

BBF Professional Preparation and Development Committee

Meeting Notes 10/15/2024

Meeting Attendees: Deb Norris, Becky Millard, Ammie Collins, Joanne Rouleau, Amelia Struthers, Adri Taylo-Behrman, Teresa Haskins, Dawn Rouse, Tia Fotion, Lynne Robbins, Meg Baker, Sonja Bracey, deb Grennon, Julia Wayne, Paula Nadeau, Kelly Hayes, Beth Truzansky, Joanna Houston, Brenda Schramm, Tricia Pawlik, Beth Wallace, Sherry Carlson, Erin Fairbanks, Didi Harris and Darla Senecal

Meeting Summary:

- I. Meeting introductions
- II. Fundamentals Revision Project presentation and discussion (Becky and Amelia)
 - Visioning Session, Design Team: Structure, Design Team: Lesson Planning (spring 2025) and Pilot (fall 2025)
 - Handing a toolkit to the trainers... not doing deep design work but can have their own style features.
 - Role in the EC System: foundational overview, practice base/hands on, intro to resources and include focus on professional development – teamwork with colleagues and communication
 - Connect to Career Ladder Level One and career next steps, direct connection to NL RA and Into to Lic
 - Key Components:

The screenshot shows a Zoom meeting interface. The main content is a slide titled "01 Visioning Session" with the following text:

Key Component Recommendations
Level 1 NAEYC Professional Standards
Overview of child development
Developmental milestones and DAP
Ethics and Professionalism
Culturally responsive practices
Practical application of knowledge
Introduction to curriculum and child observations
Supporting children with diverse needs and intro to CIS

Potential Roles
Teacher Assistant (CBCCPP 7.3.2.3)
Trainee (CBCCPP 7.3.2.4)
Classroom Aide (CBCCPP 7.3.2.5)
Substitute (CBCCPP 7.3.2.6)

The slide also features an illustration of three stylized human figures of increasing size. The Zoom interface includes a top toolbar with icons for Take control, Pop out, Chat, People (24), Raise, React, View, Rooms, Apps, More, Camera, Mic, Share, and Leave. A participant list on the right shows "EF" and "SC" with their respective video thumbnails.

- Prepare for potential roles: Teacher Assistant, Trainee, Classroom Aide and Substitute.
- Questions:
 - CIS age range of coverage within this vision –
 - Substitute... they would be successful if they had finished this training not to change the PD expectations of substitutes.
 - And perhaps Substitute would morph into next step of full time employment
 - Universal design of Learning... will be covered in next phase...
- Design Structure:

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21:05

Take control Pop out Chat People 25 Raise React View Rooms Apps More Camera Mic Share Leave

02 Design Team: Structure

- ✓ Review relevant state and national resources and visioning session notes
- ✓ Consider various system intersections and impact of potential changes
- ✓ Discuss changes to align Fundamentals design with skills and knowledge needed to successfully enter the early childhood workforce
- ✓ Identify structural components for revised Fundamentals

Millard, Becky

Hours, In Person, Hybrid, hands on learning opportunities.

1. 45 contact hours plus practical application – reimagine the homework.
2. Virtual no longer than two hours
3. Continue to embed Intro to Lic as 2 contact hours
4. Move BSC to stand alone delivery – some want to take later, HS students in may be inappropriate (tech centers) – moving this gives

us 6 hrs to cover the basics and intro items of BSC. Leaves room to decide if one must they complete it to complete.

5. Learning objectives align with lev 1 NAEYC standards
6. Embed flexibility for sponsors in training delivery
7. Diversity Assignments – currently writing heavy

System Alignment:

The screenshot shows a Zoom meeting window for the 'Professional Preparation and Development Committee'. The meeting duration is 30:05. The top toolbar includes icons for Take control, Pop out, Chat, People (25), Raise, React, View, Rooms, Apps, More, Camera, Mic, and Share. A red 'Leave' button is visible on the right. The main content area displays a slide with the following text:

02 Design Team: Structure

Ensure System Alignment

- Change learning objectives from level 1 Vermont CKCs to level 1 NAEYC Standards and Competencies
- Maintain 45 contact hours to align with PLA course challenge
- Embed revised Intro to Licensing module
- Move Basic Specialized Care to standalone delivery
- Maintain components that align with other systems
 - IPDP, child observations, Northern Lights Level 1 certificate, CDA alignment documentation

Participant names are visible at the bottom left: Millard, Becky. On the right, a vertical list of participant video thumbnails is shown, with a '< 1/6 >' indicator.

Embed Flexibility:

- Create options for delivery for sponsors:
 - Guidance for in-person, virtual, and hybrid delivery
 - Flexibility with timing structure (weekly, twice weekly, etc.)
 - Guidance for use of opening and closing in-person sessions paired with virtual or hybrid delivery
- Trainers provide options and choices for assignments
- Opportunity to invite content experts as guest speakers
- Opportunity for trainers to customize materials to best meet the needs of the participants in their training

Prioritize Differentiated Instruction:

- Diversify assignments with more practice-based options
 - Shorten sessions for online delivery to 2 hours
 - Provide toolkit for directors and coaches to support participants while they attend Fundamentals
- Create guidance for trainers on usage of virtual platforms with focus on engagement and various needs of learners
- Embed guidance for trainers to customize materials to best meet the needs of the participants in their training

Proposed Changes: asking for thoughts

- Shift from VT Core Knowledge and Competencies to NAEYC Standards and Competencies
- BSC Standalone and is it required to complete fundamentals?
- Reduce length of ORT sessions
- Add Variety of assignment and real-life practice vs writing heavy
- Add more flexibility for delivery for sponsors and trainers

Discussion if BSC should be required or not and could be different for Afterschool vs EC.

