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*Includes Professional Development Through Collection of Work Samples and Portfolio Sharing*

# *A Guidebook for Professional Growth Planning and Documentation*

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*Prepared for Early Care and Education Teachers, Students and Supervisors Engaged in Professional Development and the California Child Development Permit Renewal Process*

*Revised June 2002*

*By Nancy k Brown, M.A., Early Childhood Education*

*March 2000*

## **Acknowledgements:**

**Deepest appreciation to Carol Sharpe who has provided tireless leadership, support and guidance and vision to benefit all of us in the field of Early Care and Education.**

**This publication resulted from this vision, her belief in the work we do, our ability to construct a new profession, and the power we have to effect significant social change in our communities as teachers and care providers of young children.**



Thank you for your mentorship, hard work and for providing so many of us with a guiding light, Carol.

**Nancy k Brown**

**And gratitude to Cabrillo Community College for supporting the sabbatical leave program which enables faculty to continue their education, research and engage in creative projects which contribute to teaching and learning and the entire community. Thank you for the opportunity and the encouragement in this project.**

I wish to thank the following Child Development Professionals and Permit holders for their generous assistance, work samples and photos.



**Maria Mesina** is an Outreach Advisor at the San Francisco Early Childhood Professional Development Initiative and Career Resource Center. She has worked with preschool-aged children for three years while attending San Francisco City College. She is planning to get her Associate's Degree in Child Development and Family Studies. She has not yet applied for her Child Development Permit. Maria is interested in getting a four-year degree, teaching preschool, becoming an advocate for better wages and eventually teaching at the community college level.



**Amanda Whitt** currently works at Lone Tree Preschool at Beale Air Force Base as a Teacher. She has her Child Development Teacher Permit that is due for renewal in 2004. Amanda has her A.S. Degree in Early Childhood Education. She is pursuing her four-year degree. After working in her children's school as a classroom aide, Amanda discovered a love of teaching. She plans to be a kindergarten teacher in the next decade or so.



**Fredy Chavez** works in the Pajaro Valley School District as a Preschool Teacher in a State Preschool program on an elementary school campus. He has a B.A. degree in Psychology and has worked with children in the same program for 17 years. He has a Site Supervisor Permit, but qualifies for his Program Director Permit. His permit is due for renewal in 2004. Fredy is happy to stay a teacher of young children. He is interested in teacher training and would like to add skills in that area of our field.



**Dorothea McGraw** lives in the Sacramento area where she is teaching preschool. She began studying Early Childhood Education after a long career as an executive secretary when she became a grandmother. Darcy is continuing her studies and will soon have her A.S. Degree. She is interested in Conflict Resolution and strengthening family and parent relationships.



**Roberta Reyes** is currently employed by the University of California at Santa Cruz. She is qualified for her Master Teacher Permit, but currently holds the Teacher Permit due for renewal in 2004. Bobbie has been a Toddler Caregiver in this program for 7 years. She has worked with young children and families for 20 years. She has 30 college units toward her Associate's degree. Bobbie has good training skills and has developed a strong parent partnership in her program. She would like to become a trainer for a local parent education/ community building project and participate in PITC training. She plans to improve her fluency in Spanish, the language and embracing family tradition, and better link sound Early Childhood Education practices with her cross-cultural perspective.



**Tammy Upton** currently works at Lone Tree State Preschool at Beale Air Force Base where she is the Site Supervisor in the State Preschool program. She has her Associate's Degree in Early Childhood Education and her Site Supervisor Permit is due for renewal in 2004. She has been working with young children and their families for twelve and a half years. For the first eleven years she had her own Family Child Care business. Tammy would like to work toward becoming more involved in teacher training, maybe becoming a Director. Tammy is working toward a four-year degree.

Their stories, including details of their professional interests, activities and professional growth processes greatly enriched my perspective in writing this publication. You will find quotes, photos from their work, documents and work samples used throughout the book. And to the many other students and teachers who offered ideas, burning questions and brought insight to guide my thinking on this subject, thank you.

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## Introduction

This Guidebook is intended to support you as you engage in the professional growth process associated with renewal of the California Child Development Permit and on-going professional development. Five levels of the California Child Development Permit require completion of 105 professional growth hours for renewal. A permit holder must work with a Professional Growth Advisor, participate in approved growth activities and document her/his completion of those activities.

The Child Development Permit Matrix is a new credentialing structure (1997) in the state of California. The renewal requirement encourages a new professional development process for permit holders in California. Many people have questions as they work on their own permit renewal requirements or as they support students, new teachers and permit holders in better understanding these new requirements. This Guidebook answers some of those frequently asked questions, offers examples to clarify and support early care and education professionals as they discover their own pathways to professional development.

The renewal process requires that permit holders take full responsibility in collecting items that demonstrate completion of the required hours needed for permit renewal. This offers the opportunity for each one of us to develop our skills in selecting our own unique collection of work samples to demonstrate our professional competency. These growing collections are the foundation for a professional portfolio.

Due to the complex nature of our work, the variety of settings in which we are employed and the breadth of our knowledge base, a collection of work samples is the most authentic way to demonstrate professional abilities, competence and plan our own growth. This section of the Guidebook is intended for use by all Early Care and Education professionals. It includes a list of work samples that together become a portfolio for use in career advancement, performance review, professional recognition and job interviews.

As the knowledge base in our field expands, as we strengthen our partnership with families and communities, explore and develop our notion of leadership and diversity, we must deepen our commitment to professional development. Throughout this career-long process, we must have mentors, Professional Growth Advisors, and leaders who encourage, assist and guide us in celebrating our unique contributions and wisdoms. Then we will become better at articulating what is important about our work, assessing our own skills and charting the course of our own professional development.

Nancy k Brown

The *June 2002 Revision* includes changes and additions in response to modifications made in the tan (no longer blue and no longer in Spanish) Professional Growth Manual for Child Development Permit holders. The rest of the book remains the same. NkB

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# *Purpose of the Guidebook*

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## Purpose of the Guidebook

The original and single intention of this Guidebook was to clarify and offer assistance in the Child Development Permit Renewal process. But, as I began sorting through the requirements and researching the areas of confusion for advisors, students and permit holders, I began to see the advantages of starting documentation of Professional Growth Activities early in the career of the Early Childhood Education student. It is my desire to make collection of work samples and documentation of activities an on-going and continuous part of becoming a reflective and growing professional. The purpose of the Guidebook will vary according to the reader's experience, education, position and unique needs. It can be used throughout one's career.

- ❖ A beginning student may find it useful as an overview to professional documentation and to assist in long-range planning and beginning the professional journey.
- ❖ A more advanced student may find it helpful in guiding career planning, preparation for a job interview, organizing work samples and offering direction for professional growth planning and encouragement to apply for a Child Development Permit.
- ❖ A new permit holder may use the information to familiarize herself/himself with the professional growth planning process, the role of the Professional Growth Advisor and the permit holder's responsibilities and how to get started in the process.
- ❖ A renewing permit holder may find many of the sections useful in guiding goal-setting, activity choice, working with an Advisor, managing documentation and preparing to submit the permit renewal application.
- ❖ Supervisors and Advisors may find the information useful in guiding and supporting professional growth planning among their staff and in encouraging the development of a Professional Portfolio.
- ❖ Those interviewing for new staff in the field may find the sections regarding documentation of professional standards particularly interesting when developing questions and may decide to use Professional Portfolios in the selection process.
- ❖ Boards, agencies and institutions responsible for compensation and budget decisions may use the Guidebook and other cited sources to validate the complex nature of the work that professionals in the field of Early Care and Education do each day.



