

Professional Learning Guidance

A Professional Learning Plan of Participation for Administrators and Instructors of Pre-kindergarten and Kindergarten

Published 2018

**Professional Learning Guidance**

**for**

**Early Childhood Instructors and Administrators**

All teaching staff (teachers and assistant teachers) and program administrators must complete at least fifteen (15) contact hours of professional learning annually specific to the education of pre-kindergarten children. Kindergarten teaching staff are required to gain eight (8) hours of professional learning annually specific to the education of Kindergarten children. Administrators that manage pre-kindergarten and kindergarten teachers may gain the required hours of professional learning through online or on-site training. This variety of content could include program administration, family engagement, and early childhood instructional content approved or offered by the Mississippi Department of Education and/or Mississippi Department of Health (ELG, Section III.B.3, page 19). The Professional Learning Office of the Mississippi Department of Education (<http://www.mdek12.org/OPD>) has an approved list of online training resources with codes (CANVAS) that can be accessed by all administrators.

Approved professional learning does not include staff meetings or professional learning geared toward the whole school/site or agency staff. Professional Learning Communities (PLC’s) should be based on child data, outcomes and instructional strategies specific to pre-kindergarten or kindergarten. This type of PLC can be counted as contact hours. The Mississippi Department of Education Office of Early Childhood defines the professional learning training year as beginning on June 1st and ending on May 31st.

A sample staff and individualized professional learning plan of participation form is attached to provide guidance on how to complete and document professional learning training for individual programs.

**Sample Yearly Staff Learning Plan for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (name of program)

**Type of Program:** \_\_\_Public \_\_\_Non-Public \_\_\_Faith-based \_\_\_Early Learning Provider \_\_\_Other

The purpose of this plan is to ensure that administrators, teachers, and assistant teachers are receiving professional learning training to meet staff and individual needs. The implementation of this plan will provide individuals or groups with pathways to achieve the required goal of the school, agency, site or district. The plan should include the targeted goal/timeline, rationale for training, projected value for staff and students, cost of completion, and needed resources.

**Directions:** Using teacher monitoring tools and evaluations (CLASS, Professional Growth System, etc.), decide which professional learning topics will best meet the needs of your staff. List all training topics you would like your staff to receive. Individualize or group staff as needed for each topic/area.

**Organizational Objective:** Ensure that all staff have relevant training to ensure a high-quality education for all early learning students.

**Professional Learning Training Year:** June 1, \_\_\_\_\_\_\_\_\_ to May 31, \_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Staff Competencies (strengths):**   * Positive communication with parents and students * Warm friendly environment * Development of learning centers | **Staff Areas of Developmental Need:**   * CLASS-quality of feedback, concept development * Classroom Management/Transitions * Lesson Planning |

