



NAEYC Accreditation Program Professional Development Plan 2018-19

Shared with Staff on __August 21, 2018 First day of Fall Semester Orientation_____(Date)

Priorities of PPDP for this year (overall goal should be to improve staff credentials and competencies):

1. Orientate new teaching staff on policies and procedures of the Center (PPDP Competencies: 1, 2, 4, 5, & 7 for lead staff)
2. Train lead staff and all teaching staff on updated MN Early Childhood Indicators of Progress and how it related to the classroom curriculum (PPDP Competencies for lead staff: 1, 2, 3, 4, 5, & 6)
3. Train all lead staff in Emergency Procedures (PPDP Competencies for lead staff: 1, 2, 3, 4, 5, & 6)
4. Have all lead and teaching staff participate in [Race and Culture in Early Childhood Settings: Beginning the Conversation](#) (PPDP Competencies: 1, 4, 5, & 6)

Rationale for this year's goals:

Priority1-- We annually have roughly 20 new teaching staff members and the repetition of policies and procedures is important for all.

Priority 2 -- The MN Department of Education to begin integrating language and content from updated ECIP's into the broader early care and education workforce. In addition the concepts align with the LCCC constructivist philosophy.

Priority 3 -- The Strategic Priorities developed by the Director/Lead Teachers as a high needs experience for all teaching staff based on the LCCC's Location on campus, housed in an academic building.

Priority 4 -- Staff feedback from 2018 Staff Satisfaction Survey stating perceived low morale and collaboration of peers. This training forces participants to look at and understand themselves before using stereotypes to judge others.



Orientation training information for the LCCC:

LCCC orientation is completed annually by all center teaching staff. This includes our professional and student staff.

Topics and information covered annual includes:

1. Online
 - a. Develop/Eager to Learn (anytime learning)
 - i. [Health and Safety In-Service I - Child Care Centers](#) (2 Hours/licensing requirement)
 - ii. [Health and Safety In-Service II - Child Care Centers](#) (2 Hours licensing requirement)
 - iii. [Abusive Head Trauma](#) (1 Hours licensing requirement)
 - iv. [Sudden Unexpected Infant Death](#) (1 Hours licensing requirement)
 - b. [Mandated Reporter Training](#) – MN Department of Human Services (3 Videos- .5 hours)
 - c. LCCC Health and Safety (.5 Hours licensing requirement)
 - d. Risk Reduction Plan (1 hour – licensing requirement)
 - e. Emergency Procedures (.5 hours – licensing requirement)
2. In Person
 - a. Job expectations/Review of Position Description/Staff Handbook (1 hour)
 - b. Classroom Specific Training (2 hours – licensing requirement)
 - i. Classroom specific curriculum (Creative Curriculum/Constructivist)
 - ii. Classroom Assessment (TS GOLD)
 - iii. Behavior Guidance/Classroom Management Techniques
 - iv. Individual child/family information
 - v. Daily Schedule/Routines/Activities
 - vi. Age specific development
 - vii. CACFP specifics for each classroom
 - c. Health and Safety review of LCCC specific policies/procedures, also covered online. (1 hour – licensing requirement)
 - d. Child Development (2 hours –licensing requirement)
 - e. NAEYC Standards/[Ethics](#)/Review of Mandated Reporting (1 hour)
 - f. CACFP Civil Rights Training (.5 hour)

Additional topics and information covered in August 2018 orientation:

1. Run-Hide-Fight drill led by St. Cloud Police Department and St. Cloud State University Public Safety (1.5 hours)
2. Review of Mandated Reporting (.5 hour)

Total Orientation hours training for all staff: 18 hours

Additional training provided for staff annually throughout the school year:

1. [Race and Culture in Early Childhood Settings: Beginning the Conversation](#) (Spring Orientation 3- hours)
2. First Aid(for those needing a renewal)
3. CPR (for those needing a renewal)
4. [NAEYC Ethical training](#)
5. Title IX mandated reporting requirements (privacy and confidently)

Training is provided at staff meetings and in trainings set up outside of Center hours of operation.

Training Resources

Trainings at the Lindgren Child Care Center are primarily conducted by the administrators and lead teachers with experts from within the university, outside the university, and video and assigned readings filling out the compliment of trainings. We believe using the administrators and lead teachers as our primary trainers gives LCCC the flexibility needed to modify trainings to best suit the needs of the individual classrooms and children.