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# *The Professional Growth Planning Process*



## Professional Development Overview

Childcare is one of the fastest growing industries in the country. As Early Care and Education professionals we work in a dynamic field, one in which there have been rapid changes in the past ten years and massive amounts of public attention in the past five. Public attention has created changes in our field, highlighting some of the on-going challenges and issues that we face. Public attention has also brought some people into the field who are not fully aware of the intricacies of our day-to-day work. In many cases these well-meaning participants do not know the significance of the work we have done to develop the knowledge base in our field. We have current program standards based upon sound developmental practice that have evolved over decades of practice and research. We have committed ourselves to responding to the emerging needs of our communities.

Our best thinking for supporting healthy children and families by providing high quality childcare and well trained professionals is open for questions. As political influences, economic analyses and business investors get involved in child care discussions, powerful decisions are being made about funding, program design, and services; areas in which these policy makers and funders may have little understanding . It is up to us, as professionals who are fully aware of the day-to-day work, to speak out and demonstrate our body of knowledge in order to maintain the integrity that we have worked so hard to develop. We must take responsibility by moving into leadership roles and continue our self-examination and growth.



## Share the Vision

To maintain a profession open to those who are qualified, competent and willing to continuously grow and learn, consider the following vision for California Early Care and Education professionals:

- ❖ Standardization of staffing requirements across the Early Care and Education field, requiring Child Development Permits for all levels of the profession
- ❖ Development of industry standards for salaries and work conditions
- ❖ Partnerships with industry and local governments in solving the compensation/benefits crisis
- ❖ Participation in statewide coordination of professional and career development
- ❖ Standards that recognize and give credit for formal and informal quality training and continuing education
- ❖ Skill development in promotion and advocacy at all professional levels
- ❖ Statewide implementation of culturally responsive care and education practices
- ❖ Recruitment of a diverse group of qualified individuals to provide leadership in the field.

Demonstrating professional competence by obtaining your permit, engaging in professional growth activities and presenting a portfolio that authentically demonstrates the work you do can play an essential role in building understanding among those involved in decision-making from outside of our field. To educate, involve and collaborate with all of the members of our community interested and involved in supporting families and their young children, we must develop our professional image and our credibility. Small first steps include a commitment to professional development. Work on it now!

- ❖ Get your Child Development Permit
- ❖ Participate in on-going training and education
- ❖ Establish a professional portfolio
- ❖ Speak out about what you know is important for families, children and teachers

## The Professional Development Process

The professional development process associated with California Child Development Permit renewal is recommended for all Early Care and Education professionals. The process ensures professional development, gets us closer to the vision that all Early Care and Education professionals meet the most current quality standards and also promotes professionalism. We must become a credible professional workforce with standards that we can articulate if we are to ever solve the retention and compensation issues in our field.

The following checklist is intended to clarify the process leading to documentation of your professional growth for permit renewal and the development of a professional portfolio. It is intended for use by permit holders and those who have not yet applied for their permits.



### Professional Growth Cycle

- ▶ *Your initial Child Development Permit is issued for a five-year period.*
- ▶ *Begin working with a professional growth advisor to define professional goals and choose activities for renewal or for acquiring a higher-level permit.*
- ▶ *Complete 105 clock-hours of professional growth activities before your permit expires.*
- ▶ *Have a final meeting with your advisor to make sure your Professional Growth Plan and Record and your advisor eligibility form are completed and signed.*
- ▶ *Send the original application form and the current processing fee. The Commission may request the Professional Growth Plan and Record within one year of application.*
- ▶ *A new permit is issued for five years.*
- ▶ *Begin work on a new set of professional growth activities.*

*(copied from page 5 of Professional Growth Manual For Child Development Permits from the State of California Commission on Teacher Credentialing)*

## Professional Development Checklist:

- \_\_\_\_\_ 1. Select a Qualified Professional Growth Advisor as soon as you apply for your permit. Look at the Child Development Training Consortium website's Professional Growth Advisor registry, [www.childdevelopment.org](http://www.childdevelopment.org) or call (209) 341-1661. Call your local CAEYC affiliate. Ask colleagues for a name. Professional Growth Advisors must meet certain eligibility criteria.
- \_\_\_\_\_ 2. Be aware of your timeframe. Look on your permit for the renewal date. Submit 6 months prior. If you are looking for a job, changing positions or wish to become qualified for another position, set up a date by which you will have completed your planned growth activities. You can always adjust this timeframe. Permits must be renewed every five years.
- \_\_\_\_\_ 3. Choose a set of standards to help focus your planning process. Review teaching standards, job performance standards and your job description for areas in which you would like to develop more skills (*For a comprehensive set of standards, I have used the **Competencies** throughout this workbook*).
- \_\_\_\_\_ 4. Select a few goals to work on in order of priority (See the examples in the following section and in the Appendix for samples using the core competencies.).
- \_\_\_\_\_ 5. Choose activities that will help you achieve your selected goals. Your activities must include at least two different categories if you are renewing your permit see the California Professional Growth Manual for Child Development Permits (tan book) You want to be able to accomplish them within your timeframe.
- \_\_\_\_\_ 6. Complete your Professional Growth Plan and Record. Get it approved and initialed by your Professional Growth Advisor. Save it in a collection binder.
- \_\_\_\_\_ 7. Call your Advisor for approval of changes, additions or new activities.
- \_\_\_\_\_ 8. Save artifacts, paperwork, notices and certificates. Take photos, keep records, logs and journals as "proof" of having completed your planned activities. These artifacts will also serve as documentation of these completed activities as you prepare your professional portfolio.
- \_\_\_\_\_ 9. Write a short statement about each artifact and each type of documentation in your collection. Refer to which goal, activity and which teaching standard or competency it relates to. (*See the section in this guidebook "The Professional Portfolio."*)
- \_\_\_\_\_ 10. Make a list of the items in your collection. If you are renewing your permit, you will take some of these items to your Professional Growth Advisor. Make a different list of the contents that fully represent you as a professional for your professional portfolio. (*See the section in this workbook on uses of the professional portfolio.*)
- \_\_\_\_\_ 11. Six months prior to your permit renewal date, meet with your Professional Growth Advisor. Get all of the completed activities "signed off". Bring a well-organized packet and list of activities and their documentation to this meeting.
- \_\_\_\_\_ 12. Submit paperwork to the California Commission on Teacher Credentialing.
- \_\_\_\_\_ 13. Renew your professional portfolio collection at least annually. Update, toss, add. Examine the relevance of the items in your collection. Keep it fresh and reflective.

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# *Working with a Professional Growth Advisor*

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## Working with a Professional Growth Advisor

The California Child Development Permit renewal process requires that the permit holder complete 105 professional growth hours (except at the Associate Teacher Level) within five years. Professional growth hours are clock hours. The professional growth process is the full responsibility of the permit holder. The permit holder must select and work closely with a Professional Growth Advisor for consultation, advisement, approval and final “signing off” of the activities verifying completion of the 105 hours required. A full description of this process is available in “*Professional Growth Manual for Child Development Permits*,” received by permit holders with the permit (tan book). This manual is available from the California Commission on Teacher Credentialing at [www.ctc.ca.gov](http://www.ctc.ca.gov).

