Big Ideas Framework and Individual Professional Development Plan

Early childhood and school-age professionals are expected to regularly take advantage of professional development opportunities to advance skills and promote quality environments for children. *(Pennsylvania Code Title 55, Public Welfare, Chapter 3270 for Child Day Care Centers, Chapter 3280 for Group Child Day Care Homes, Chapter 3290 for Family Child Day Care Homes.)*

Administrators and directors are expected to promote professional development by supplying opportunities that support the individual needs of staff and by participating in professional development opportunities themselves. The Big Ideas Framework and Individual Professional Development Plan provide professionals with a form to create an annual professional development plan and to evaluate accomplishments at the end of the year.

Big Ideas Framework Introduction

The Big Ideas Framework is a companion document to the Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PA PSCECE). This framework will be the primary tool for consideration of long- and short-term professional development goals and the creation of individual professional development plans. The Big Ideas Framework utilizes a format similar to the Curriculum Framework element of Pennsylvania's Standards Aligned System (SAS) for teachers and students. The eventual goal is for all users to complete the Big Ideas Framework and Individual Professional Development Plan through the PA Keys online workforce registry.

Within this document, professionals will find:

Big Ideas - Describes the content within each Standard Area and categorizes information into key concepts. The Big Ideas help the professional, during reflection and assessment, to focus thinking on the specific content within the PA PSCECE Standard Areas and provide a focal point for future professional development needs or interests.

Essential Questions - Are linked to the Big Ideas and help to further frame the professional's reflection and understanding of the concepts and content within the PA PSCECE Standard Areas. These questions offer a starting point for decisions about future professional development and help to frame each individual's understanding of his or her own level of competency within the Standard Areas. Each of the Essential Questions is coded to the PA PSCECE standards. Individuals will assess their knowledge by answering the questions and will then identify which Standard Areas and Standards they wish to target for professional development.

Individual Professional Development Plan (IPDP) - Is the culmination of the review of the Big Ideas and Essential Questions and is the summary of the decisions made related to professional development goals. The IPDP provides space for goals related to the Pennsylvania Professional Standards and Competencies for Early Childhood Educators, required professional development and other professional development such as college courses. This document becomes the professional's annual professional development plan.

Instructions
1. General Instructions
> The Big Ideas Framework, including the Essential Questions and the Individual Professional Development Plan, is to be completed annually.
>> 1.1 **Initial completion** - The first time an individual completes the Big Ideas Framework, the Essential Questions in all Standard Areas are to be answered.
>> 1.2 **Annual completion** - After the initial completion of the Big Ideas Framework, annual updates may be accomplished by completing Essential Questions in one, several, or all Standard Areas. How an individual decides to complete the annual update is dependent on individual and program priorities.

2. Completing the Big Ideas and Essential Questions
The Big Ideas and Essential Questions are to be completed to inform the content of the Individual Professional Development Plan. This section is to be completed annually.

2.1. Essential Questions
2.1.1. Read each question in the Standard Area. Individuals answer the question based on the assessment of his/her own knowledge. If additional information is needed about what the Essential Question is asking, individuals should refer to the appropriate standards in the PA PSCECE.

2.2. Decision Columns (Beginning, Implement, Analyze)
2.2.1. The four columns to the right of each question enable the professional to assess the level of understanding for each of the Essential Questions. As the question is reviewed, the professional should consider her/his current knowledge. By identifying whether the knowledge level is at beginner, implementer, or analyzer the professional will be able to determine whether this Standard Area, and in particular the information specified in the Essential Question should be prioritized for further knowledge development.

2.2.2. Indicate the selected level by placing either a check mark or the date in the appropriate column– Beginning Knowledge, Implements Knowledge, Analyzes/Evaluates Content, or Teaches/Instructs Others on Content. Use of a date will enable the user to track progression of skill development over time.

2.3. Identified Professional Development Need

Once all questions have been answered, the individual will decide whether this is an area of prioritization for training or professional development.

2.3.1. There are four columns in this section. At the top of the column enter the date that this section is completed. Review the answers to each question and determine if this is an area to target for professional development by placing a check mark (4) in the column.

2.3.2. Once questions have been prioritized for professional development, the individual will complete the Individual Professional Development Plan.

3. Completing the Individual Professional Development Plan

This document is used following a review of the Big Ideas Framework and provides the professional with a written summary of the decisions made during the assessment and reflection process. This form is the documentation of professional development goals that are set over the course of a year, the efforts made to accomplish those goals and the description of ways in which the acquired information or skills has been applied to

the professional's direct work with children and families. It may be included as part of the Professional Development Record portfolio and needs to be updated at least annually.

The Individual Professional Development Plan (IPDP) is comprised of selected priorities that an individual has identified from the Big Ideas Framework/ the Pennsylvania Professional Standards and Competencies for Early Childhood Educators Self-Assessment, required professional development in specific initiatives (e.g. Keystone STARS), or other professional development priorities such as college courses.

The IPDP consists of four main sections: 1) the Pennsylvania Professional Standards and Competencies for Early Childhood Educators; 2) Core and Support Course Catalog; 3) Other Professional Development; and 4) Reflection. Instructions for how to complete each section are below.

3.1 **Name:** Enter First and Last Name of individual completing the IPDP.

3.2 **Date:** Enter the date that the professional development plan is completed. A plan is valid for one year from date of completion.

3.3 **Pennsylvania Professional Standards and Competencies for Early Childhood Educators:** Based on the priorities identified in the answers to the Essential Questions, enter the Standard Area and Essential Questions for questions being targeted for professional development.

3.4 **Core and Support Course Catalog:** Enter any required professional development courses you must take based on program standards within the year that the IPDP covers. For example, this could be professional development related to child care licensing or Keystone STARS Standards.

