



Individualized Professional Development Plans (IPDP)

Resource Guide and IPDP Template

Why is Professional Development Important?

The quality of children's experiences depends on the knowledge, skills, and experience of the people who work with them. Ongoing professional development provides the opportunity for teachers to acquire and refine their skills as they nurture and guide each child's development and learning. Michigan's *Core Knowledge and Core Competencies for the Early Care and Education Workforce (CKCC)* framework outlines critical skills for educators of young children. These important skills are divided into eight areas (Child Development; Interactions and Guidance; Teaching and Learning; Observation, Documentation, and Assessment; Health, Safety, and Nutrition; Family and Community Engagement; Professionalism; and Management) and are presented using a continuum of professional growth for achieving each of these skills. Learn more [here: https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf](https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf).



Why use an Individualized Professional Development Plan (IPDP)?

The purpose of an IPDP is to support thoughtful, personal, and professional growth. These plans should minimally include the following components: Self Assessment (strengths and opportunities), Goals and Action Steps, Timeline, and Reflection on Progress/Growth. Every employee's personal journey to professional growth is different. Helpful resources when developing an IPDP can include, but are not limited to: Michigan CKCC framework, Best Practices checklists, program assessment tools, curriculum and child assessment materials, etc. IPDPs should be current and updated regularly... an ongoing cycle of professional growth.

Creating a professional development plan is a reflective process and the more time you spend with it, the more meaningful it will be. For this reason, we recommend that you break the process down into steps rather than trying to complete your entire plan in one sitting. Working through all or parts of it with a supervisor, mentor or co-worker may also help you to reflect and strategize.

Steps to Develop Your Individualized Professional Development Plan (IPDP)



➤ Self Assessment

- What are your professional goals?
- What are your talents/strengths?
- What are your passions, what do you love doing?
- What are your areas to improve, or new areas to learn?
- Review Michigan's Core Knowledge and Core Competencies for Early Care and Education framework, Best Practices checklists, recent program/child assessment data, other feedback
- Note that specific PD may be required by various groups (i.e.) your program, LARA, KCReady4s, etc.

➤ Meet with your administrator

- Discuss your thoughts about the questions above
- Dialogue with administrator about his/her professional growth ideas for you

➤ Plan and record your focused IPDP goals and action steps

- Which of your talents/strengths will you use more often? Differently? Share with others?
- What development opportunities will be your focus in the coming year?
- What is your current skill level in these area(s) based on Michigan's Core Knowledge and Core Competencies for Early Care and Education? What steps need to be taken to enhance your skill level?
- What specific SMART goals and action steps will you take to achieve your IPDP? What is your timeline?
- What resources will you need to obtain these goals? What obstacles might you encounter?
- Complete the IPDP document with your administrator (following your program's protocol).

➤ Act on your plan. *Store one copy in the TM Notebook and other copies as required by your program.*

- Review your IPDP with your KC Ready 4s Teacher Mentor.
- Plan/Schedule your IPDP deadlines into your calendar(s).
- Act on the plan and assume ownership!
- Reach out for support as needed

➤ Review

- Review progress toward action steps frequently
- Schedule follow-up meeting with administrator in December (or as defined by your program's protocol).
- Schedule final review in May to celebrate progress and set tentative goals for subsequent school year

