

Maeve is a licensed educator working in an early childhood program as co-director. This IPDP is based on the VT Core Teaching Standards. This format is ONLY to be used by licensed educators. All staff of licensed programs must have a current IPDP. The VT Agency of Education requires licensed teachers to have an IPDP that their supervisor reviews, but it does not require that the IPDP be submitted to the Agency to earn or renew your teacher license/endorsement. 2016

**1. SELF-ASSESSMENT**

Name: Maeve Educator

Date: 1/21/16

	<b>What do I already know and what skills do I have?</b>	<b>I want to increase my knowledge / skills in each of these areas:</b>
<u>The Learner and Learning</u> <ul style="list-style-type: none"> <li>Learner development</li> <li>Learning differences</li> <li>Learning environments</li> </ul>	<ul style="list-style-type: none"> <li>Developmental stages of learning and development</li> <li>Observing Children’s learning and behavior using TS gold</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing the TS gold data collected with my team</li> <li>Identifying diverse strategies to use with children on the autism spectrum</li> <li>Setting up the outdoor play environment to include more natural materials and also bringing these indoors</li> </ul>
<u>Content Knowledge and Skills</u> <ul style="list-style-type: none"> <li>Content knowledge</li> <li>Application of content</li> </ul>	<ul style="list-style-type: none"> <li>Evidence based practices in helping children develop literacy and communication skills</li> <li>science and social studies content for ages 3-5</li> <li>Integration of the arts into curriculum planning and environment</li> </ul>	<ul style="list-style-type: none"> <li>Deeper understanding the Vt Early Learning Standards (VELS) as related to the age group I teach and the younger and older ages</li> <li>Closer alignment of VELS alignment with curricula planning and documentation, using TS Gold</li> <li>Deeper knowledge of math principles and evidence based practices</li> </ul>
<u>Instructional Practice</u> <ul style="list-style-type: none"> <li>Assessment</li> <li>Planning for Instruction</li> <li>Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Use of TS Gold as an integrated assessment and planning tool</li> <li>Regular lesson planning with the team</li> <li>Integration of language and literacy instructional strategies daily</li> <li>Science and social studies vocabulary and experiences integrated daily</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identifying learning objective driven curriculum, that relates to interests of children</li> <li>Integrating math language and opportunities to practice into daily instruction</li> <li>Better documentation of how Individual children are meeting learning goals as part of our team collaborative planning</li> </ul>
<u>Professional Responsibility</u> <ul style="list-style-type: none"> <li>Professional Learning and Ethical Practice</li> <li>Leadership and Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Maintain appropriate professional partnership with colleague</li> <li>Be knowledgeable of school history, philosophy and goals</li> <li>Use Ethical guidelines to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>Review Program Licensing guidelines to ensure compliance</li> <li>Update policies, employee and parent handbook to align with new program licensing requirements</li> <li>Maintaining an effective paper work system for STARS</li> </ul>

## 2. GOALS, STRATEGIES, TIME LINE

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Based on the areas you identified on page 1: Self- Assessment, identify what you will do next. These are your **goals**. They should be specific and clear so you know when you have achieved them. Now, consider *how* to achieve them. **Strategies** should be specific, such as: gathering materials, interviewing specific people, visiting specific places to observe, etc. Add **resources** such as written materials you will read, websites you will explore, funding needed to attend events, etc. Finally think about how long it will take to reach your goal. This is your **timeline** and helps you meet your goal. Put a month and year next to each goal and/or strategy showing when you expect to complete it or check in on your progress.

Goals	Strategies to accomplish this goal	What do I need to accomplish my goal? (Resources)	Timeline
1. I will review the VELs and particularly the math guidelines and plan how to integrate VELs into our planning and documentation	<ul style="list-style-type: none"> <li>Set up a process with the team to review different sections of VELs at each staff meeting</li> <li>Select and attend related VELs workshops from BFIS and training calendars</li> <li>Introduce the idea of the pre-k group holding one or more study sessions on the VELs</li> </ul>	<ul style="list-style-type: none"> <li>Time to review VELs weekly; time on team meeting agendas</li> <li>Support of leadership and team</li> <li>Explore the math standards referenced in the VELs (computer time) as a lens for classroom observation</li> </ul>	<p>Check in March 2016</p> <p>Complete June 2016</p>
2. I will change the outdoor play environment and integrate natural materials into the indoor play environment	<ul style="list-style-type: none"> <li>Identify outdoor environment models in other programs and go and observe; online research and NAEYC booklets to define criteria for review</li> <li>Work with the team and board on this idea; prepare a presentation</li> <li>Identify safe outdoor materials that could be brought in and explore with staff how they will be collected and used; link to our mission</li> </ul>	<ul style="list-style-type: none"> <li>Time to observe other programs as part of planning time and computer research</li> <li>Review program regulations and talk with licensor</li> <li>Ask for time with the board and staff</li> </ul>	<p>March 2016 with implementation beginning in May 2016</p>
3. I will ensure program documents and outreach materials for the community, staff and board align with VELs, STARS and the program licensing regulations as well as our mission	<ul style="list-style-type: none"> <li>Review parent and employee handbooks and outreach materials to align with program licensing regulations, STARS and VELs</li> <li>Review/update policies and add information to staff meetings and orientation to ensure all staff understand our alignment with VELs, program licensing requirements, and our work to maintain at least 4 STARS</li> </ul>	<ul style="list-style-type: none"> <li>Set up initial meeting between myself, partner and board president to ensure they are informed and committed.</li> <li>Propose a schedule for staff meetings and outreach; invite contribution from others for inclusion in agenda</li> <li>Allocate time to do the reviews, each week</li> </ul>	<p>Check in March 2016</p> <p>Complete on or before Dec. 2016</p>