

Professional Development Plan

A quality professional development plan will include measurable goals (short and long-term) and activities to meet specific early care and education outcomes in relation to increased knowledge and skill level.

Tip: New staff to complete within 90 days of employment

Personal Information (please print) – *complete a new Page 1 form if any personal information in gray box changes*

Name: _____ Date of Hire: _____

Title/Position: _____

Age(s)/: _____ Classroom(s): _____

Number of hours worked per week: _____ Number of months worked per year: _____

ECE-TRIS Individual Record Form Attached Yes No

Education Completed	Major	Updated Date
<input type="checkbox"/> Some High School	N/A	
<input type="checkbox"/> GED	N/A	
<input type="checkbox"/> High School Diploma	N/A	
<input type="checkbox"/> Associate Degree		
<input type="checkbox"/> Bachelor's Degree		
<input type="checkbox"/> Master's Degree/Grad.		
<input type="checkbox"/> Director's Credential	N/A	
<input type="checkbox"/> Other (ex: School Age Care Certificate) _____		

Certificates/Credentials Earned	Expiration Date	Updated Date
<input type="checkbox"/> High School Certificate of Eligibility		
<input type="checkbox"/> Commonwealth Child Care Credential		
<input type="checkbox"/> CDA – Infant/Toddler		
<input type="checkbox"/> CDA – Preschool		
<input type="checkbox"/> CDA – Family Child Care		
<input type="checkbox"/> Trainer's Credential Credential Level: _____		
<input type="checkbox"/> I.E.C.E. Certification	N/A	

Update Page – To Be Completed Annually During Evaluation & Added to Employee Professional Development Plan

Name: _____

Self-Reflection: My current strengths related to Early Care and Education/Kentucky’s Core Content are...

Plan for Professional Growth: Specific to Early Care and Education/Kentucky’s Core Content

Core Content Area/Level: _____

My goal is to... _____

Activities	Timeline (Short Term – 3, 6, 9 months; Long Term – 12 months)	Resources Needed	Assessment/ In Progress Status	Completed/ Date

Core Content Area/Level: _____

My goal is to... _____

Activities	Timeline (Short Term – 3, 6, 9 months; Long Term – 12 months)	Resources Needed	Assessment/ In Progress Status	Completed/ Date

Signature: _____

Date Plan Completed: _____

Professional Development Resources

First Year Staff: Professional Development Plan Ideas

- Best Practice: Staff should participate in a professional development plan within the first 90 days of hire
- PD Plan can be included as a part of the staff evaluation, which is an annual regulatory requirement
- Include licensing requirements such as Orientation completion, First Aid/CPR training, and obtaining the 15 hours of early care and education training
- PD Plan should be included in the staff's personnel file (individual should keep a copy for their records as well)
- Completion of staff probation/interim evaluation of job status

Activities to Help Meet Goals/Actions

Not all activities have to yield clock hours to meet criteria

Training	Conferences	Seminars	Workshops
Institutes	Research	Modeling	Shadowing
Technology Use	Webinars	Formal Coursework	Independent Study
Study Groups	Communities of Practice	Consultation	Internships

Articulation of Credentials/Degrees

High School Certificate of Eligibility ► Commonwealth Child Care Credential ► Child Development Associate ► Director's Credential ► Associate's Degree ► Bachelor's Degree ► Master's Degree/Graduate Study

Kentucky All STARS

If your program is participating in Kentucky All STARS, you may want to consider including some of the required and/or optional trainings as part of your professional development plan.

Required Trainings

- 10 hours of Professional Learning in Curriculum, Instructional Practices, and/or Teaching and Learning (*program/site administrator/director and 50% of teaching staff*)
- Professional Learning Activities in Developmental Screening (*50% of teaching staff*)

Optional Trainings

- Professional Learning Activities related to Strengthening Family Engagement (*program/site administrator and 75% of staff*)
- Professional Learning Activities related to Curriculum-Based Assessment (*50% of teaching staff*)

Did You Know???

Professional Development Coaches can assist you with:

- Determining qualification for programming and scholarships
- Scholarships available to help fund clock hour and college credentials and degree course work
- CDA Mini Grants
- National Accreditation Mini Grants for facilities and programs
- Development of an Annual Professional Development Plan

Contact your PD Coach by visiting <https://www.kentuckypartnership.org> or 800-956-8950

Kentucky's Early Care and Education Core Content

1. Child Growth and Development

Experiences for any child, regardless of age, must be planned around the child's developmental abilities.

2. Health, Safety, and Nutrition

These are the basic needs of all human beings, and early childhood environment must ensure them.

3. Professional Development/Professionalism

Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

4. Learning Environments and Curriculum

Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social care.

5. Child Assessment

Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development.

6. Family and Community Partnerships

Understanding the roles that family members and others play in children's lives is vital for early childhood educators.

7. Program Management and Evaluation

Adults providing early care and education must use all available resources for a quality program.

Kentucky's Early Care and Education Training Levels

Level 1	Participants have limited knowledge and experience in early childhood education.
Level 2	Participants may have a CDA and/or two or three years of experience.
Level 3	Participants may have at least an associate degree in early childhood and/or three years of experience, and already have competence in curriculum planning.
Level 4	Participants may have at least a four-year degree in early childhood education or a related field and two years of experience.
Level 5	Participants may have a four-year degree in early childhood education and advanced study and four years of experience including the supervision or teaching of others.