

Professional Development Plan for Child Care Center Employees

Supplemental Documents

Developed by Child Care Resources Inc. on behalf of the North Carolina Child Care Resource and Referral Council
With Appreciation to the North Carolina Early Educator Support, Licensure, and Professional Development Office and
the North Carolina Division of Child Development and Early Education.

Four supplemental supporting documents have been created to assist anyone (employee, supervisor, and/or mentor) contributing to the completion of this sample Professional Development Plan (PDP) for Child Care Center Employees in North Carolina. Although use of supplemental materials provided is entirely voluntary and up to the individual(s) completing the PDP, the following resources have been made available to support the planning process:

1. Rated License Education Points & Requirements for Lead Teacher

This form can be used to determine the number of points a teacher currently receives using NC's rated license requirements and can also be used to determine the additional coursework and/or training required to obtain additional points as a lead teacher.

2. Core Knowledge Areas of Competence

This form enables child care center staff to engage in self-reflection about their knowledge on a number of topics related to the early care and education field. This form can also be used by a supervisor as an assessment of the knowledge and skills displayed by a child care center staff member and/or as a collaborative tool for joint use by a child care center staff member and her/his supervisor.

3. Professional Development Goal Setting

This form provides sample professional development plan goals and includes instructions on how to articulate such goals.

4. Higher Education Coursework Tracking

Two forms are included to track higher education coursework completed. The first form lists NC community college early childhood coursework and the second form provides a template on which to document completion of an individual's coursework toward a early childhood related BA/BS or higher degree.

Rated License Education Points & NC

Center's Current Rated License Education Points	Center's Goal for Rated License Education Points	Staff Member's Rated License Education Points	Staff Member's Early Educator Certification Level and Expiration Date

NC Rated License Education Requirements for Lead Teacher

<p>Minimum licensing requirements (At least 18, has high school diploma or equivalent and will complete NCECC) OR Level 1 EEC OR 1 yr. of child care exp. or 2 yr. exp. as a licensed family child care provider OR completed a 2-yr high school child care program OR 20 hrs. of training in child development with first 6 months</p>	<p>NCECC or Equivalent or Level 1 or higher AND Completed or enrolled in 3 SH ECE/CD</p>	<p>NCECC or Equivalent or Level 1 or higher AND 3 SH ECE/CD AND enrolled in 3 add' l SH ECE/CD OR 1 yr. exp.</p>	<p>NCECC or Equivalent or Level 1 or higher AND 6 SH ECE/CD AND enrolled in 3 add' l SH ECE/CD OR 3 SH ECE & 3 yrs. exp. OR 5 yrs. exp.</p>	<p>NCECC or Equivalent or Level 1 or higher AND 9 SH ECE/CD AND enrolled in 3 add' l SH ECE/CD AND 1 yr. exp. OR Level 4 or higher and 1 yr. work exp.</p>	<p>NCECC or Equivalent or Level 1 or higher AND AAS in ECE OR other AAS w/ 12 SH ECE/CD AND 1 yr. exp. OR 60 SH towards BA/BS with 12 SH ECE/CD and 1 yr. exp. OR Level 6 or higher and 1 yr. exp.</p>	<p>NCECC or Equivalent or Level 1 or higher AND AAS in ECE OR other AAS w/ 12 SH ECE/CD AND 2 yrs. exp. OR BA/BS in ECE/CDC in a related field OR Level 6 or higher and 2 yr. exp.</p>
1 Point	2 Points	3 Points	4 Points	5 Points	6 Points	7 Points
EEC At least Level 1	EEC Level 1 or Higher	EEC Level 2 or Higher	EEC Level 3 or Higher	EEC Level 4 or Higher	EEC Level 6 or Higher	EEC Level 6 or Higher

SH - Semester Hours
ECE/CD – Early Childhood Education or Child Development
NCECC – North Carolina Early Childhood Credential
EEC – Early Educator Certification

Core Knowledge Areas of Competence (For self-assessment or supervisor use)

The North Carolina Division of Child Development and Early Education has established categories for core knowledge of Early Childhood Education and School Age Child Care Professionals. The topics below are those determined by the North Carolina Division of Child Development and Early Education, and are further detailed by the inclusion of sub-domains of development from the North Carolina Foundations for Early Learning and Development (Foundations) and the Program Administration Scale (PAS). Consider each topic, and rate your knowledge on a scale of one to five, with one being “not knowledgeable” and five being “highly knowledgeable.” This section of the professional development plan can be completed by a child care center staff member as a self-reflection activity, by a supervisor as an assessment tool, or by both parties for use as a part of a discussion on core knowledge areas of competence.