What does it look like to have a variety of assignments – also add for cultural supports – thinking towards the future... where do we see Fundamentals in the long term. Fundamentals isn't only prep for Assistant Teacher for example.

Reminder: Look at the appendix in the NAEYC standards... it's universal design. We aren't reinventing –

Changes will make it better for all the learners – inclusive.... 2hrs is awesome, 3 hrs is exceptional long to keep folks engaged.

If completers choose to get 3 college credits after... connect to CCV learning resources. Can go forward...resources available to help and make successful.

Heavy writing can trip folks up – might not be ready that. Meet people where they are at.

Fundamentals helps folks realize that they are ready for college course or beyond.
Prior learning assessment -

Next Steps: Timeline

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54:02

Take control Pop out Chat People 25 Raise React View Rooms Apps More Camera Mic Share Leave

Next Steps:

- CDD review and feedback (January, 2025)
- Design Team: Lesson Planning (February-May, 2025)
- Train the Trainer and prep for pilot (June-August, 2025)
- Pilot launch of training series (Fall, 2025)
- Full statewide implementation (Winter/Spring 2026)

Millard, Becky

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III. Member News and Updates and Links

Beth: update VT Early Childhood strategic plan, meet in Feb incl CDD – visioning what is working well, what needs attention -

Virtual briefing recording available and BBF annual report – status update to legislature State of Vermont's Children report: <https://www.buildingbrightfutures.org/data-page/state-of-vermonts-children/>

deb: FCF – rolled out most of spring trainings on the NL calendar

Make Way for Kids grant – deadline Feb 3rd another round in May

New Business Planning Cohorts - one starting this afternoon and another in Feb.

Meg: Preschool Development grant

PD Calendar thru end of school year... will have a few more trainings

beginning of next school year fall 2025 TPOT.

Over 300 people have signed up. 1300 signed up for online E-Modules

https://docs.google.com/document/d/1m8wWTZmZZJhxJEZvuvDG3ey_szQD-188/edit

Paula: Castleton Portfolio for EC educators opportunity.

<https://www.castleton.edu/academics/professional-development-continuing-education/the-castleton-center-for-schools/continuing-education-workshops-contract-courses/professional-portfolio-development-for-early-childhood-educators-torncello-fall-2024/teachearlychildhoodvermont@vtaeyc.org>

Julia: Latest CIS PD Newsletter: <https://mailchi.mp/uvm/personnel-development-newsletter-for-cis-staff-17986618>

CIS PD Newsletter – May 29th Stoweflake Conference -reviewing guest speakers.

Tricia: reach out in more deliberate way for networking around topics that came up in survey of the field. So have discussions Feb 20th set up one for directors, one for direct line staff and another in April

Flourish Lab trainings – individual coaching or combining mods online for larger groups.

Amelia:

CoP Train the Trainer (May 2025),

KODO trainings (8) offering this spring – can use items in STARS basket – or items around the house – STEM and Curriculum focused.

VoL going into calendar soon, March

PD Summit: feedback is great. Will be working on another for this year

Streamlining happening in the back end at NL

VELs Trainings – Basic, Intermediate and Advanced

Challenging Behavior training – Aricha

Maximize Your Impact – need to rename... very good intro DAP training but people aren't resonating with the title

Beyond the Book – Inclusion includes Us

Dawn: Program for Infant/Toddler Caregivers started – 61 providers participating – running another May cohort – good learning process going thru the first round.

Joanne: 2024 NL Created a Sponsor Orientation – updated process/documentation to include new CKA, now offering recording option Continue to offer monthly...

Theresa: Working with funding to bring copies of VELs to providers

Beth: Office of Prof Reg deliver report of EC profession role and bring to legislation. Statewide EC networks has launched – meet monthly and have been running since November. Looking to recruit a new PD specialist. NL RAs met with Sarah Gonyeau – conducting outreach to under engaged programs – who do we not have touchpoints with – try to work with them on recruitment and workforce retention, IPDP assistance etc – programs have been very receptive – worked with Amelia to revamp Sarah’s meetings with programs to get PD hours if needed.

Adri: Offering Five Fundamentals – incl a daytime option with 12 participants Fundamentals for New Americans look into that.

IV. More Relevant Links:

More on the update process on the Vermont Early Childhood Action Plan <https://www.buildingbrightfutures.org/vecap/updating-vermonts-early-childhood-strategic-plan/>

Meeting resources available at:

<https://northernlightscv.org/resources/vermonts-ecpd-system/ppd/>

February: Renee talking about Head Start Statewide topics/priorities. New Head Start program standards to talk about.