Another variable which make the administrators and lead staff qualified to conduct staff in-services is the level of education required to be a lead teacher/director at the Lindgren Child Care Center. The table below shows the minimum qualification requirements for the Lindgren Child Care Center. Simply stated, the minimum requirement for the Lindgren Child Care Center administrator and lead teacher is stringent. Because of the high quality and retention of lead staff they are the most qualified early care and education providers in the area and therefore the most qualified primary facilitators of our staff linking theory and practice.

The Below Table Shows NAEYC Accreditation Minimum Qualifications, The Lindgren Child Care Center Minimum Qualifications, And Current Year Of Service Along With Highest Educational Degree Earned By Each Professional Staff Member.

Position	Lindgren Child Care Center Minimum Qualifications	Yrs of Service & Degree
Director Dennis Mergen	Master's Degree – Minnesota Pre-Kindergarten teaching licensure	Dennis Mergen 21 YOS M.S. Higher Education Administration Master Trainer through Develop
Lead Teachers Martina Juvera-Paul Infant Kayla Allar Toddler Kim Hemiller Preschool	Baccalaureate degree in early child education, child development, or equivalent Minnesota Pre-Kindergarten teaching licensure Minnesota Birth – Grade 3 Teaching Licensure	Martina Juvera-Paul 5 YOS B.S. Minnesota Birth – Grade 3 Teaching Licensure Kayla Allar Toddler Teacher 3+ YOS B.S. Minnesota Birth – Grade 3 Teaching Licensure Kim Hemiller Preschool Teacher 3+ YOS B.S. Minnesota Birth – Grade 3 Teaching Licensure

Sources of professional development that could be used to meet goals include but are not limited to:

1. Face to Face trainings (Both center developed and [Develop registered trainings](#))
2. [Eager to Learn](#) (online trainings)
3. Local [Conferences](#), [National NCCCC Conferences](#), [NAEYC Sponsored Conferences](#)
4. [Webinars](#) (online courses) Link to NAEYC Webinar Archive
5. [St. Cloud State University college courses](#)
 - a. [Child and Family Studies Programs and Course Descriptions](#)
6. Coaching and mentor experiences within the LCCC

Full-time staff is provided with the following benefits to help meet PDPP goals:

1. Professional Development Funds- allotted annually and can be carried over up to \$3000.
2. Professional Improvement Funds – up to \$1,000 annually to support cost of training
3. Waived tuition credits to Minnesota State Colleges and Universities.

Part-time staff

1. Trainings are paid for and staff is paid for their time to attend trainings.

PPDP Competency tracking:

Competency	Competence meet this year 2018-19	Competence met in 2017-18 or previous
1. Increasing cultural competence and reduce implicit and explicit bias, preparing teaching staff to work with children and families of diverse races, cultures, and languages.	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul Teaching Staff	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul *Teaching Staff
2. Knowledge of EC education curriculum approaches	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul Teaching Staff	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul *Teaching Staff
3. Knowledge of specific curriculum and assessment methods used in your program	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul Teaching Staff	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul *Teaching Staff
4. Communication and collaboration skills that prepare staff to support a positive work environment	Kim Hemiller, Kayla Allar, Martina-Paul Teaching Staff	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul *Teaching Staff
5. Knowledge of child development that included specific ages (s) and stages of the children they teach	Kim Hemiller, Kayla Allar, Martina-Paul Teaching Staff	Kim Hemiller, Kayla Allar, Martina-Paul *Teaching Staff
6. Ability to adapt to the special circumstances of children in the program (e.g. Military families, migrate, dual language, homeless, sped, trauma, rural, etc.)	Kim Hemiller, Kayla Allar, Martina-Paul Teaching Staff	Kim Hemiller, Kayla Allar, Martina-Paul *Teaching Staff
7. Staff who supervise or mentor other staff members are competent in adult supervision, mentoring, coaching, or leadership development.	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul	Dennis Mergen, Kim Hemiller, Kayla Allar, Martina-Paul

***Specific trainings offered in addition to required orientation topics change from year to year. New teaching staff will always receive information to receive competency, but will not always receive the same training content.**

Additional Training Opportunities Utilizing St. Cloud State University College Coursework

All LCCC Teaching Staff are encouraged to consider taking the below coursework as part of their major degree program, minor program, or as electives to improve delivery of services to the student parent families we serve.

