



Professional Development Plan

Staff members are expected to continue to pursue training in Early Childhood Education and related fields in order to continually gain the skills and knowledge necessary to provide a high quality preschool experience for children. The Lancaster School District Early Childhood Education department regularly provides professional development opportunities to staff members.

ECE PROGRAM PHILOSOPHY

The Lancaster School District's Early Childhood Education Program focuses on the "whole" child and creating an individualized program to address his/her needs in the areas of cognition, social-emotional, motor, language, and self-help skills. We believe that each child learns best when actively involved and experiencing success, and therefore we are committed to providing meaningful, relevant instruction through hands-on manipulation of motivating materials. We believe that communication between families and teachers is vital to the learning process as it promotes generalization of skills between home and school. We believe each child should be accepted and appreciated as an individual as he/she interacts within a safe, healthy, highly engaging, and developmentally appropriate learning environment.

Focus	Details	Dates
<p>1. Provide training to teaching staff using the Preschool Learning Foundations for social and emotional development, the Second Step Skills for Social and Academic success, The Power of Guidance (Dan Gartrell), Creative Curriculum, District-wide implementation of Positive Behavior Interventions and Support (PBIS) and Developmentally Appropriate Practices in Early Childhood Programs focusing on providing appropriate guidance to children to maximize the development of their self and social skills through on-going activities that are relevant, daily experiences for students.</p> <p>2. Provide training to teaching staff using the Preschool Learning Foundations for language and literacy,</p>	<p>1. Staff members are scheduled to attend professional development which will focus on the introduction and reinforcement of the Second Step curriculum, PBIS strategies, and the practical applications from The Power of Guidance to be implemented in each classroom.</p> <ul style="list-style-type: none"> a. Each staff member is a member of a Professional Learning Community with the focus on providing networking, accountability, and support to one another. <ul style="list-style-type: none"> i. Staff members receive on-going professional development training using resources such as: Winning Ways: Being a Professional (Gigi Schweikert, 2012) ii. Emphasis is on the personal application of the professionalism and the positive outcomes to the children in the program. b. Each classroom is monitored by an Education specialist (credentialed multi-subject teacher with site supervisor Child Development Permit). <ul style="list-style-type: none"> i. Classroom staff will receive on-going coaching and support throughout the school year. ii. Each staff member is evaluated annually according to his/her job performance including the effective implementation of the curriculum. c. Staff members will receive on-going training focusing on the Second Step program, PBIS strategies, and the Power of Guidance with supplemental resources from the Preschool Learning Foundations for social and emotional development, Creative Curriculum, and Developmentally Appropriate Practices in Early Childhood Programs <ul style="list-style-type: none"> i. Emphasis is on the implementation of strategies that focus on the development of conflict negotiation skills as well as the overall development of appropriate self and social skills. ii. PBIS posters will be posted in each classroom identifying the behavior expectations for preschoolers. iii. Training will include hands-on activities to model the strategies to be implemented in the classrooms. 	<p>Professional Development Training Dates: August 6, 2018 August 31, 2018 September 28, 2018 October 26, 2018 November 30, 2018 January 25, 2019 March 8, 2019 April 26, 2019 May 24, 2019</p>