As soon as you apply for your first permit, you should choose a Professional Growth Advisor. In this section you will get help in locating an Advisor, choosing one who best supports your professional needs and personal style and on building this relationship. For those readers who are not currently permit holders, take charge of documenting your own growth and development using a co-teacher, mentor or college instructor for assistance and support. Prepare a portfolio of work samples that demonstrates your particular skills and abilities as an Early Care and Education Professional. I recommend that all professionals in the field apply for a California Child Development Permit.

Join efforts throughout California to professionalize, address quality standards and support the efforts toward better compensation and retention.



## What is a Professional Growth Advisor?

A qualified Professional Growth Advisor is required as part of the permit renewal process and must approve the permit holder's Professional Growth Plan and Record Sheet prior to beginning qualifying activities. Each permit holder is responsible for selecting an Advisor, meeting with her/him and initiating the professional growth process.

A Professional Growth Advisor is a resourceful, supportive Early Care and Education professional who "mentors", advises and supports the permit holder in meeting the renewal requirements for professional growth hours by:

- ❖ Becoming familiar with the permit holder's professional history, education, work experience and interests.
- ❖ Assisting the permit holder in the process of identifying goals that give direction to the permit holder's professional growth, skill and career development.
- ❖ Brainstorming and sharing resources that assist the permit holder in choosing appropriate activities.
- ❖ Date, sign and initial goals and activities plans prior to completing them.
- ❖ Verifying completion of activities and hours spent by reviewing and initialing the Professional Growth Plan and Record Sheet.
- ❖ Maintaining on-going communication with the permit holder throughout her/his career in support on professional growth and development.

There is no specific requirement for the amount of time spent with an Advisor, but experience indicates that an initial meeting of 1½ to 2 hours is usually adequate. You should expect to spend a total of 3 more hours each year to plan activities, have them approved and modify your plan. This process continues until your permit is renewed.

The following page describes who is qualified to become a Professional Growth Advisor.



State Of California  
 California Commission On Teacher Credentialing  
 P.O. Box 944270  
 1900 Capitol Avenue  
 Sacramento, CA 94244-2700

Telephone:  
 (916) 445-7254 or (888) 921-2682  
 E-mail: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Web site: [www.ctc.ca.gov](http://www.ctc.ca.gov)

**ELIGIBILITY REQUIREMENTS FOR PROFESSIONAL GROWTH ADVISORS  
 For Advisors of Permit Holders Who Live in California**

Advisor's Name: \_\_\_\_\_  
*(print or type)*

Please check the appropriate box, sign and date the form, and give a photocopy to the holder of the California Child Development Permit for inclusion with his/her application for renewal.

To serve as a professional growth advisor within California, you **must** qualify under one of the following criteria. Please check the appropriate box.

- A Child Development Permit at the Teacher level or above plus three years' experience teaching or serving as a director in an early childhood education setting. This includes any permit authorizing instruction or supervision in a child development program issued under previous regulations as long as it is a full permit (rather than an emergency, limited, postponed, or provisional permit).
- An Early Childhood Education Specialist Credential.
- A Multiple Subject Teaching Credential with an emphasis in early childhood education.
- A Standard Early Childhood Teaching Credential.
- An elementary (General, Standard or Ryan) teaching credential **and** at least 12 semester units of child development or early childhood education course work.
- An elementary (General, Standard or Ryan) teaching credential **and** at least 2 years' experience in an early childhood education/child development setting.
- A secondary teaching credential with a major in home economics **and** at least 12 semester units of child development or early childhood education course work.
- A secondary teaching credential with a major in home economics **and** at least 2 years' experience in an early childhood education/child development setting.

Other options for advisor qualifications include the following:

- A master's degree or above in early childhood education or child development.
- At least five years' experience as a director of a privately funded (Title 22) child development center.

*I hereby certify (or declare) under penalty of perjury that all the foregoing information is true and correct.*

\_\_\_\_\_  
*Signature of Advisor* *Date*

## How do I find a Professional Growth Advisor?

The professional growth cycle associated with the Child Development Permit renewal process requires that you consult with a qualified Professional Growth Advisor\* A registry for Professional Growth Advisors is maintained by the Child Development Training Consortium and managed by Cathy De La Mare-Cole **(209) 341-1661**. The registry is available on the Child Development Training Consortium website at [www.childdevelopment.org](http://www.childdevelopment.org). Professional Growth Advisors are volunteers. They are not currently compensated for meeting with Child Development Permit holders. Dedication to the profession and to the on-going growth of Early Care and Education professionals is a shared goal of these volunteers across California.

### Role of the Professional Growth Advisor:

- ❖ You and your Advisor will discuss your experience, interests, goals, and plan activities and what verification of each activity will look like.
- ❖ The Advisor will approve your Growth Plan and finally verify its completion.
- ❖ The Advisor is a mentor, not a supervisor.
- ❖ You will select your own Advisor.

It is best if your Advisor is not a person by whom you are currently supervised. This can add confusion to the relationship.

Transcript review and counseling are not roles that you should expect of a Professional Growth Advisor. A Professional Growth Advisor is not necessarily able to analyze transcripts and determine what you need to complete your educational goals.

Transcripts must be reviewed by an official representative of a college. However, in some cases college faculty may also be Professional Growth Advisors.

Your Advisor may choose to maintain a file or copies of some of the notes from your meetings, but it is the permit holder's responsibility to keep records. The permit holder will prepare a collection of documents related to renewal, verification of time spent and the proof of activity completion. This information will be reviewed and approved by your Advisor, but it will not be sent to the California Commission on Teacher Credentialing at the time of permit renewal.

*\* If you are a new applicant for the Child Development Permit, call your local community college about the application, financial assistance and to locate skilled personnel to review your transcripts. You can also call the Child Development Training Consortium for information, (209) 572-6080. You will begin working with your Professional Growth Advisor only after you have received your permit. You may also want to see a counselor at the college or in the Early Care and Education Department for further and more extensive review of your educational goals and course requirements.*

## To Locate a Professional Growth Advisor:

Ask your director, supervisor or co-teachers for the name of their Advisor.

Call or go to the website of the Child Development Training Consortium (209) 341-1662, [www.childdevelopment.org](http://www.childdevelopment.org) for a listing of registered Advisors.

Call your local CAEYC Affiliate for regional information.

Call the community college in your area: the ECE or Child Study Department.

State funded programs in your area and many local Head Start programs have staff who are required to have Child Development Permits. Staff members or directors at these agencies may be able to provide you with some names of Advisors.

Encourage a staff member in your agency or program to be trained as an Advisor then trade with another center using one another's trained Advisors for the other's permit holders. Training is available through the Child Development Training Consortium (209) 341 1662 or get information from the website at [www.childdevelopment.org](http://www.childdevelopment.org).

