Professionalism and Ethics
- Reflective Practice and Reflective Supervision

HEALTH AND SAFETY

- Emergency Preparedness
- First Aid and CPR
- Medication Administration
- Nutrition and Physical Activity
- Social Determinants of Health (and pathways to wellness)

PROGRAM ORGANIZATION

- Key Topics for Directors (business practices, grant writing, staff supervision)
- Key Topics for Family Child Care (balancing work and family, business practices, grants)



MISSION

Created July, 2005
Revised March 2012

The mission of the Building Bright Futures Professional Preparation and Development Committee is to develop, coordinate, and promote a comprehensive system of quality learning opportunities for current and prospective early childhood and afterschool professionals.

The BBF PPD Committee

- Aligns professional development initiatives into a coordinated system
- Advocates for resources and improvements to the system
- Uses the Guiding Principles for Vermont's Early Childhood Professional Development System (ECPDS) to guide operations

GUIDING PRINCIPLES

Vermont's professional development system for the early childhood and afterschool workforce is:

1. Clear and known
2. Supportive of professional growth
3. Research-based and relevant
4. Integrated and aligned
5. Accessible
6. Financially supported
7. Evaluated on all of the above criteria

RESPONSIBILITIES

- Oversight and advisory responsibilities for Vermont's professional development system for the early childhood and afterschool workforce
- Designated advisory role for Vermont ECPDS functions including instructor registry, sponsors of professional development, Program Director Credential, Early Childhood Career Ladder, Afterschool Pathways, and various other preservice, inservice, and recognition programs for the broad early childhood and afterschool workforce.
- Since 2018, this committee is one of the designated statewide BBF committees with responsibility for components of the Vermont Early Childhood Action Plan related to preservice, inservice, and ECPDS oversight for the broad early childhood and afterschool workforce.

ADVISORY ROLE

- Professional Development System
- Professional Standards
- Early Childhood Career Ladder
- Certificates and Credentials
- Sponsors of PD
- Instructor Registry

PARTNERSHIPS

- Early Childhood Higher Education Consortium
- BBF Early Learning and Development Committee
- Afterschool Advisory Committee
- Infant Toddler Credential Committee

About This Document

This document provides recommendations from the Building Bright Futures Professional Preparation and Development (BBF PPD) Committee about professional development opportunities 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.

Draft recommendations were created in 2021 based on national research and Vermont-specific data and were reviewed and vetted by stakeholders in April and May 2021. Stakeholder feedback was reviewed by members of the BBF PPD Committee and incorporated into the final recommendations. [See BBF PPD Committee page](#) for sources.

Data sources reviewed include:

- Vermont Early Childhood and Afterschool Professionals Workforce Report (2018)
- Northern Lights Professional Development Survey of the Field (2020)
- Vermont Strengthening Families Child Care Grants Evaluation (2018)
- Early Childhood System Needs Assessment (2020)
- Early Childhood Family Engagement Needs Assessment (2020)
- Vermont Head Start and Early Head Start Needs Assessment Report (2019)
- Vermont STARS Evaluation and Validation Study Key Findings (2018)
- STARS Annual Report
- Vermont Afterschool Annual Report

BBF PPD Committee Membership

Rebecca Bishop, Bennington County Head Start and Early Head Start
Bill Bonsignore, One Planet, White River Valley SU
John Cipora, Springfield College
Sara Forward, Children's Integrated Services
Sharron Harrington, Let's Grow Kids
Joanna Houston, Greater Burlington YMCA
Michelle Maitri-Mudita, Children's Integrated Services
Lauren May, Barre Unified Union School District
Becky Millard, Northern Lights at CCV (co-chair)
Tricia Pawlik, Vermont Afterschool
Sonja Raymond, VTAEYC, Apple Tree Learning Center
Lynne Robbins, Child Development Division (co-chair)
Kate Rogers, Vermont Agency of Education
Lauren Smith, Vermont Department of Health
Beth Truzansky, Building Bright Futures
Johanna Vaczy, STARS
Joanna VonCulin, Puffer Child Care Center

All BBF PPD Committee meetings are open to the public. For more information about upcoming meetings and past documents and meeting notes, visit:
<https://northernlightscv.org/resources/vermonts-ecpd-system/ppd/>

Program, Professional, and Learning Standards



Program Standards

Program Standards are requirements early childhood programs must meet 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 birth through age 8 in early learning settings.