<p>Creative Curriculum, Houghton-Mifflin Alpha Friends, and the Project-Based Learning approach focusing on the implementation of instructional strategies/learning activities that are relevant, daily experiences for students.</p> <p>3. Provide on-going training to teaching staff to build each staff member's capacity in fully implementing Project-Based Learning/STEM pedagogy in the classroom.</p> <p>4. Provide on-going training to teaching staff regarding their classroom environment based on the <i>The Early Childhood Environment Rating Scale-Revised (ECERS)</i> and The Classroom Assessment Scoring System™ (CLASS™). Provide on-going support in the implementation and evaluation of the <i>Desired Results Developmental Profile – PS (DRDP-PS)</i> assessment tool.</p>	<p>d. Staff members will receive on-going training in the use of Second Step materials and how to best differentiate for individual children.</p> <ul style="list-style-type: none"> i. Each classroom has a set of materials to utilize throughout their day. ii. Families receive a schedule of the year identifying which Second Step themes will be introduced each week of the program year. iii. Families have access to the Second Step website and resources available on-line that reinforce the themes being introduced in the classrooms throughout the year. iv. Second Step encourages children to express themselves using appropriate words which increase their vocabulary. v. The Second Step program uses picture/word cards to cue the children on various responses and social actions which develop word/letter recognition skills. <p>e. Staff members will receive on-going training in the implementation of the principles of guidance (Power of Guidance, Dan Gartrell).</p> <ul style="list-style-type: none"> i. Each staff member has received the book, <i>The Power of Guidance</i> by Dan Gartrell. ii. The principles of guidance are discussed and practical application activities take place during professional development workshops. iii. Children are guided through the conflict resolution process which develops their listening and speaking skills that are foundational to building social and emotional skills as well as literacy skills. <p>f. The following materials will be available in each classroom to meet the goals for improving self and social skills in the children.</p> <ul style="list-style-type: none"> i. The resource kit for the Second Step program is available in every classroom to fully implement the Second Step program. ii. A credentialed behavior support teacher along with a behavior management para educator assist the classroom staff with children that demonstrate challenging behavior through modeling, consultation and the Student Study Team process throughout the school year. iii. PBIS poster (see attached sample) and supportive information iv. Additional books and supplemental materials to reinforce the themes will be distributed throughout the year at trainings. <p>2. Staff members are scheduled to attend professional development which will focus on the introduction and reinforcement of phonological awareness, letter and word knowledge, and mathematical concepts (measurement) instructional strategies to be implemented in each classroom.</p> <ul style="list-style-type: none"> a. Staff members will receive on-going training using the <i>Preschool Learning Foundations</i> for language and literacy and <i>Creative Curriculum</i>. b. Emphasis is on the implementation of strategies that focus on phonological awareness and letter and word knowledge skills. c. Training will include hands-on activities to model the instructional strategies. d. Staff members will receive on-going training in the use of Houghton-Mifflin Alpha Friends letter cards. e. Each classroom has a set to use to reinforce the letter symbol and sound. f. Families receive a schedule of the year identifying which Alpha Friends will be introduced each week of the program year. 	
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	<ol style="list-style-type: none"> 3. Staff members will receive on-going training to build each staff member's capacity in fully implementing Project-Based Learning/STEM pedagogy in the classroom. <ol style="list-style-type: none"> a. Staff members have opportunity to articulate the goals of Project-Based Learning and explain the focus of our program during monthly staff meetings and at site Family Literacy meetings. b. Project-Based Learning activities are offered to children focusing on providing a literacy rich environment in which each child participates in a variety of phonological awareness and letter, word knowledge activities as part of their daily routines. c. Focus of training is to fully integrate all curricular areas including language and literacy skills throughout the day. 4. Provide on-going training to staff regarding their classroom environment based on the The Early Childhood Environment Rating Scale-Revised (ECERS), and The Classroom Assessment Scoring System™ (CLASS™) CLASS assessment tools. Provide on-going support in the implementation, recording, and evaluation of the Desired Results Developmental Profile – PS (DRDP-PS) assessment tool. <ol style="list-style-type: none"> a. Each classroom will be assessed using the ECERS and/or the CLASS classroom rating tool annually. <ol style="list-style-type: none"> i. Results of the assessment will be shared with the teaching staff and modifications will be implemented. <ol style="list-style-type: none"> 1. Items modified may include: Instructional materials, classroom schedule, routine activities, instructional strategies, communication, and set up of the physical learning environment. 2. A follow up observation will take place to assess the implementation of the changes. b. Each student will be assessed twice yearly using the DRDP – PS assessment tool. <ol style="list-style-type: none"> i. Parent conferences will be held twice yearly using the summary of findings to identify areas of strength and weakness for each child. ii. Staff will receive support and training throughout the year to efficiently and accurately utilize this assessment tool. 5. Staff members have the opportunity to attend regional and local Early Childhood Education workshops and trainings, as offered throughout the program year. <ol style="list-style-type: none"> a. Some examples are: CPIN training, BEST Arts conference, LAUP workshops, etc. b. Staff members have the opportunity and are encouraged to share ideas from outside agency training with their peers during scheduled professional development training. 6. Staff members complete the Early Childhood Education Proposed/Planned Professional Training and Development Plan annually to document their required 15 hours of Professional Development as an Early Childhood Education staff member. (attached) 	
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