OVERVIEW of Michigan Core Knowledge and Core Competencies for the ECE Workforce

Core Knowledge Area	Competency Statements
Child Development	<p>Each statement is further divided into three levels of indicators: <i>Developing, Achieving, and Extending</i>. See full document for details (https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of child development and learning. <input type="checkbox"/> Demonstrates knowledge of how young children differ in their development and approaches to learning. <input type="checkbox"/> Demonstrates knowledge of the impact of the environment on growth, development, and learning. <input type="checkbox"/> Demonstrates knowledge of the impact of developmental delays, disabilities, and special needs to ensure that all children achieve their full potential. <input type="checkbox"/> Demonstrates knowledge of cognitive development to support children in using information in increasingly complex ways. <input type="checkbox"/> Demonstrates knowledge of language acquisition and literacy skills. <input type="checkbox"/> Demonstrates knowledge of physical development, including gross and fine motor skills. <input type="checkbox"/> Demonstrates knowledge of how children develop socially and emotionally through interactions with adults and peers. <input type="checkbox"/> Demonstrates knowledge of how young children develop mathematical skills and scientific reasoning through explorations, investigations, interactions, materials, and problem-solving.
Interactions and Guidance	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates nurturing and responsive relationships and caregiving. <input type="checkbox"/> Demonstrates knowledge, skills, and practices that guide and support children’s positive behavior. <input type="checkbox"/> Demonstrates planned opportunities for children to develop social skills, responsibility, and autonomy. <input type="checkbox"/> Demonstrates ability to establish an environment that supports social and emotional development. <input type="checkbox"/> Demonstrates effective communication techniques to support the development of children’s social skills, relationships, responsibility and autonomy.
Teaching and Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge and understanding of child development principles, developmental domains, early childhood theory, early learning expectations, and program quality standards. <input type="checkbox"/> Demonstrates the ability to plan and implement developmentally appropriate curriculum across domains and content areas, to use a variety of teaching strategies, and to integrate learning experiences across content areas and developmental domains. <input type="checkbox"/> Demonstrates knowledge of the value of play, skill in play interactions, and an understanding of how children use play to translate experience into understanding. <input type="checkbox"/> Demonstrates the ability to design activities that support concept and skill development by providing active manipulation of a wide variety of materials and equipment, both indoors and outdoors. <input type="checkbox"/> Demonstrates the ability to plan and implement a program designed to encourage children to learn from exploration, practice, and application as they acquire new skills and knowledge. <input type="checkbox"/> Demonstrates the ability to use a variety of teaching methods and techniques so that concepts and skills are appropriately presented. <input type="checkbox"/> Demonstrates knowledge of appropriate technology tools and how they are used to support teaching practices and enhance child learning. <input type="checkbox"/> Demonstrates knowledge and understanding of formal and informal grouping practices and how they strengthen children’s learning. <input type="checkbox"/> Demonstrates support strategies for encouraging peer interactions through the use of learning experiences that include cooperative play, conflict resolution, interest-based large and small group experiences, and multi-age structures

Core Area	Competency Statements
Observation, Documentation, and	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the types and purposes of observation, documentation, and assessment tools. <input type="checkbox"/> Demonstrates knowledge and skill in progress monitoring and assessment to establish goals for children, groups, and programs. <input type="checkbox"/> Demonstrates knowledge of both the legal and ethical requirements to partner with families in the assessment and referral processes. <input type="checkbox"/> Demonstrates use of developmentally appropriate, culturally, and linguistically responsive assessment methods. <input type="checkbox"/> Demonstrates ethical behavior and use of informal and formal tools and strategies for standardized assessment.
Health, Safety, and Nutrition	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of best practice to promote the health and safety of young children at home and in early learning and development settings. <input type="checkbox"/> Demonstrates knowledge of safety precautions and procedures to prevent or reduce injuries. <input type="checkbox"/> Demonstrates knowledge of the nutritional needs of each child. <input type="checkbox"/> Demonstrates knowledge of the signs of child abuse and neglect, and the role of early childhood educators as mandated reporters. <input type="checkbox"/> Demonstrates ability to partner with families to exchange information, provide services and/or referrals, and create links with health, safety, and nutrition programs.
Family and Community Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the influence of relationships on children, and supports families in accessing resources. <input type="checkbox"/> Demonstrates knowledge of and respects family strengths and values. <input type="checkbox"/> Demonstrates ability to regularly communicate with and engage families. <input type="checkbox"/> Demonstrates knowledge of the value of partnering with families in the context of their community. <input type="checkbox"/> Demonstrates knowledge and application of laws and regulations that support families and children.
Professionalism	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional behavior and adherence to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. <input type="checkbox"/> Demonstrates a commitment to continuously improve knowledge and practices through ongoing engagement in professional organizations, professional development, and use of professional resources. <input type="checkbox"/> Demonstrates through actions, attitudes, language, and practices a personal philosophy of developmentally appropriate early care and education that supports inclusion and cultural/linguistic diversity. <input type="checkbox"/> Demonstrates ability to reflect on teaching and learning, and draw from multiple perspectives to inform decision making. <input type="checkbox"/> Demonstrates an understanding of the influence of past perspectives, current issues, research, and trends on thought and practice. <input type="checkbox"/> Demonstrates a commitment to advocate for improvement of program quality, services, professional status, compensation, and working conditions.
Management	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates and applies knowledge of organizational structure to effectively implement philosophy, mission, policies, and procedures. <input type="checkbox"/> Demonstrates compliance and good standing with all licensing regulations, and works to achieve quality standards established by the profession. <input type="checkbox"/> Demonstrates effective communication, organization, record keeping, and use of technology to maintain program operational practices and promote high quality programming. <input type="checkbox"/> Demonstrates knowledge and application of financial planning and management. <input type="checkbox"/> Demonstrates leadership in program management. <input type="checkbox"/> Demonstrates systematic use of program evaluation to support continuous improvement.