Learning Standards

Learning Standards are the knowledge, skills, and dispositions children gain through quality early childhood experiences, across all early learning settings.

PROGRAM STANDARDS

- Afterschool Child Care Programs Regulations
- Child Care Licensing Regulations: Center Based Child Care and Preschool Programs
- Child Care Licensing Regulations: Registered and Licensed Family Child Care Homes
- Education Quality Standards
- Head Start Program Performance Standards
- Individuals with Disabilities Act, Part B and Part C
- Prekindergarten Education Rules
- STep Ahead Recognition System (STARS) Standards

PROFESSIONAL STANDARDS

- Core Competencies for Afterschool Professionals
- Core Teaching and Leadership Standards for Vermont Educators
- Early Intervention / Early Childhood Special Education Personnel Preparation Standards
- NAEYC Professional Standards and Competencies for Early Childhood Educators
- Vermont Early Childhood Core Knowledge and Competencies

LEARNING STANDARDS

- Head Start Early Learning Outcomes Framework
- Vermont Early Learning Standards

Professional Development Recommendations 2021-2023



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2. PRIORITIZE ADVANCED-LEVEL OPPORTUNITIES
3. PRIORITIZE MEETING ADVANCED SPECIALIZED CARE CRITERIA
4. CONSIDER EMBEDDING COACHING OR COMMUNITIES OF PRACTICE
5. EMBED DIVERSITY, EQUITY, AND INCLUSION PRINCIPLES
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8. COORDINATE WITH OTHER SPONSORS AND INSTRUCTORS
9. CONSULT WITH YOUR NORTHERN LIGHTS RESOURCE ADVISOR
10. ENCOURAGE PARTICIPANTS TO CONTACT NORTHERN LIGHTS



- Using Research-based training content
- The value of linking pedagogy to practice
- The value of developmentally appropriate practice
- the importance of play

Content Recommendations

CHILD DEVELOPMENT AND LEARNING

- Early Multi-Tiered Systems of Support
- Social-Emotional Development and Learning
- Supporting Children with Diverse Needs
- Trauma Informed Practice including ACEs

OBSERVATION AND ASSESSMENT

- Assessment and Screening Tools

CURRICULUM AND LEARNING ENVIRONMENT

- Curriculum Planning (specific to age groups)
- Science, Technology, Engineering, Art, Math
- Vermont Early Learning Standards

HEALTH AND SAFETY

- Emergency Preparedness
- First Aid and CPR
- Medication Administration
- Nutrition and Physical Activity
- Social Determinants of Health

CULTURALLY RESPONSIVE TEACHING PRACTICES

- Anti-Bias and Cultural Competency
- Key Topics for Afterschool (youth voice, workforce development)
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FAMILY AND COMMUNITY PARTNERSHIPS

- Basic Specialized Care
- Family Partnerships
- Prevention of Child Sexual Abuse
- Strengthening Families Framework
- Working with Families Experiencing Homelessness

PROFESSIONALISM AND ETHICAL PRACTICE

- Advocacy
- Effective Partnership and Collaboration
- Individual Professional Development Plans
- Leadership (including coaching, mentoring, advocacy)
- Professionalism and Ethics
- Reflective Practice and Reflective Supervision

PROGRAM ORGANIZATION

- Key Topics for Directors (business practices, grant writing, staff supervision)
- Key Topics for Family Child Care (balancing work and family, business practices, grants)