Core Knowledge Area	Not Knowledgeable		Somewhat Knowledgeable		Highly Knowledgeable
Program Management (Administrators Only)					
Staff Orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Supervision and Performance Appraisal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Staff Development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Compensation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Staffing Patterns and Scheduling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Facilities Management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk Management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internal Communications	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Screening and Identification of Special Needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Assessment in Support of Learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Budget Planning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Accounting Practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Program Evaluation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Strategic Planning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
External Communications	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Community Outreach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Technological Resources	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Use of Technology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

General (Administrators and Teachers)					
Professionalism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Observing & Recording Children's Behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Productive Relationships with Families	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Children's Social & Emotional Development					
Developing a Sense of Self	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Developing a Sense of Self with Others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Learning about Feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Planning a Safe & Healthy Learning Environment					
Physical Health & Growth	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self-Care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Safety Awareness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Children's Physical & Intellectual Development					
Motor Development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Learning to Communicate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Foundations for Reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Foundations for Writing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Construction of Knowledge: Thinking & Reasoning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creative Expression	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Social Connections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Mathematical Thinking and Expression	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Scientific Exploration and Knowledge	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Curiosity, Information Seeking, and Eagerness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Play and Imagination	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk-taking, Problem-Solving, and Flexibility	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Attentiveness, Effort, and Persistence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Next steps- Developing Your Professional Development Goals

Reflect on your results above regarding your Core Knowledge Areas of Competence. In what areas are you finding achievement? In what areas do you want to gain further knowledge and skills? What is your professional vision and mission statement? Write some initial thoughts below.

Professional Development Goal Setting

Goals are established to guide your personal professional growth. In this section, you will be asked to develop professional development goals for yourself. Some tips for writing professional development goals:

1. Goals can be short term, and related to your current position, as well as long-term and related to future career goals. Having both short- and long-term professional development goals can help determine a path for continuing education and training to ensure you are making adequate progress.
2. Goals should be related to your growth in the core knowledge areas of competence specified in this plan.
3. Goals should use the S.M.A.R.T. model as a tool to help ensure that all of your goals and action steps are: **Specific, Measureable, Attainable, Realistic, and can be completed within a specific Timeframe.**

Enter up to five goals in the space below. Start with short-term goals, and move on to long-term goals, if desired. A good written example to follow when writing goals is: "I will (enter specific, measureable, attainable, and realistic goal) by (enter estimated timeframe/date of completion)."

Goal	Action Steps <i>What activities & steps will help you achieve your goal?</i>	Resources Needed <i>Are there any resources that you need to achieve your goal?</i>	Person Responsible <i>Who is responsible for each action step and/or for finding/providing necessary resources</i>	Progress towards Goal <i>Evidence of Completion for Action Steps</i>	Date Completed <i>Indicate the date you achieved your goal</i>
EXAMPLE: Short Term Goal: Further develop my understanding of the emotional and social needs of young children, particularly infants and toddlers.	<ul style="list-style-type: none"> • Look in regional training calendar for training session or CEU on this topic • Register for and attend event 	Registration Fee	Self	<ul style="list-style-type: none"> • Attended training session on the emotional and social development of Infants and Toddlers • Certificate on file 	June 11, 2014
EXAMPLE: Intermediate Goal: Obtain Early Educator Certification	<ul style="list-style-type: none"> • Gather transcripts for submission • Complete Application • Submit Application 	\$50 for certification fee. Transcripts	Self	<ul style="list-style-type: none"> • Received transcripts • Completed Application • Submitted Application 	August 2014
EXAMPLE: Long-Term Goal: Complete Associate's Degree in Early Childhood Education	<ul style="list-style-type: none"> • Apply to local community college • Ask about financial aid options • Contact TEACH Early Childhood about possible scholarships • Connect with advisor at local community college to discuss class options 	Financial Aid	Self	<ul style="list-style-type: none"> • Completed Community College Application • Completed application for TEACH Scholarship 	In process. Estimated Completion: June 2017

Community College ECE Coursework

Prefix	Course Title	Date of Completion
EDU 119	Intro to ECE	
EDU 144	Child Development 1	
EDU 146	Child Guidance	
EDU 151	Creative Activities	
EDU 151 A	Creative Activities Lab	
EDU 145	Child Development II	
EDU 131	Children, Family, and Community	
EDU 153	Health, Safety, and Nutrition	
EDU 184	Practicum I- Early Childhood Intro Practicum	
EDU 251	Exploration Activities	
EDU 251 A	Exploration Activities Lab	
EDU 280	Language and Literacy Experiences	
EDU 280 A	Language and Literacy Experiences Lab	
EDU 221	Children with Exceptionalities	
EDU 229	Curriculum Planning	
EDU 234	Infant, Toddlers, and Twos	
EDU 271	Educational Technology	
EDU 284	Practicum II - EC Capstone Practicum	
English Requirements		
Math Requirements		

Employee's Current Community College Transcript on File with Center: Yes No