If you are absolutely unable to find an Advisor, you can send your Professional Growth Plan and Record to the California Commission on Teacher Credentialing. You may not get the consultation, personal contact or the kind of flexibility you need. Send to Professional Growth Advisor, California Commission on Teacher Credentialing, P.O. Box 944270, Sacramento CA. 94244-2700. (916) 445-7254, [www.ctc.ca.gov](http://www.ctc.ca.gov)



## Selecting the Right Professional Growth Advisor

You will meet or speak on the telephone with potential Professional Growth Advisors to select the one who will best support your professional goals over the next several years. This brief interview should give you a good idea whether this is a person who will compliment your personal style, is a good listener and can offer resources to assist your planning. Some of you may be fortunate enough to know an Advisor and simply need to confirm the qualifications and then establish the terms of this new role and relationship.

### Guiding Questions:

1. Does this person have the experiences that will offer me mentorship in the areas in which I am interested?
2. Is her/his method of communication one that makes it clear what I should be doing?
3. Does she/he offer guidance, but allow me to discover my own path?
4. Might I grow into a professional or a leader in the areas that I want to with her/his encouragement?
5. Might this Advisor continue to be available and follow through with me for at least five years?

**Characteristics** The Advisor role is different for each permit holder. Some permit holders require more conversation time and assistance to articulate their skills, areas of interest and to craft the goal statements, whereas some renewing permit holders are ready with a list when they come to the first meeting. Choose someone who has a personal style and professional skills under which you will thrive.

**Qualifications** for Professional Growth Advisors are listed in the Appendix of this Guidebook. You must be certain that your Advisor is fully qualified. You will request a signed copy of the Professional Growth Advisor Eligibility Form (pg. 20 in *"The California Professional Growth Manual for Child Development Permits"* (tan book) during the first meeting. Prior to that simply ask for confirmation that the Advisor is qualified.

**Training** A statewide training program is administered by the Child Development Training Consortium is available to train Professional Growth Advisors. Although it is not currently required that Professional Growth Advisors participate in training, it is a benefit to you to have a knowledgeable and skilled Advisor who thoroughly understands the professional growth planning process and her/his role in developing a supportive relationship with you. There are Advisor trainings and support systems in all counties in California at the current time.

**Convenience** - Because you will be meeting with your Advisor in person at least a few times each year, think about location and times that the Advisor is available. Will this person have time to discuss your goals and be able to help you as you need during the process? Is this Advisor really available? Some Advisors may not be able to accept additional permit holders. Each Advisor has taken on the role of Advisor in addition to regular work duties. Be sure you can reach your Advisor by phone during regular work hours.

Make a phone call or set up a brief meeting to interview a possible Professional Growth Advisor.

- ❖ *Introduce yourself.* (Permit Level, Renewal Date, Current Position).
- ❖ *“Are you a qualified Professional Growth Advisor?”*
- ❖ *“I am interested in\_\_\_\_\_.”* (State what kinds of areas you might want to focus your activities.)
- ❖ *“Are you available to serve as my Professional Growth Advisor?”*  
At this point you may get a referral to someone else or want to set up an appointment.
- ❖ *“Can we set up a time to meet?”* Write down the appointment date and time and confirm the meeting place.
- ❖ *“What should I bring to our first meeting?”* Take notes.

You may want to call to confirm the appointment time prior to going to the appointment.

Keep the appointment.

Arrive a few minutes early.



*“I called someone I knew at the college and she gave me the name of an Advisor. I didn’t really understand how the professional growth part of the process worked, but the Advisor explained it to me at our first meeting. There are some teachers that still don’t have Advisors. They don’t seem to be in any rush to start their professional growth hours. Five years will be here before we know it.”*

*Fredy*

## Professional Self-Assessment

For clarification of one's own unique strengths and interests, reflection and focus on the following questions may assist you in planning your own professional growth. You might find it helpful to review the **Competencies** for your permit level. Make a few notes and take time to reflect on these before your appointment with your Advisor:

### Guiding Questions:

1. Describe why you entered the field of Early Care and Education. What motivates you to stay in the field?
2. Describe your particular interests on the job and off.
3. What is your philosophy? What statements are true for you and represent your values in working with children and families?
4. Describe someone who has inspired you to become an excellent teacher or supervisor.
5. Describe your community involvement in ECE (Committees/Task Force involvement).
6. Have you done any writing for the field of Early Care and Education? Any curriculum or creative projects?
7. What is your greatest area of strength in working with children and families?
8. Can you identify some growth areas? What would you like to learn more about?

*"My Director told me to get my Child Development Permit because we were going to get a state contract that required all of us to have our permits. She also told me that I would need an Advisor. She knew about the permit renewal process because she is a trained Advisor herself." Tammy*

## Meeting With Your Professional Growth Advisor

What should I take to my first Professional Growth Advisor meeting?

Make a small packet from your portfolio collection or put together a folder with the following items and remember the items that your new Advisor asked you to provide:

- ❖ Copy of your Child Development Permit
- ❖ The California Professional Growth Manual for Child Development Permits (the tan book)
- ❖ Duplicate copies of forms from the tan book (Professional Growth Advisor Eligibility Form and Professional Growth Plan and Record)
- ❖ Copy of your transcript (for reference, not for official review)
- ❖ *Competencies* (if you have a copy for help looking at standards and setting goals)
- ❖ Philosophy statement (your own)
- ❖ Job description (if currently employed)
- ❖ Notes or ideas for goals (prepared using the *Competencies*, a job review, course catalogues, or standards of your choice)
- ❖ College Course Schedule or program brochure, if relevant
- ❖ Other materials that you may find helpful to select activities. (The “Professional Self- Assessment Guiding Questions” may be helpful for reflection prior to the meeting.)

What will happen at the meeting with my Professional Growth Advisor?

Each Advisor and permit holder establish a relationship that is unique and works for them. The actual agenda will vary according to both of your expectations.

Get Acquainted

The first meeting is often a time to get to know one another or if you already know each other then it will be useful to establish this new aspect of your professional relationship. You will show her/him the portfolio items that you brought along and share something about your interests, growth areas, dreams and goals or current projects.

*My first meeting with my Advisor was in a coffee shop because my Advisor and I were at opposite ends of the county. We met for about two hours. We completed the plan and exchanged contact information. We talked about my job a little, too. It was a good meeting. I never really talk with anyone about my teaching because I am not taking classes right now. I'm kind of excited about my planned activities.” Fredy*

You will be listening for the ways in which this individual is able to support your growth. Your role is to be enthusiastic about your professional growth and permit renewal and use the Professional Growth Advisor as a resource to discover ways that you can continue to develop as a teacher or supervisor.

### Clarify Expectations

You should be sure you clarify the expectations you and your advisor have about frequency of contact, how to change your plan, when you will meet to “sign off” activities and how to get in touch with one another.

Your Professional Growth Advisor may wish to call you about a workshop or meeting that looks like it might be of interest to you. Give your advisor ways to reach you in the day and evening. E-mail is good for this because it offers the Advisor a way to get in touch with several permit holders at the same time when a workshop, class or other type of activity seems interesting. You may discover something that you’d like to do and need it approved by phone prior to attending. Get numbers and instructions from your Advisor on how to get in touch when this occurs. It will greatly benefit the success of your professional growth planning process to have mutual agreement on how these things will happen.

