

## Feedback from the Field: PD Recommendations 5/15/23

- There were 15 respondents to this survey asking for feedback on the draft recommendations.
- This document includes:
  - Detail about sections of the PD Recommendations document if any respondents indicated changes to the document were needed; and
  - All substantive answers to open response questions; and
  - A section with open response questions that appear to reflect on other areas of our system beyond this set of professional development recommendations
- This document omits:
  - Detail about sections of the document if all respondents agreed the document was clear and complete as is; and
  - Any open response answers of “no”, “not at this time”, or similar.

### Page 2: Why Professional Preparation and Development and Effective Professional Development (n=15)

- No edits are needed – 80% agree; 14% disagree
- Do you have any recommended edits to this item?
  - This is obvious to any early childhood professional or practice, so I'm not sure who the audience is that wouldn't already know this. It's very wordy.

### Page 3: Creating Effective Professional Development (n=15)

- No edits are needed – 80% agree; 14% disagree
- Do you have any recommended edits to this item?
  - When referencing specific methods and/or best practices, it may be helpful to embed links to sites that describe them in more detail directly into this document so PPD developers who are unfamiliar can explore what those look like. Also, it should be emphasized that any special guest instructors should be evaluated for both their knowledge of the subject area and their ability to effectively convey that knowledge prior to bringing them on board.
  - Reflecting that creating professional development should incorporate all PD activities- not just YD or PreK ones.
  - suggestions: Offer Feedback...: 1. Ensure opportunities and provide space... 2. ...feedback on their work with the goal of improving practice
  - Its repetitive and already something professionals know. Can there be direct links to resources or professional development in these content areas listed as examples so that leaders can select things based on their identified needs?

### Page 4: Unified Core Knowledge Areas (n=15)

- No edits are needed – 73% agree; 20% disagree
- Do you have any recommended edits to this item?
  - Here again, linking the standards documents directly into this one would be helpful in case PPD creators need to familiarize themselves. It may also be helpful to provide a brief description and/or examples of each Unified Core Knowledge Area in practice.
  - #7 "Youth" is not clear - suggest using "Child" question - Is it necessary to say "professional standards documents" or could it just say "professional standards" assuming that one is referring to the documents?
  - Maybe include 7, 8 & 9 within the text box below it, so it's more clear that we're referring to these as the supplemental CKAs. Or say "7, 8 & 9 are supplemental standards"...

- No edits are needed – 87% agree; 7% disagree
- Do you have any recommended edits to this item?
  - This is a good example of the brief descriptions of each standard I was describing for the above section, although fleshing the points out a bit more couldn't hurt here, either. Again, linking the Learning Standards document in here would be helpful.
  - Not sure how this document is helpful unless it links us to example professional development opportunities - we already know what key areas to focus on

How important is it that professional development is available in each of the following topics: (n=14)

### **Child Development and Learning**

- Are there any high priority topics you believe must be added?
  - Challenging Behaviors are not always a result of trauma - perhaps that could be made clear
  - autism

### **Curriculum and Learning Environments**

- Subtopic: Approaches and Curricula including Reggio Emilia, Montessori, Waldorf, Froebel
  - 29% Very Important; 57% Important; 7% Unimportant; 7% N/A

### **Observation and Assessment**

- Subtopic: Program Assessment and Continuous Quality Improvement:
  - 64% very important; 29% important; 7% unimportant
- Are there any high priority topics you believe must be added?
  - I checked "important" for TSGold only because it is sometimes required. Otherwise, I would have checked "unimportant"
  - Models of assessment utilized within models of education such as Reggio-Emilia, Montessori, and Waldorf should be permitted for use by programs seeking to meet state standards, provided the educators using them have been trained in their use.

### **Professionalism and Ethical Practice**

- Are there any high priority topics you believe must be added?
  - I would love to see consistent high-level Leadership training.

### **Youth Engagement, Voice, and Choice**

- Are there any high priority topics you believe must be added?
  - I definitely think there should be subtopics within this broader category, but I'm not sure which specific subtopics to recommend.
  - Use of the word "youth" is confusing. I suggest using "child". There are myriad ways in which this can also be effectively woven into other content areas, cross-referenced and supported.

### **Safety and Wellness**

- Are there any high priority topics you believe must be added?
  - Incorporating some sort of topic about teaching youth how to be physically safe with each other would be helpful.

## Program Planning and Development

- Subtopic: Continuous Quality Improvement and Program Improvement Planning
  - 64% very important; 26% important; 7% unimportant
- Subtopic: Grant Writing
  - 36% very important; 57% important; 7% unimportant
- Balancing Work and Family
  - 43% very important; 50% important; 7% unimportant
- Are there any high priority topics you believe must be added?
  - I know there's already a curriculum standard above, but having something in here on activity planning and organizing the daily routine around a broader curriculum or set of themes could be helpful.

### Page 6: Training Levels (n=14)

- Language is Clear – 86% agree; 7% disagree
- Section is Complete – 86% agree; 7% disagree
- No edits are needed – 71% agree; 21% disagree
- Do you have any recommended edits to this item?
  - I would recommend including "building skills" (or practicing skills) in Introductory description as well

### Additional Comments:

- I found those documents I've been mentioning throughout at the end of the document; I nonetheless maintain my position that embedding them directly alongside the topics they pertain to, or at least noting that links are available at the end of the document, would be helpful, as busy PPD developers may not scroll that far.
- Thank you for developing these recommendations and for the opportunity to review them.
- Page 8 states: Draft recommendations were created in 2023 based on national and Vermont-specific data and reports and were reviewed and vetted by stakeholders in May and June 2023. Stakeholder feedback was reviewed by members of the BBF PPD Committee and incorporated into the final recommendations. Notice May and June 2023....June 2023 hasn't happened yet....Should this have been May and June 2022?
- Looks good, overall.
- It looks great!

### Comments included in this document that appear to reflect on other areas of our system (important for consideration at a later time):

- Many of our programs operate in school, with both licensed teachers and other faculty. There should be some pathway specifically for these folks. They receive professional development throughout the school year, and that does count towards much of their required PD for afterschool and preK programming.
- There need to be professional development pathways available in additional models besides VELs, pre-k, and STARS. Internationally recognized and accredited pathways such as those in Reggio-Emilia, Montessori, and Waldorf should be recognized and included in Vermont's professional development landscape.
- Northern Lights training website can be extremely confusing
- Include that there may be other pathways- IE licensed teacher, other degrees, etc