**Staff Professional Learning Goals for the Year** (Examples based on “Staff Areas of Developmental Need” could be CLASS, Executive Functioning, Learning Centers, Early Learning Guidelines, Early Learning Standards, etc.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **0-3 Month Goal(s)**  **BOY**  Staff will attend early childhood conferences, trainings on ELGs, ELSs and a CLASS overview to introduce to any new staff and refresh any seasoned staff of developmentally appropriate practice.  **Rationale for Proposed Goals**  **Why are these goals important?**  -to remind the staff of guidelines, standards and expectations/goals for the school year; conferences will be attended to help staff learn new strategies or ideas to implement in the classroom | | **3-6 Month Goal(s)**  **MOY**  Staff will focus on how to target areas of improvement for students while continuing high quality instruction; executive functioning; correctly writing lesson plans and maintaining documentation of student progress.  **Rationale for Proposed Goals**  **Why are these goals important?**  -to target areas of improvement based on student initial assessment results, CLASS and Professional Growth System Evaluations for students, individual staff and groups of staff that need learning in the same areas | | **6-9 Month Goal(s)**  **EOY**  Staff will reflect on data and collaborate to define strategies that work for students who are struggling with specific skills; Staff will self-reflect to determine areas of strengths and deficiencies to prepare for the next school year.  **Rationale for Proposed Goals**  **Why are these goals important?**  -to focus on those skills students are not mastering by using the ideas/strategies of others  -to reflect on what went well, what did not and what we can do better as individual teachers and as a staff | | **9 Months Goal(s) and Beyond**  Staff will be assigned a book to read over the summer break that directly correlates to improvement of instructional goals for students and the renewing of the teaching spirit.  **Rationale for Proposed Goals**  **Why are these goals important?**  -to remind our teachers that we are continuous learners just as we expect our students to be | |
| **Professional Learning** | **Example:** Early Childhood Education Conference | | **Example:** CLASS-Instructional Support Domain | |  | |  |
| **Staff Required to Attend** | All Staff | | Jim Walker, Sarah Word, Kate Object, Phillip Mean | |  | |  |
| **Goal Period** *List specific month/year*  *if known* | 0-3 months-BOY  July, 2018 | | 3-6 months-MOY  October,2018 | |  | |  |
| **Projected Value to Staff**  *Goal/Objective of PL* | Staff will gain required contact hours for the school year | | Staff will gain a more detailed explanation of Instructional Support domain; learn more detailed strategies to raise scores, and how to specifically impact the three areas of this domain | |  | |  |
| **Projected Value**  **to Students**  *How will the information gained be implemented in the classroom* | Staff will implement new strategies learned within one week of working with students | | Learning should increase for students through higher-order thinking, responses to student ideas and facilitation and encouragement of student language | |  | |  |
| **Location of Training and Person Responsible for Coordinating** | I.P. Casino Biloxi, MS  Program Coordinator will make registration and travel arrangement | | Insight Park  Oxford, MS  Teachers will register themselves and complete travel authorizations | |  | |  |
| **Cost and Source of Funding** | Donated Funds  $5,352.87  (registration, hotel, gas, food, vehicle) | | Title Funds  $587.00  (hotel, gas, food, registration free) | |  | |  |
| **Supports/Resources Needed** | 1 Van | | n/a | |  | |  |
| **Other Information** |  | |  | |  | |  |

**Sample Individualized Professional Learning Plan of Participation**

**for Pre-Kindergarten and Kindergarten**

The purpose of this plan is to ensure that administrators, teachers, and assistant teachers are receiving professional learning training to meet their individual needs. The implementation of this plan will provide individuals with pathways to achieve the required goal of the school, agency, site or district. The plan should include the targeted goal, an improvement benchmark, rationale for training, timeline for implementation, evidence of completion and needed resources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Employee Name** | Jane Doe | **Employee ID:** | 12589 |
| **Position** | Teacher | **Grade Level or Subject Area** | Pre-kindergarten |
| **Program Type**  **Public \_x\_\_\_**  **Non-Public \_\_\_\_**  **Faith-based\_\_\_\_**  **Early Learning Provider\_\_\_\_**  **Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | Innovative Coalition of Schools | **School/Department/ Head Start** | Wonderful School of Learning |
| **Year/Term** | 2018-2019 SY | **Administrator** | John Q. Public |
| **Title of the Professional Learning Activity**  **Date**  **Location**  **Number of Contact Hours/CEUs** | The title of the training is “A Day in the Early Childhood Classroom.”  The date of the training is July 18-19, 2018 at the Woolfolk Annex, 501 North West St. Jackson, MS 39201  Twelve (12) Contact Hours will be earned. | | |
| **Goal/Objective of the Professional Learning** | The goal of the professional learning training is to model for teacher, assistants and administrators how a developmentally appropriate early childhood classroom should look and sound. The training will also educate participants of the guidelines for early childhood classrooms. | | |
| **Rationale for Professional Learning and Attendance** | The curriculum we use is isolated and does not allow me to teach in a thematic format as required in the guidelines. Attending the training will allow me to see what my classroom should look like and give me tips and strategies on how to implement them in the classroom. | | |
| **How will the information gained be implemented in the classroom** | The information gained from the professional learning training should be implemented in my classroom within one week from my attendance. | | |
| **Evidence of Completion**  ***(attach evidence after attendance)*** | Evidence of completion of the professional learning training will be a copy of the agenda and a copy of the certificate of participation with contact hours upon receipt. | | |
| **Supports/Resources Needed for Activity** | A substitute teacher for two days.  The professional learning training is free. | | |

