

## Head Start Performance Standard

1302.92

### Purpose

The OESD 114 Early Learning Strategic Plan is the foundation of the Comprehensive Professional Development Plan (CPDP).

Its purpose is to:

- Build a comprehensive professional development plan as called for in our [strategic plan](#)
- Create equitable, accessible systems that help transform learning into practice
- Lay out pathways for each team member based on their individual needs
- Develop learning opportunities and tools that lead to individual and departmental professional goal achievement and transformative practices
- Provide responsive, detailed guidance that supports each team member on their individual path to utilizing meaningful and transformative learning experiences
- Establish clear expectations, methods and follow up for all professional development and learning experiences offered to staff and volunteers of the OESD 114 Early Learning department
- Provide Professional Development offerings that expand the reach of best practices to community partners as fee-for-service offerings that help sustain the high quality learning experiences offered to Early Learning staff

### Process

There are multiple opportunities to engage in expansive learning experiences provided throughout the year. Some experiences are designed for all staff and some are specific to an individual role or a team member-specific training plan.

Learning experiences will have a coordinated and consistent method of post-learning reflection and follow up. The purpose of all professional learning opportunities is a transformation and enhancement of practices. *It is the responsibility of each team member to actively engage in and be open to new learning in order to enhance their work with children and families.*

The OESD 114 Early Learning Department Comprehensive Professional Development Plan consists of the following elements:

- Training and Technical Assistance Plans (T/TA)
- Coordinated Coaching
- Reflective Supervision
- Professional Learning Opportunities
- Professional Development (PD) Offerings
- New Hire Pathways
- Current Team Member Pathways

### Early Learning Department Training and Technical Assistance Plans (T/TA)

The programs strategic planning and data analysis systems are used to develop the goals, objectives, and learning impacts that guide and ensure the delivery of quality services. The T/TA Plan connects training needs to long-range goals and short-term objectives and includes issues identified through analysis of data and supports to address them.

## Coordinated Coaching for Education Staff

Research-based professional development is an integral component to our program. Coordinated coaching is identified as a research-based strategy to support staff growth and development. Coordinated Coaching approaches are aligned with our program's school readiness goals and curricula. The Practice Based Coaching model is used to differentiate and meet the diverse needs of individual staff. Coaches have extensive training and experience using assessment data to guide coaching conversations. All staff engage in the Practice Based Coaching cycle: *self-reflection, goal setting, ongoing observation, and feedback*.

Coaching needs are unique and plans are individualized to meet each person where they are while looking forward to both personal/professional and program goals. All staff complete a Needs Assessment to determine professional development goals for the year. It is with this and program data that Supervisors and Coaches can determine the intensity of coaching support that is beneficial for each team member.

## Reflective Supervision

Direct service team members participate in regular, consistent Reflective Supervision with their Supervisor. This occurs a minimum of one time per month. It is a time to reflect on practices, discuss challenges, and nurture strength-based solutions.

## Professional Learning Opportunities

The following are samples of offerings that support the OESD 114's mission and the Early Learning program goal to ensure school readiness for all children:

- An annual, program-wide professional learning plan that includes trainings required by federal and state regulations with optional opportunities to enhance staff practice
- A variety of quality professional learning opportunities based on adult learning principles with ongoing technical assistance and coaching
- Ongoing professional learning on racial equity, educational equity, and cultural humility and sensitivity
- Individualized professional learning plans for staff that address improvement of skills, enhance expertise in carrying out Performance Standards, job responsibilities, and can be designed to meet hiring qualifications
- Support for Supervisors, Coaches and Managers
  - To support direct-service team members in reflective, evidence-based practices with children and families
    - Ongoing support in Reflective Supervision practices, monitoring, and data exploration
  - To support direct-service team members in completion of and engagement in required training and professional learning opportunities that support their professional learning plans and goals
    - A continuous quality improvement cycle which includes
      - Assessment
      - Data analysis
      - Goal setting
      - Ongoing professional learning
    - Formal and informal evaluations of professional learning and its impact on staff practice and child and family outcomes
- Access to professional learning funds to support job-related training and education as available

## Professional Development (PD) Offerings—Process and Follow Up

We offer trainings, webinars, classes, and other learning experiences to enhance practices, build capacity, and increase confidence of the individual. These experiences provide another layer of support to encourage reflective practices that are resonant in impact on each individual's experience at work. Onus for enhancement of practice is on the learner. It is encouraged that each participant take back their learning to their support team (Supervisor, Coach, teammates, etc.) to share and incorporate in their work with children and families.