*“About a month after I met with my Advisor I was already calling her with a change. I wanted to include something that my supervisor suggested might count for credit. I’m glad he thought of it. We added it to my activities plan” Fredy*

You will also need to get a very clearly stated commitment from your Professional Growth Advisor on what the documentation looks like to verify each of your approved activities. You will collect and save these “proofs” that you have both agreed will verify completion. See the sample form for recording this agreement in the back of this Guidebook.

- ❖ **You will fill out the Professional Growth Plan and get it initialed.** This gives you a beginning set of activities that have been approved to use for credit toward your professional growth hours and some guidelines in the form of goals to use when looking for additional activities.
- ❖ **The Advisor may sign the Eligibility form now or wait until renewal.** But be sure you are working with an eligible advisor from the registry or with appropriate qualification listed on the Eligibility Form.
- ❖ **It is your responsibility to maintain the Advisor relationship**

## File Papers in your Portfolio

Right after the meeting with your Advisor, you will put your signed Professional Growth Plan and Record sheet and the other materials you brought with you to the meeting back into your professional portfolio. If you have not yet started this collection, do it now. A separate binder is a good start. You should find a safe place (not with all of your work and school papers) to continue collecting record sheets and flyers for your professional growth, in particular. See the sections in this Guidebook about organizing the collection.

## Modifying your Plan

As you begin to engage in the professional growth planning process, you will usually discover that new ideas come to mind for goals or activities. You may change jobs, discover new interests or a skill that you would like to improve. This is what growth is supposed to look like. To allow for the fresh ideas, flexibility has been built into the process. You can call or e-mail your Advisor and ask to change something, add goals and change or add activities. Remember that changes must be approved and initialed (fax or phone are okay) prior to completing the activities associated with the changes.

*“I wanted to add something as an activity about a week after my Advisor and I made our plan. I decided to do the PITC training program and because it is not required at my job, I wanted to use it for professional growth credit hours. My Advisor approved it over the phone and told me to make a note on my Plan and Record. We had to add a goal, too. I wrote the date and “okay by phone” next to the new goal.” Bobbie*

## Documentation of Completed Activities

As a renewing permit holder, your collection of work samples and documentation will include items that you are required to save to demonstrate completion of activities that were planned and approved to get credit toward your professional growth hours. These items should be removed from your larger collection and specifically labeled, copied or set aside for this purpose. Labels can be stapled or clipped to the documents specifically telling the Advisor and reminding yourself what goal and which activity this particular artifact is documenting.

This binder or folder of documents, forms, transcripts, project journals, time logs, etc. will be presented at your renewal meeting with your Professional Growth Advisor. This meeting may be the one time you and your Advisor review all of your renewal materials to review your progress. You will get the Advisor’s initials on the Professional Growth Plan and Record to verify completion. Be sure you have at least 105 clock hours documented. Count them.



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# *The Goal-Setting Process*

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## The Goal-Setting Process

Setting goals is the most important part of the professional development process. If you are a renewing permit holder, you will share this process with your Advisor. But, it is a process that you are in charge of. An Advisor can get you started, encourage you to take a look at some things that you may not have considered or really support you in the reflective process necessary to help you identify some of your own goals. If you are not yet a permit holder, you will benefit from engaging in this reflective planning process and you will find yourself able to move forward more confidently, able to see your own unique contributions to the field of Early Care and Education.

In the following section goal-setting is demystified. Guiding questions, lists of sample goal areas from other professionals in the field and the use of a publication, *Competencies*, is demonstrated.



## Getting Started

Goals represent your visions and your dreams.

Most of us are familiar with the process of planning by setting goals and taking action to see that we reach them. We may not always think about it that way. Goals can emerge from many sources. A Classroom Assistant may be asked what she would like to improve in her interactions with children. Teachers work to prepare goals for the next six months for their classroom of children. Directors are required to set budget goals. And students wisely set career goals with their counselors and college advisors. For a variety of reasons, including lack of familiarity, practice, and reinforcement, many of us are not comfortable with the process of setting goals to advance our careers in Early Care and Education.

### Guiding Questions:

1. What areas of the profession of Early Care and Education interest you?
2. What skills would you like to learn or to improve?
  - Is there something that a colleague or person in a position above yours is able to do that you would like to master?
  - Are you able to address the needs of all of the children/families in your group?
  - Are there curriculum areas that are not well represented in your teaching/in your classroom?
  - Are there job competencies that you would like to work on?
3. What job positions would you like to have in the future? What qualifications do you need to be eligible to apply?
4. Do you wish to move to the next permit level?  
Or if you are not yet a permit holder, would you like to apply for a permit?  
Which level?
5. What do you see yourself doing in five years?
6. What courses would you like to take?
7. Have you read an article or professional publication that really interested you lately?
8. What does your community need to better support children and families? Can you see yourself playing a part in that?
9. Do you have any leadership roles? How could you further develop your leadership skills?

Goals are:

- ❖ Broad in scope
- ❖ General statements of ends
- ❖ Reflections of a philosophy
- ❖ Long-term or far-reaching
- ❖ Not necessarily measurable

Here are a few examples of “crafting the goal statement:”

Fredy wants to learn more about literacy and how it looks as part of his daily classroom activities. He would like his staff to talk more about their ideas on the topic. He also wants to talk to families about their role in their children’s developing literacy and eventually hand out some short articles to them. Fredy supports literacy development in his classroom in many ways, but really wants to do more to understand the issues.

The goal statement on Fredy’s Professional Growth Plan and Record states: “Develop an understanding of Early Literacy.”

Maria wants to spend time in Sacramento watching the legislative process in action and speaking to legislators about childcare. She wishes to become more active in politics and eventually become an advocate in some capacity.

The goal statement on Maria’s Professional Growth Plan and Record states: “Become involved in political advocacy.”

Their statements meet the above criteria for a goal. The activities that they select will help them achieve these goals. Activities are the measurable and “do-able” portions that lead to the eventual attainment of goals. Some goals may not get finished or fully attained. But work is done toward them.

For example:

Lupe wants the infants and toddlers in her program to each have the foods that they enjoy in their own homes, ones that their family cultures and traditions suggest offering to their one-year olds and two-year-olds. It seems to go fine with the babies, but when they hit two, the Food and Nutrition program doesn’t always support the variety of foods that families choose.

Lupe wants the infants and toddlers in her program to each have the foods that they enjoy in their own homes, foods that their family cultures and traditions suggest offering to one-year olds and two-year-olds. It seems to go fine with the babies, but when they hit two, the Food and Nutrition program does not always support the variety of foods that families choose.

Lupe has stated a goal on her Professional Growth Plan and Record: “Develop a culturally responsive food program that meets individual needs.”

## Interest Survey

Creating goal statements begins with you thinking about yourself as a professional with unique skills and interests. List some activities that interest you. Sometimes starting with activities helps you “see” the broader goal. These are some examples from Early Care and Education teachers and supervisors.

