



1302.91 Professional Development Plan

UCHRA Van Buren County Head Start provides for ongoing training and assistance for all staff, consultants and volunteers engaged in the delivery of program service at a minimum of the goals and underlying philosophy of the program and the ways they are implemented.. All Staff are provided opportunities to expand on current skills and knowledge base ensuring competencies to perform the roles and responsibilities of their position, focusing on areas of quality teaching and learning and service delivery. Staff will complete at a minimum 60 to 100 hours as reflected on job evaluation per year of professional development in order to demonstrate competency to perform function of their job. All staff are cross trained in all areas of service delivery due to the size of the program. A training plan will be devised each year to incorporate all required basic regulated training. Education staff must meet the basic requirements of high quality, sustained intensive and classroom focused interactions in order to have a positive and lasting impact on classroom instruction and the teachers performance in the classroom which is regularly evaluated for effectiveness. All staff will receive DHS approved training on methods to handle suspected or known child abuse or neglect, first aid and Cardiopulmonary Resuscitation (CPR), training on best practices for implementing family engagement strategies, and training that builds on their knowledge experience and competencies to improve child and family outcome. Directors, assistant directors and educators shall have evidence of completing training in Adverse Childhood Experiences every five (5) years. Education staff will focus on researched based approaches that are focused on effective curriculum implementation, knowledge of the ELOF, partnering with families and supporting children with disabilities and their families, focusing on teacher child actions (CLASS), supporting dual language learners when applicable, addressing challenging behaviors, preparing children and families transitions and using data for individualization. All first year teachers and education staff who are identified in areas of need and support will participate in intensive coaching. All staff not identified for intensive coaching will receive other forms of professional development that are aligned with program performance goals. The teaching practices are implemented within the program to support the achievement of school readiness goals. The program will assess, identify, and provide resources for coaching. Procedures will be implemented that will ensure that the process is supportive and not punitive. Practice based coaching will be provided through a team approach, due to the size of the program and staff job requirements. The Practice Based Coaching team will consist of the Mentor coach, Asst. Mentor Coach and identified Senior Education Staff allowing for communication across the program. The process will be conducted as a collaborative coaching partnership through a coaching contract. The coaching approach will consist of expert coaching, reciprocal peer coaching and self-coaching. Intensive coaching will occur for all teachers employed less than one year and any staff identified through needs assessment as needing additional intensified support. The program will implement The National Center on Quality Teaching and Learning and Practice Based Coaching Collaborative Partnership process. .All

stakeholders were included in the process prior to implementation. The coaching process will be inclusive in the identified staff's professional development plan. All staff will be trained in the purpose of the coaching process elaborating on the three principles of Quality coaching, quality teaching and quality learning. The implementation of the process of practiced based coaching will be evaluated by analyzing outcomes. Observation will be documented and videoed by designated team members. All members will meet to review the focus of identified coaching. Team will meet with the teacher to discuss and devise a plan of action reflecting on strengths and needs identified. Education staff are supported by a mentor coach utilizing the NCQTL method and are offered support. Staff will review their job qualifications and competency requirements when completing training request forms and professional development plans. Head Start Director qualifications after November 7, 2016 is at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration. Fiscal Officer after November 7, 2016 is a certified public accountant or has a minimum of a bachelor's degree in accounting, business, fiscal management or a related field. Education Management after September 30, 2013 must have a bachelor or advanced degree in early childhood education or bachelor or advanced degree in coursework equivalent to a major related to early childhood education, with experience teaching preschool age children. Family, Health, and Disabilities management staff qualifications after November 7, 2016 is at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee. Currently contracts are in place to support this requirement. Head Start Center-based Teacher Qualification is no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework. Teachers must have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3) (B) of the Act. Head Start Assistant Teacher Qualification is at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire. Family Services Staff qualification after November 7, 2016 is within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field. Family service worker supports the Family and Health service area and does not require credentials. This position does not work directly with family case management. All staff are surveyed using staff training interest/request form to determine needs. This survey is conducted by the professional development coordinator in the month of Feb. for the next program year. All training requested will be addressed at in-service, state, federal and local training opportunities. Using the professional development goal sheet the program will provide support to all staff for improvement. Systems are developed to provide CEU training and technical assistance to address the need for ongoing staff professional development. Education staff will use results from CLASS observation, job performance evaluations, outcomes, ECERS scores, teacher self-evaluation needs assessment and personal training request to determine professional development goals. Education staff are supported by a mentor coach utilizing the NCQTL method and are offered support. All support staff will use job performance evaluations to determine professional development goals. (Goals will be documented on the professional development goal sheet by April for the next program year.) Staff will implement the goals and the Professional Development Coordinator will track

progress. Staff will be notified of approaching deadlines and staff training interest/request for training needs deadlines.

Revised 1/20