Team members will document professional learning experiences according to the **Professional Development Log Procedure**. Most PD offerings involve a Reflection Tool, provided ahead of time, as well as at least one group reflection experience. These Reflections Tools are for the use of the participant and are not required to be turned in unless specified.

Type of Professional Development	Process
Outside-of-Agency Training (No Travel Required)	<ul style="list-style-type: none"> <li>• Submit Travel Request Form to Supervisor, then Admin Assistant</li> <li>• Complete Reflection Tool, as applicable</li> <li>• Actively participate in group reflection experience, as applicable</li> </ul>
Outside-of-Agency Training (Travel Required)	<ul style="list-style-type: none"> <li>• Submit Travel Request Form to Supervisor, then Admin Assistant</li> <li>• Complete Reflection Tool, as applicable</li> <li>• Submit travel-related documentation to Admin Assistant as requested</li> <li>• Actively participate in group reflection experience, as applicable</li> </ul>
Webinars	<ul style="list-style-type: none"> <li>• Submit Travel Request Form to Supervisor, then Admin Assistant (if webinar has a cost)</li> </ul>
Open Houses	<ul style="list-style-type: none"> <li>• Participate, engage, bring questions</li> <li>• Attend as needed/desired</li> </ul>
Professional Learning Communities (PLC'S)	<ul style="list-style-type: none"> <li>• Cross-department collaborative groups for expanding knowledge of evidence-based ideas and instructional practices, assigned grouping</li> <li>• Participate, engage, and build relationship</li> </ul>
Together Learning and Collaborating (TLCs)	<ul style="list-style-type: none"> <li>• Group practice-based coaching model for ongoing professional development that combines different types of coaching—expert (trained facilitator), peer (fellow participants), and self (participant) <ul style="list-style-type: none"> <li>○ Focus is on specific research-based effective practices using video recording, reflection, group, and individual feedback</li> </ul> </li> <li>• Participate, engage, and build relationship</li> </ul>
Preservice Training	<ul style="list-style-type: none"> <li>• Participate, engage, bring questions</li> <li>• Attendance is required of all staff</li> <li>• Review all new procedures, policies, practices</li> </ul>
All Staff	<ul style="list-style-type: none"> <li>• Participate, engage, bring questions</li> <li>• Attendance is required of all staff</li> </ul>
Orientation	<ul style="list-style-type: none"> <li>• Every new team member attends both an Early Learning Orientation and Human Resources Orientation</li> </ul>
Self-Assessment	<ul style="list-style-type: none"> <li>• Participate in annual self-assessment (as applicable)</li> <li>• Utilize OESD 114 agency rubric for ongoing self-assessment and Performance Evaluation</li> </ul>
SMART Goal	<ul style="list-style-type: none"> <li>• Utilize data from self-assessment (as applicable) to set SMART goal with Supervisor annually</li> <li>• Utilize OESD 114 agency rubric in developing goal(s)</li> </ul>
Performance Evaluation	<ul style="list-style-type: none"> <li>• Annual opportunity to reflect on performance, personal growth, and continued goals for improved practice.</li> </ul>

### New Hire Pathway

New hires will follow the Onboarding process. Refer to **Early Learning Onboarding Procedure** for further details.

### Current Team Member Pathway

Current team members will have individualized PD pathways based on their specific needs and goals. These plans are developed in partnership with the PD Coordinator, Supervisor, Coach, and Team Member.