### Courses and Conferences

- taking a class
- attending a professional conference
- attending a weekend workshop
- presenting at a conference
- learning a second or third language
- taking a business management class
- learning to use a computer

### Creative Activities

- writing articles
- photography, making videos or film production
- writing or illustrating stories for children
- writing poetry, making games or toys
- designing playgrounds and centers
- composing music
- making cloth dolls
- building websites

### Advocacy

- following legislation or politics
- participating in the Worthy Wage campaign

### Leadership/Professional

- joining a study group or support group
- becoming a mentor teacher or director
- developing leadership skills
- participating in professional organizations
- teaching a college course
- participating in an accreditation process
- becoming a Master Teacher
- becoming a Director



- becoming a Montessori Teacher
- working on organizing a conference
- becoming a family support educator

### Research

- reading research journals
- reviewing professional articles
- learning more about High Scope improving kindergarten transitions
- studying culturally responsive caregiving practices
- researching the effects of caregivers sharing same culture with children
- studying the effects of using computers with children

### Business/Administration

- starting a family child care business
- opening a center program
- starting a bilingual preschool

- learning more about funding and budgets
- writing grants
- starting a co-op

### Inclusion

- opening a program for young children with developmental delays
- developing skills to work with children with special needs make an effort to recruit and support families with children with special needs

## Goal-Setting Worksheet

Date: \_\_\_\_\_

Goals are: Broad in scope

General statements of ends

Reflections of a philosophy

Long-term or far-reaching

Not necessarily measurable

List several areas in the profession of Early Care and Education that interest you.

List several skills that you would like to learn or improve.

List some job positions that you would like to have in the future. What qualifications do you need to be eligible to apply?

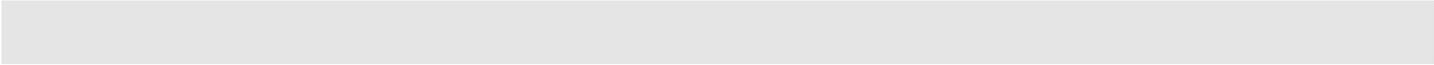
Do you wish to move to the next permit level? (Or if you are not yet a permit holder, would you like to apply for a permit?) Which level?

Choose three to five of the above responses and restate them as goals.

*For example: "Become more familiar with...", "Learn how to...", "Improve...", "Develop...", "Build...", "Study...", "Promote...", "Create...", "Better understand...", "Become more skillful at...", "Advance my career and qualify for...", "Become a..."*

"Brainstorm" Any idea that comes to you goes on the list. Do not censor yourself. At this point do not concern yourself with how you will reach these goals. You can take it off of the list later. Free to dream.

*Make copies of this sheet and fill it out a couple of times during the year. Put it in your portfolio collection.*



# *Selecting Activities*



## Selecting Activities

Selection of several activities to help you reach your goals will be done with your Professional Growth Advisor if you are a renewing permit holder. You should meet with your Advisor with a prepared list of activities that you would like to do, that will fit into your schedule, are realistic and are not part of your regular job. There are guidelines for acceptable activities in the renewal process. The following section will address those guidelines, make suggestions as to where you might get ideas for activities and discuss the process by which activities are assigned hours toward professional growth.



Activities that help you reach your goals will be selected, scheduled and completed. Activities are the objectives of the planning process. They are what you do to move toward reaching your goals. Several activities can be planned and completed toward a single goal. The planning, selection and completion of activities is the responsibility of the permit holder. I recommend planning some activity ideas previous to meeting with your Advisor. You know what you are most likely to do given your schedule, interests and style. Advisors will also have resources to share with the permit holder and offer ideas that may not have been considered. In this way, the planning process becomes one of mentoring and collaboration. Activities used for credit toward professional growth hours must be pre-approved by a Professional Growth Advisor.

### What kinds of activities are acceptable?

*“All activities must contribute to a permit holder’s competence, performance or effectiveness as an educator.” - The California Professional Growth Manual for Child Development Permits (tan book)*

The activities you select will be those that best meet your stated goals. It may be useful to look at the book, *Competencies*, which clearly outlines the desired skills and abilities of teachers at different permit levels. Also, look at your last performance evaluation, a program evaluation or assessment may give you some ideas about what activities you will want to pursue based on gaps, growth areas or identified weaknesses indicated in these assessment tools.

- ❖ Each activity must begin after the issuance date of the five-year permit.
- ❖ Each activity must be of high quality and consistent with the permit holder's professional growth goals.
- ❖ Each activity must be included in the categories of professional growth activities described on pgs 9-10 of *The California Professional Growth Manual for Child Development Permits*. The Professional Growth Plan and Record must include activities in at least two of the approved categories.

*- The California Professional Growth Manual for Child Development Permits.*

page 9

*“Routine planning and extra curricular activities that are considered part of your regular employment expectations should not be included in your credential renewal goals or used as activities.” The California Professional Growth Manual for Child Development Permits, page 6.*

Check with your Professional Growth Advisor for help in clarifying how to interpret what is and is not part of your job, particularly if you have a very broad job description. If you are not yet a permit holder and are selecting activities to reach desired goals, the following section may be useful for you, as well.

Activities are:

S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Time-Referenced

### Guiding Questions:

Consider one of your stated goals and ask yourself the following questions:

1. What activities will help you reach this goal or make progress towards it?  
List them all.  
Which two or three activities are you most likely to complete?
2. What will it take for you to complete these selected activities? When can they be started? Completed?
3. How will you demonstrate completion of each activity? What artifacts or samples will you save? *(See the Definitions and Descriptions of Work Samples and Documentation in this Guidebook and ask your Professional Growth Advisor for guidance. There will be many appropriate kinds of documentation.)*
4. If you are a renewing permit holder, in which category do these activities fit? (see below and *The California Professional Growth Manual for Child Development Permits*, pages 9-10.)

The “Categories of Acceptable Activities” listed in the *California Professional Growth Manual for Child Development Permits* include:

1. Completion of One or More College or University Classes
2. Attend Conferences, Workshops, Institutes, Academies, Symposia, Teacher Center Programs or Staff Development Programs
3. Provide Service in a Leadership Role in which the Permit Holder Contributes to the Improvement of the Center or Group of Centers Above and Beyond the duties of His/or Her Job
4. Provide Service in a Leadership Role in a Professional Organization
5. Provide Service as a Professional Growth Advisor for Child Development Permit Holders
6. Conduct Educational Research and Innovation
7. Perform Systematic Programs of Observation and Analysis of Teaching Curriculum, Classroom Management Techniques, Play or Circle Activities of a Peer-Alike Job
8. Participate in a Program of Independent Study
9. Improvement of Basic Skills
10. Participate in Creative Endeavors
11. Receive Instruction in CPR

The list of 11 categories includes most anything that you are interested in doing to satisfy the professional growth requirement for renewal of your permit. Reviewing this list may inspire ideas and help you in developing a growth plan and identify some activities that interest you. The list of 11 categories will be used as you prepare your “Professional Growth Plan”. **You must have completed activities in at least two categories prior to your permit renewal date.**

For those of you not renewing permits at this time, these categories are a very good way to focus your thinking and assist the planning for your professional development and preparation of your portfolio.

Review your job description, duties and responsibilities prior to selecting goals and activities. It is important that you assure your Professional Growth Advisor that the selections you are making are not part of your current job. Because job descriptions in the field of Early Care and Education can be very broad, and sometimes vague, consider what is required of you, what you usually do and what your supervisor asks or requests of you. Eliminate those things from your Growth Plan activities. If you are not currently employed, review the **Competencies** for the permit level beyond your current permit and select some skill areas from that list.

Activity selection is the responsibility of the permit holder. The Professional Growth Advisor may have some suggestions about professional development opportunities in the area and contact you with resources and ideas.