Individualized Professional Development Plan

Employee Name	Position	<input type="checkbox"/> Initial Review. Date: <input type="checkbox"/> Mid-Year Review. Date: <input type="checkbox"/> Final Review. Date:
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Your current job may require training that needs to be updated regularly. Having a clear idea of what the expectations are for your position will help you to plan your future professional development.

KC Ready 4s <input type="checkbox"/> 24 hours annually <input type="checkbox"/> Cultural Competence – Annually <input type="checkbox"/> Classroom Management – Annually <input type="checkbox"/> Curriculum <input type="checkbox"/> Child Assessment Tool <input type="checkbox"/> Developmental Screener Tool	<input type="checkbox"/> LARA	<input type="checkbox"/> Preschool Program Requirements
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Self Reflection – Current Strengths	Self Reflection – Growth Opportunities
Administrator Feedback – Current Strengths	Administrator Feedback – Growth Opportunities

SMART Goals		
An example to follow when writing goals is “I will (enter a specific, measureable, attainable, and realistic goal) by (enter estimated timeframe/date of completion).”		
SMART Goal #1	Action Steps	Timeline/Date(s)
	<input type="checkbox"/>	<input type="checkbox"/>
Potential Barriers/Resources Needed	Progress Notes	
	<input type="checkbox"/>	

SMART Goals

An example to follow when writing goals is "I will (enter a specific, measureable, attainable, and realistic goal) by (enter estimated timeframe/date of completion)."

SMART Goal #2	<input type="checkbox"/> Action Steps	<input type="checkbox"/> Timeline/Goal Date
Potential Barriers/Resources Needed	<input type="checkbox"/> Progress Notes	

SMART Goals

An example to follow when writing goals is "I will (enter a specific, measureable, attainable, and realistic goal) by (enter estimated timeframe/date of completion)."

SMART Goal #3	<input type="checkbox"/> Action Steps	<input type="checkbox"/> Timeline/Goal Date
Potential Barriers/Resources Needed	<input type="checkbox"/> Progress Notes	

Employee Signature

Date

Administrator Signature

Date

Employee Signature

Date

Administrator Signature

Date

Ideas for Professional Growth Strategies

As identified in Michigan's *Core Knowledge and Core Competencies for the Early Care and Education Workforce (CKCC)* framework, strategies and action steps for professional growth are expansive. Each staff member's proficiency of the required skills can be identified as **developing**, **achieving**, or **extending**. These identifiers will help teachers and administrators determine the most appropriate action steps for continued growth. Following are some ideas for consideration, but the list is not exhaustive. What ideas do you have?

1. Attend professional development workshops related to an area of identified growth. Develop a plan for implementing new knowledge.
2. Participate in an on-going Professional Learning Community (PLC).
3. Present at a staff meeting.
4. Take on a project/task/activity that crosses classrooms.
5. Mentor someone in the organization.
6. Volunteer, or take a lead role.
7. Join a professional organization or sign up for a committee related to the profession.
8. Network to meet at least six new people in the field.
9. Do an information interview with someone whose role interests you, and discuss what you learned with your administrator.
10. Build a "case" for change in your program and present it to your administrator.
11. Sign up to take part in a community event that your organization supports.
12. Do research on an early childhood topic that interests you and present your findings at a staff meeting, or to your center director.
13. Teach someone a skill or area of expertise which you possess.
14. Develop a process for parents to review and provide feedback and input on program requirements.
15. Lead the team in designing a protocol to engage families prior to their children's participation in the program and throughout the year.