

# Vermont Early Childhood and Afterschool Core Competencies – Individual Professional Development Plan (IPDP)

## 1. SELF-ASSESSMENT

Name: Chris Date: 00/00/0000 (Page 1 of 2)

	<b>What do I already know and what skills do I have?</b>	<b>I plan to increase my knowledge or skills in each of these areas:</b>
<u>Child &amp; Youth Development</u>	<i>I understand child development and the importance of secure relationships for children. I also understand that social interaction is important to children's development.</i>	<i>Documentation and use of child observations</i>
<u>Families and Communities:</u>	<i>I understand how to make a welcoming environment for families and children, and know of community resources that support children.</i>	<i>How to make afternoon transition time less stressful for families and kids</i>
<u>Teaching, Curriculum and Learning Environment:</u>	<i>I understand the importance of children's play, and support children's learning across all domains. I try to incorporate multicultural materials in the classroom.</i>	<i>Learn more about how families perceive pick up time and what would help it be less stressful for them</i>
<u>Healthy and Safe Environments:</u>	<i>I understand the licensing regulations, and general health information. I have taken CPR and First Aide. I use procedures set out by the program to ensure learning materials are safe and appropriate.</i>	<i>Check playground safety requirements</i>
<u>Professionalism and Program Organization:</u>	<i>I am following the program's policies and procedures, and have revised them in my Program Management class. I have completed my associate's degree.</i>	<i>Continue working to complete my bachelor's degree</i>

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### 2. GOALS, STRATEGIES, TIME LINE

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Goals	Strategies to accomplish this goal	What do I need to accomplish my goal? (Resources)	Timeline	Status
<p>1. I will examine and adapt the afternoon transition so that it works better for children and families</p>	<p>a) Talk to families by phone or at pick up about what works well and what doesn't when they pick up their child. Find out what they think about how it is going now.</p> <p>b) Observe the children at afternoon transition and document the behavior of each child over several days. Consider a checklist?</p> <p>c) Talk to Sue about how she has planned the afternoon transition and why.</p> <p>d) Find and read the article that I saw in the office (other articles too?) on transitions.</p>	<ul style="list-style-type: none"> <li>• Sue in the other classroom</li> <li>• The article on transitions and check online for more articles.</li> <li>• Time to meet with Sue, talk with families and time to read the article</li> <li>• Help with observations of afternoon transition</li> </ul>	<p>November 1- read articles, talk with Sue, families and collect data on children</p> <p>Nov. 15- review data with colleagues, decide what to change</p> <p>Dec 30 - finish observing the morning transition with the changes, and see how it worked!</p>	<p>11/10 – I have read two articles on transitions that I received from the local Child Care Resource Development Specialist. I met with Sue on 10/31, and have a collection of observations of the children.</p>
<p>2. I will complete my bachelor's degree</p>	<p>a) Talk to my advisor at the state college to determine what classes I need to take to complete the degree</p> <p>b) Get my log in information to register for classes online.</p> <p>c) Register for classes online</p> <p>d) Talk to Sue about being my mentor.</p> <p>e) Call VSAC to find out about what financial aid is available.</p>	<ul style="list-style-type: none"> <li>• Time to call my college advisor</li> <li>• Computer and internet access</li> <li>• Sue</li> <li>• Time to call VSAC</li> </ul>	<p>November 1 – Call advisor &amp; VSAC</p> <p>December 1<sup>st</sup> – Sign up for classes for Spring semester</p> <p>December 15<sup>th</sup> – Talk to Sue.</p>	<p>11/10 – I have talked to the advisor at the state college and have a list of the classes I need for my degree. I called VSAC and found out that most of my classes can be covered with grants.</p>
<p>3. I will learn and implement strategies on how to make our playground safer.</p>	<p>a) Research playground safety online.</p> <p>b) Get a list of safety inspectors from the National Playground Safety organization</p> <p>c) Have a playground safety inspector look at our playground.</p>	<ul style="list-style-type: none"> <li>• Time to research online, to call safety inspectors, and meet with them</li> <li>• A computer and internet access</li> </ul>	<p>January 1<sup>st</sup> – Complete research online &amp; talk to the safety inspector</p> <p>March 15<sup>th</sup> – Develop a plan to improve the playground</p>	