3.5 **Other Professional Development:** Enter self-reported learning such as college courses, webinars, and conferences. Each activity entered has the following data associated with it: learning activity title, type of activity, credit hours, start and end dates, sponsoring institution/organizations, and related Standard Area(s).

3.6 **Reflection** – This space should be used prior to completing the next year's IPDP to reflect on professional development completed in the prior year and to describe which new knowledge and/or skills acquired influenced a change in practice (e.g. new strategies used, changes to classroom, etc.).

Standard Area 1: Child Development and Learning in Context

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** *In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.*			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	/ /	/ /	/ /	/ /
1a) To what degree do I understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, and emotional, and linguistic domains?								
1a) To what degree do I understand the developmental period of early childhood from birth through age 8 within bilingual/multilingual development?								
1b) To what degree do I understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices?								
1c) What is my level of understanding of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities?								
1d) What is my experience using this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child?								

Standard Area 2: Family–Teacher Partnerships and Community Connections

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** *In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.*			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	//	//	//	//
2a) To what degree do I know about, understand, and value the diversity of families?								
2b) To what extent do I collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement?								
2c) To what degree do I use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies?								

Standard Area 3: Child Observation, Documentation, and Assessment

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** *In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.*			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	//	//	//	//
3a) What is my level of understanding that assessments (formal and informal, formative, and summative) are conducted to make informed choices about instruction and for planning in early learning settings?								
3b) How familiar am I with a wide range of types of assessments, their								

	Beginning Knowledge	Implements Knowledge/Content	Analyzes/Evaluates Content	Teaches/Instructs Others on Content	Identified Professional Development Need
purposes, and their associated methods and tools?					
3c) To what extent do I use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child?					
3d) To what degree do I build assessment partnerships with families and professional colleagues?					

Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** *In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.*			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	//	//	//	//
4a) How well do I understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children?								
4b) How well do I understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children?								
4c) To what degree do I use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning?								

Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** *In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.*			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	//	//	//	//
5a) How well do I understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum listed below?								
• Approaches to Learning								
• Language and Literacy								
• Mathematical Thinking and Expression								
• Scientific Thinking and Technology								
• Social Studies								
• Creative Thinking and Expression								
• Health, Wellness and Physical Development								
• Social and Emotional Development								
5b) How well do I understand pedagogical content knowledge— how young children learn in each discipline —and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area listed below?								
• Approaches to Learning								
• Language and Literacy								
• Mathematical Thinking and Expression								
• Scientific Thinking and Technology								
• Social Studies								

	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	Identified Professional Development Need
• Creative Thinking and Expression					
• Health, Wellness and Physical Development					
• Social and Emotional Development					
5c) To what extent do I modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge?					

Standard Area 6: Professionalism as an Early Childhood Educator

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	//	//	//	//
6a) How well do I identify and involve myself with the early childhood field and serve as an informed advocate for young children, families, and the profession?								
6b) How well do I know about and uphold ethical and other early childhood professional guidelines?								
6c) To what degree do I use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues?								
6d) To what extent do I engage in continuous, collaborative learning to inform practice?								
6e) To what extent do I develop and sustain the habit of reflective and intentional practice in my daily work with young children and as members of the early childhood profession?								

Standard Area 7: Health and Safety

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** *In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.*			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	//	//	//	//
7a) How well do I understand the importance of physical health and safety in creating environments that support young children's learning and development?								
7b) To what extent do I understand and implement healthy nutrition practices that promote young children's learning and development?								
7c) How well do I understand and support the connection between staff mental health and effective teaching practice?								
7d) To what degree do I understand and support the connection between child and family mental health and positive learning experiences and environments?								

K8 – Program Organization and Organization

Big Idea: *"Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."*	Beginning Knowledge	Implements Knowledge/Content	Analyzes/ Evaluates Content	Teaches/Instructs Others on Content	**Identified Professional Development Need** *In the first row enter the assessment date and check (✔) each Essential Question for which you wish to seek professional development.*			
ESSENTIAL QUESTIONS FOR DISCUSSION:	1	2	3	4	//	//	//	//
8a) What is my understanding of the components of effective program management?								
8b) What is my knowledge of the supports and resources that are required to develop a highly qualified and competent staff?								

8c) What is my knowledge of the financial tools, processes and policies necessary for making sound fiscal decisions within programs?				
8d) What is my understanding of marketing strategies and resources available to advertise the value of my program to the community at large?				
8f) What is my understanding of what is required to make human resource decisions that reflect labor law, ethical and legal considerations, as well as support the various state, local, and national quality standards a program may follow (NAEYC, Keystone STARS, Head Start, PA Pre-K Counts, NAFFC, etc.)?				

Individual Professional Development Plan and Reflection

Name: **Date Plan Created:**

Pennsylvania Professional Standards and Competencies for Early Childhood Educators			
Standard Area	**Essential Question**	**Level**	**Credit Hours**
Select		Select	
Select		Select	
Select		Select	

Program Core and Support Course Catalog		
Selected courses for professional development	**Type**	**Credit Hours**

Other Professional Development			
Professional Development Activity		**Institution**	**Type**	**Credit Hours**
Standard Area(s)	**Title (Start Date – End Date)**	**Institution/ Organization**	**Type of Activity**	**(hh:min hours) (Type of Credit)**
Select				
Select				
Select				

Director Signature:
Name   Date

Staff Signature:
Name   Date

Reflection:
As a result of the professional development taken, describe what new knowledge and / or skills you have acquired that have influenced a change in your practice (e.g. new strategies used, changed to classroom etc.) What was meaningful enough to you to make a difference in your practice? Describe what else you would like to know.

Notes