1. Cultural competence and reduce implicit and explicit bias at the LCCC

CFS 315. Introduction to Early Education Credits: 3

Department: Child & Family Studies

Description: Foundations, historical and theoretical backgrounds, models of early education, cultural relationships of teachers and young children. Professional viewpoints from national organizations.

HURL 497. Human Relations for Teachers I (Diversity) Credits: 3

Department: Human Relations & Multicultural Education

Description: Analysis of individual and institutional racism, sexism, and other forms of oppression in the school environment. A social reconstructionist model of education.

CFS 260. Children in a Changing World (Diversity) Credits: 3

Department: Child & Family Studies

Description: Societal change, including the relationship between women and men, and its impact on childhood. Childhood in U.S. ethnic groups and in non-western cultures. Implications for those working with children in education, social services, health care, etc.

HURL 201. Non-Oppressive Relationships I (Diversity) Credits: 3

Department: Human Relations & Multicultural Education

Description: Development of practical skills for eliminating racism, sexism, and other oppressive elements from personal, professional, and public life.

HURL 206. Understanding Oppression (Diversity) Credits: 1

Department: Human Relations & Multicultural Education

Description: Consultants from oppressed groups will share expertise on various contemporary human relations issues (racism, sexism, disabilities, poverty, religious oppression, homophobia, etc.).

2. Deepen an understanding and ability to implement the LCCC curriculum.

CFS 315. Introduction to Early Education Credits: 3

Department: Child & Family Studies

Description: Foundations, historical and theoretical backgrounds, models of early education, cultural relationships of teachers and young children. Professional viewpoints from national organizations.

MATH 301. Elements of Mathematics II **Credits: 3**

Department: Mathematics

Description: Continuation of [MATH 201](#), including sequences and growth, algebraic concepts, informal geometry and measurement, statistics, and probability.

IM 423. Information, Technology and Learning for Early Childhood Education **Credits: 3**

Department: Information Media

Description: Role of technology and media in early childhood education. Selecting, designing, and producing instructional materials in a variety of formats. How technology assists teacher productivity and serves as a tool for enhancing student creativity and thinking skills. Child and Family Studies major only.

SCI 226. Science for Elementary Teachers I **Credits: 3**

Department: Science Education

Description: Concepts of life, earth and space, and physical science. Basic science inquiry skills.

CFS 423. Methods in Early Education **Credits: 3**

Department: Child & Family Studies

Description: Review knowledge of basic concepts of curriculum, materials, and methodology necessary for services to young children in inclusive educational settings. This course includes the UDWR through the completion of the Teacher Work Sample. Students must earn a B- or higher grade in this course to continue on to [CFS 460](#), Student Teaching in Early Education, where the TWS assignment is completed.

3. **Communication and collaboration skills to support a positive work environment at the LCCC**

Training through St. Cloud State University' [Academy for Co-Teaching & Collaboration](#)

HURL 201. Non-Oppressive Relationships I (Diversity) **Credits: 3**

Department: Human Relations & Multicultural Education

Description: Development of practical skills for eliminating racism, sexism, and other oppressive elements from personal, professional, and public life.

HURL 206. Understanding Oppression (Diversity) **Credits: 1**

Department: Human Relations & Multicultural Education

Description: Consultants from oppressed groups will share expertise on various contemporary human relations issues (racism, sexism, disabilities, poverty, religious oppression, homophobia, etc.).

4. Specialized coursework in the developmental stages of the children you teach (infant, toddler/two, preschool) at the LCCC.

CFS 431. Development of Infants and Toddlers **Credits: 3**

Department: Child & Family Studies

Description: Child development during infancy and toddler stages, theory of infant development, understanding the range of normality, typical and atypical development.

CFS 421. Development of Young Children **Credits: 3**

Department: Child & Family Studies

Description: Typical and atypical development of children, prenatal through 10 years. Methods of observation, application of development theories to early childhood practices.

CFS 406. Early Literacy in Inclusionary Settings **Credits: 3**

Department: Child & Family Studies

Description: Language and literacy development (including English as a second language) in the preschool years. Creating and evaluating developmentally appropriate literacy rich environments for children with diverse needs. 2.75 GPA requirement.