**Signature of Employee:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Administrator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Yearly Staff Learning Plan for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (name of program)

**Type of Program:** \_\_\_Public \_\_\_Non-Public \_\_\_Faith-based \_\_\_Early Learning Provider \_\_\_Other

The purpose of this plan is to ensure that administrators, teachers, and assistant teachers are receiving professional learning training to meet staff and individual needs. The implementation of this plan will provide individuals with pathways to achieve the required goal of the school, agency, site or district. The plan should include the targeted goal/timeline, rationale for training, projected value for staff and students, cost of completion, and needed resources.

**Directions:** Using teacher monitoring tools and evaluations (CLASS, Professional Growth System, etc.), decide which professional learning topics will best meet the needs of your staff. List all training topics you would like your staff to receive. Individualize or group staff as needed for each topic.

**Organizational Objective:** Ensure that all staff have relevant training to ensure a high-quality education for all early learning students.

**Professional Learning Training Year:** June 1, \_\_\_\_\_\_\_\_\_ to May 31, \_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Staff Competencies (strengths):** | **Staff Areas of Developmental Need:** |

**Staff Professional Learning Goals for the Year** (Examples based on “Staff Areas of Developmental Need” could be CLASS, Executive Functioning, Learning Centers, Early Learning Guidelines, Early Learning Standards, etc.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **0-3 Month Goals**  **BOY**  **Rationale for Proposed Goals**  **Why are these goals important?** | | **3-6 Month Goals**  **MOY**  **Rationale for Proposed Goals**  **Why are these goals important?** | | **6-9 Month Goals**  **EOY**  **Rationale for Proposed Goals**  **Why are these goals important?** | | **9 Months Goals and Beyond**  **Rationale for Proposed Goals**  **Why are these goals important?** | |
| **Professional Learning** |  | |  | |  | |  |
| **Staff Required to Attend** |  | |  | |  | |  |
| **Goal Period** List specific month/year  if known |  | |  | |  | |  |
| **Projected Value to Staff**  *Goal/Objective of PD* |  | |  | |  | |  |
| **Projected Value**  **to Students**  *How will the information gained be implemented in the classroom* |  | |  | |  | |  |
| **Location of Training and Person Responsible for Coordinating** |  | |  | |  | |  |
| **Cost and Source of Funding** |  | |  | |  | |  |
| **Supports/Resources Needed** |  | |  | |  | |  |
| **Other Information** |  | |  | |  | |  |

**Professional Learning Plan of Participation for Pre-Kindergarten and Kindergarten**

The purpose of this plan is to ensure that administrators, teachers, and assistant teachers are receiving professional learning training to meet their individual needs. The implementation of this plan will provide individuals with pathways to achieve the required goal of the school, agency, site or district. The plan should include the targeted goal, an improvement benchmark, rationale for training, timeline for implementation, evidence of completion and needed **resources.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Employee Name** |  | **Employee ID:** |  |
| **Position** |  | **Grade Level or Subject Area** |  |
| **Program Type**  **Public \_\_\_\_**  **Non-Public \_\_\_\_**  **Faith-based\_\_\_\_**  **Early Learning Provider\_\_\_\_**  **Other \_\_\_\_\_\_\_\_\_\_** |  | **School/Department/ Head Start** |  |
| **Year/Term** |  | **Administrator** |  |
| **Title of the Professional Learning Activity**  **Date**  **Location**  **Number of Contact Hours/CEUs** |  | | |
| **Goal/Objective of the Professional Learning** |  | | |
| **Rationale for Professional Learning and Attendance** |  | | |
| **How will the information gained be implemented in the classroom** |  | | |
| **Evidence of Completion**  ***(attach evidence after attendance)*** |  | | |
| **Supports/Resources Needed for Activity** |  | | |

**Signature of Employee:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Administrator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_