## Sources of Activities

Community Colleges	Colleges and Universities
Regional Networks	Child Care Networks
Local Support Groups	Child Care Associations
Magazines, Periodicals, Newsletters	The Internet/Web Sites
Peers and Other Professionals	Resource and Referral Agencies
Other Professional Advisors	School Districts
Health Department	Family Support Organizations
Social Service Agencies	Professional Organizations
Extension Programs	Conference Announcements and Flyers
Family Child Care Associations	Local Newspapers
Child Development Department Training and In-service	
California Association for the Education of Young Children	

## Activity Selection Worksheet

Date: \_\_\_\_\_

### Activities:

Are short-term and narrow in scope

Set measurable progress toward a goal

Specify an intent of some aspect of a goal

Specify some type of result of an action toward a goal

Select a goal from your worksheet: \_\_\_\_\_

List several activities that could help you reach this goal or make progress towards it.

Select two or three activities that you are most likely to complete.

When can each one be started? Completed?

How will you demonstrate completion of each activity? Measure completion?

If you are a renewing permit holder, in which category (blue book) do these activities fit?

***Make copies of this sheet and fill it out a couple of times during the year. Put it in your portfolio collection.***

## How Many Hours is my Activity Worth?

Credit for activities is negotiated by the permit holder and Advisor.

For some activities it is clear and specific what the activity is worth. Standards for awarding credit in the form of clock hours have been developed.

- ❖ For college courses we have a standard method for computing credit into hours. This information is on the following page.
- ❖ For workshops, meetings, trainings and conference attendance, the hours of attendance and participation are generally the hours that the permit holder will be credited.

For many of your activities you will want to talk with your Advisor about how many hours you can expect to earn toward professional growth credit. You may want to use the following form to record in writing what your responsibility is for each activity and what proof of completion will look like as per the agreement with your Advisor. For many of your approved activities, you and your Professional Growth Advisor will discuss and make agreements prior to completion of your activity about:

- ❖ The way that the number of hours will be determined
- ❖ The number of hours you can expect to earn toward professional growth for each activity.
- ❖ The appropriate documentation or “proof” that you will bring to the Advisor to demonstrate completion of the pre-approved activity.

I predict that as we gain more experience in professional growth advising, we will develop standard ranges of credit hours for types of activities. Sample ranges will help us become more consistent across California. At the time of this writing however, while the process is still relatively new and the first California Child Development Permit holders have not yet reached the first five-year renewal due date, we are inventing the process together.

You may find the record sheet that I have created useful to record these agreements. See “professional Growth Planning Record of Agreement” in this section.

### Guiding Questions

Ask your Professional Growth Advisor:

- ❖ How many credit hours toward professional growth renewal is this activity worth?
- ❖ Can we look at the credit for this activity again if I find it is more of a project than I had originally planned for?
- ❖ Can I keep a *Time Log* with dates, hours worked and the specific activity performed? Who verifies my time?

The permit holder may find that the estimate of hours to be awarded for an activity is inaccurate once the activity is underway. The permit holder may choose to contact the Advisor to re-negotiate the hours of credit. This truly is a collaborative process and a flexible one. A *time log* will usually be accompanied by other documentation as agreed upon with your Advisor. The time log may show many more hours than will be credited for the activity, but it should show at least the minimum hours that you expect to be awarded toward professional growth.

Log of Time Spent 2/99 — present.  
Goal: Share Music Ability w/ Children  
Activity: Write songs for preschoolers

2/99 Brought guitar to circle time 3 hrs  
several times this month

3/14/99 Wrote a song about the block  
structures in class this week 5hrs.  
Shared w/ kids. They added some  
ideas

3/29/99 Finished song about blocks w/  
children. Sent a copy home. 1hr.

6/2/99 started a song about sand holes. 1hr.  
a chant only

6/3/99 kids added many verses. 1hr.

6/4/99 Wrote the music for "deftalis" 6 hrs  
song.

6/6/99 Sang w/ kids all week long. 1hr.  
Copied for families.

This is a sample time log that provides the Advisor with good detail to review for awarding credit for a completed activity.

This particular activity also required copies of the songs referred to in the log.

The Teacher also included an audio tape of children singing the songs.



## Professional Growth Advisor Project

### Categories of Acceptable Activities for Child Development Permit Holders

(Page 9 of the Revised 2001 *Professional Growth Manual for Child Development Permits*)

#### Category 1 - Completion of One or More College or University Courses

College or university course work, aside from offering high quality educational experiences, will help the permit holder work toward the next level of the permit and may lead to a degree.

#### Unit Conversion Chart

The units to clock hours conversion chart should be used in determining how to document time spent in hours (column 16 on the Professional growth Plan and Record) for completion of one or more college or university courses. The chart may differ slightly from the one used by your college or university. It is based on the standards set by the California State University System and is used here for the purpose of consistency with other California Commission on Teacher Credentialing requirements.

Conversion of Units to Clock Hours		
Quarter/Continuing Ed Units	= Semester Units	= Clock Hours
1 .....	.....	10
.....	1.....	15
2 .....	.....	20
3 .....	2.....	30
.....	3.....	45
4 .....	.....	40
5 .....	.....	50
6 .....	4.....	60
7 .....	.....	70
.....	5.....	75
8 .....	.....	80
9 .....	6.....	90
10 .....	.....	100

Taken from the *California Professional Growth Manual for Child Development Permits*, Revised 1999. Page 13.

For more information contact Miriam Medina at (209) 341-1662 or by email at [medinam@yosemite.cc.ca.us](mailto:medinam@yosemite.cc.ca.us).



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# *Documentation*

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## Documentation

Documentation is the term used for the items saved as proof of completion or demonstration of skills or competency. Documentation sounds rather formal. But as you will see it has many forms. Your Professional Growth Advisor will ask for particular kinds of documentation to demonstrate completion of activities to award credit for your renewal process. But documentation is also what we do when we save all the items that are part of our professional growth process. We will keep many items; resumes, letters of reference, certificates, signed verification forms, log sheets, journal notes and official transcripts to demonstrate our participation and completion and our competence. Sometimes the best form of documentation is a project, a 3-D representation, photos, films, tape recordings or work samples.

In this section the permit holder is offered examples of the types of documentation that may work best using the 11 categories and also definitions of each type of documentation suggested.



## What do I save?

There are 11 “**Categories of Acceptable Activities**” listed in the *California Professional Growth Manual for Child Development Permits (tan book)*. The list of 11 categories was used as you prepared your “Professional Growth Plan” to assure that you have indeed participated in at least two categories prior to your renewal date. Below each category I have listed some of the work samples, certificates and different types of “documentation” or proof that your advisor may expect you to provide prior to “signing off” on the activities listed in your personal Professional Growth Plan. Also included are some suggestions that may help you in selecting items for your on-going professional portfolio collection.