5. Training relevant to the circumstances of children they teach (e.g., children from military families or migrant families; dual language learners; children who are homeless, require special education, have experienced trauma; children from rural environments or from urban environments, etc.).

CFS 422. Family Studies: Parent Involvement **Credits: 3**

Department: Child & Family Studies

Description: Diverse families and their development including families with children with disabilities. Current issues impacting families. Communication strategies and parent partnerships. Needs of families and resources. Strategies for family involvement.

CFS 315. Introduction to Early Education **Credits: 3**

Department: Child & Family Studies

Description: Foundations, historical and theoretical backgrounds, models of early education, cultural relationships of teachers and young children. Professional viewpoints from national organizations.

CFS 433. Methods: Young Children with Disabilities **Credits: 3**

Department: Child & Family Studies

Description: Part of Methods Block designed to review knowledge of basic concepts of individualized group education for young children with and without disabilities. Understanding curriculum, materials, and methodology necessary for young children with disabilities in ECSE and inclusive educational settings.

CFS 413. Guidance of Young Children **Credits: 3**

Department: Child & Family Studies

Description: Managing the classroom and daily routines. Effective communication. Alternate solutions to discipline young children. Crisis management techniques including working with special education. GPA requirement of 2.75.

HLTH 301. Health Issues and Strategies for Teachers **Credits: 2**

Department: Health and Physical Education

Description: Contemporary health issues affecting the performance of school children. Problem identification, teaching techniques, resource opportunities, referral services, and collaboration. Must be admitted to Teacher Education to enroll.

6. Mentoring and coaching experiences for all teaching staff can be found at:

<https://www.stcloudstate.edu/healthservices/peer-wellness-coaching.aspx>

ED 671. Mentoring and Supervision **Credits: 3**

Department: Teacher Development

Description: Continued professional growth as a teacher is enhanced by appropriate supervision and mentoring in connection to preservice programs, during the induction year, and throughout one's career. This course provides the theory and practice essential for effective mentoring and supervision of both beginning and experienced teachers.

MODELING/MENTORING & EVALUATION

Modeling: worthy of imitation, to serve as an example

Mentor: a wise and trusted counselor or teacher

A Lindgren Child Care Center staff development strategy is the fostering of a strong modeling/mentoring relationship among lead teacher and staff. The secret to a successful modeling and mentoring relationship at the Lindgren Child Care Center depends on the employment of excellent, well-educated veteran and master lead teachers. It is important that the administrators and lead teachers spend considerable time discussing typical development of your employees. Lead Teachers pay close attention to where other teaching staff are on the developmental life cycle with regard to habits of work, social pressures, and health.

The lead teachers train their own staffs specific to their age group areas as well as the overall staff training the director has designed based on the requirements of your license and the feedback from staff evaluations.

Staff development depends on dialog, and evaluation is an excellent vehicle for that dialog. Those all-important lead teachers need to evaluate their own staffs, and the staff need to evaluate themselves using the same instrument. Then teachers and staff get together to discuss their individual perceptions, and teachers provide feedback to staff. Likewise, the director will evaluate the teaching staff by sitting in their classrooms and giving candid feedback. The lead teachers list their goals at the beginning of the year, the director will keep them on track of those goals, and facilitate their achievement. Finally, both lead teacher and director will evaluate performance at year's end.

Licensing and accreditation likewise provide excellent vehicles for staff to evaluate themselves, and more importantly, the program. From these evaluations, teachers can easily determine where training is good, and where it needs to be improved.

Professional Resources for Teaching Staff Members

1. [MN Thrive Initiative](#)
2. National Association for the Education of Young Children [NAEYC](#)
3. Minnesota Association for the Education of Young Children [MNAEYC](#)
4. [National Coalition for Campus Children's Centers](#)
5. [Center for Inclusive Child Care](#)
6. [Develop; The MN Quality Improvement & Registry Tool](#)
7. [MN Department of Education](#)
8. [Early Childhood Family Education](#)
9. MN Department of Human Services (licensing)
10. [Transforming Minnesota's Early Childhood Workforce](#)
11. [Minnesota Centers of Excellence for Young Children with Disabilities](#)