1. **Completion of One or More College or University Classes** (the *Commission of Teacher Credentialing* has converted units to hours and the table for your reference is included in this *Guidebook* on page 59)
  - Obtain a current transcript.
  - ❖ Grade report
  - ❖ Written evaluation from instructor
  - ❖ Written assignments
  - ❖ Summary of course and its benefits to your work
2. **Attend Conferences, Workshops, Institutes, Academies, Symposia, Teacher Center Programs, or Staff Development Programs**
  - ❖ A signed verification form (example on page 29 in *California Professional Growth Manual for Child Development Permits (tan book)* or one given at the activity)
  - ❖ Materials distributed
  - ❖ Notes or a summary of the activity
  - ❖ Description of how this activity assists you in meeting your stated goal
3. **Provide Service in a Leadership Role in which the Permit Holder Contributes to the Improvement of the Center or Group of Centers Above and Beyond the Requirements of His/or Her Job**
  - ❖ Written or tangible evidence of the materials you developed
  - ❖ A summary or journal entry of the activities with descriptions, dates and times
  - ❖ A meeting agenda highlighting your part
  - ❖ A copy of a letter, editorial, or action you took in behalf of the profession, children or your program

- ❖ Time log
4. **Provide Service in a Leadership Role in a Professional Organization**
    - ❖ Meeting agenda, roster
    - ❖ Notes or minutes from the committee or meeting
    - ❖ A letter reporting your participation from the president or leader
  5. **Provide Service as a Professional Growth Advisor** for Child Development Permit holders
    - ❖ Time log indicating time spent advising and names of permit holders (up to 50 hrs. allowed)
  6. **Conduct Educational Research and Innovation**
    - ❖ Time log
    - ❖ List of participants and their testimonies
    - ❖ Copy of the research, your plan and the results
    - ❖ Journal entries with dates and discussion of project
    - ❖ Final report to your agency or staff
  7. **Perform Systematic Programs of Observation and Analysis of Teaching Curriculum, Classroom Management Techniques, Play or Circle Activities of a Peer-Alike Job**
    - ❖ Document the plan, notes and conclusions
    - ❖ Journal entries
    - ❖ Time Log
    - ❖ Photo essay
    - ❖ Audio or video tapes
    - ❖ Recorded interviews with participants (children or adults)
  8. **Participate in a Program of Independent Study**
    - ❖ Written report, position paper or article
    - ❖ Time log
    - ❖ Video or film
    - ❖ Evaluation of your study

**9. Improvement of Basic Skills**

- ❖ Transcript or grade report from per-approved courses
- ❖ Record of participation signed by presenter or instructor
- ❖ Work samples from the activity
- ❖ Time log

**10. Participate in Creative Endeavors**

- ❖ Photos of project, product or activity
- ❖ Audio or video tape
- ❖ Visual representations
- ❖ Letter from leader or other participants referring to your contribution
- ❖ Time log

**11. Receive Instruction in CPR**

- ❖ Workshop participation certificate
- ❖ Pediatric CPR card w/current date
- ❖ Course grade sheet or transcript

This is an example of a certificate of participation that are available at most professional conferences and workshops. You may have to request one for your records. Bring a copy of the form from the *California Professional Growth Manual for Child Development Permits (tan book)* in case one is not provided. You want to note the hours of attendance.



This wonderful bulletin board is posted near the door at Lone Tree Preschool. The teachers can use this photo to demonstrate any of several competencies in the area of "Working with Families and Communities".



## Definitions and Descriptions of Work Samples and Documentation

*(Please refer to the photocopied examples of the different types of documentation throughout the Guidebook.)*

Transcript- A recent copy of the official list of courses completed or attempted and a summary of units, credits and grades received from the college or university. Each educational institution can provide you with official transcripts from coursework taken only at its institution.

- ❖ Call or write to the transcript office at each institution that you have attended and get instructions, forms and cost of the transcript service. It may cost you \$2.00-\$10.00 to get copies of your transcripts mailed to your home.
- ❖ Get one to keep for your own records. Then you can copy it as needed.
- ❖ Be sure that the course or courses for which you are documenting completion are listed as completed with a grade or credit.

Grade Report- Because it may take a few months or more for credit to appear on an official transcript for a course recently completed, you should save the grade report you get in the mail.

- ❖ You may need to show your grade report to your Advisor if your renewal date gets close and the transcript posting is delayed.
- ❖ Sometimes grade reports may contain narrative evaluations of your work in the class and may be valuable for your professional portfolio to demonstrate your skill and competence.
- ❖ Save narrative evaluations for job reference purposes, too.

Written Evaluation- Instructors often write significant comments on a final paper or as a way of grading your work in class. Some courses use written evaluations to accompany the grade. Directors or supervisors may use written evaluations as part of a performance review or the evaluation process.

Make copies of evaluations that describe a teaching strength, gift you bring to your work or describe an activity in which you did particularly well. Be sure it is dated and signed.

You can use written evaluations, evaluation forms or checklists for the purpose of professional portfolio collection and to demonstrate successful completion of an activity for your professional growth advisor.

Written Assignments- As a student you may collect hundreds of written assignments from your courses. You may want to save all of them. But, for the purposes of your portfolio or professional growth documentation, you must select only those that are relevant to demonstrate competency toward your stated goals.

- ❖ Select written work from your full collection that will clearly demonstrate competence in an area which you have selected as a goal.
- ❖ Write a statement and clip it to the written work. In this short paragraph tell how this selection demonstrates meeting one of your goals (use the number from your Professional Growth Plan) and what it demonstrates from the list of competencies.
- ❖ Summarize the content in a few short sentences.

Written Work- May be a report, a brief, an article, an essay, a review, an editorial, a letter, a summary or other original work that accompanies an activity or represents the product of a professional growth activity.

- ❖ Written work must be original (written by you) and be created inside the timeframe of your professional development plan if you are renewing your permit.
- ❖ Written work may have been an assignment in a class and used for separate professional growth hours only if you have not also used the class for hours.
- ❖ If you are seeking professional growth hours for the written work itself, it must be pre-approved as an activity under category 3, 6, 7 8, 9 or 10.
- ❖ Write a statement and clip it to the written work. In this short paragraph tell how this selection demonstrates meeting one of your goals (if you are renewing your permit, use the number from your Professional Growth Plan) and what it demonstrates from the list of competencies. Summarize the content in a few short sentences.

Journal Entry- A professional journal documents over a period of time people, events, observations, and often demonstrates a specific focused activity which has occurred.

- ❖ Journal entries are written for the purpose they are intended to document. Select a separate notebook or copy specific pages that meet your purpose in documenting professional growth activities if you keep an on-going journal.
- ❖ Journal entries vary with personal writing style and with the particular purpose of the notes. Use professional language, terminology and understandable notes for documentation. You can add drawings, sketches, and photos to journals.

Observations- In a field that bases much of the work on responding to our observations, this type of documentation is very valuable. Child observations, teaching observations, recording the children's use of the environment are all valid ways to document an important competency for all teachers. Often the observation itself is only part of what your professional growth advisor will require for documenting an activity.

- ❖ Add photos, sketches and quotes to your observations as relevant.
- ❖ Clip a written paragraph to the observation stating its purpose, the information revealed and name the teaching competency it demonstrates or the activity that it is associated with.

Testimonies- Have participants in your activity write a summary of your activity from their perspective as participant. They should be specific about what it was they participated in, the date and the benefit it was to them.

Time Log- Keep a list of dates, time spent and the specific activity you were engaged in during each time entry. Time logs will be used to verify that the professional growth hours that have been pre-approved for the activity which you have documented have been minimally met. (Usually your time log will show more hours spent than the professional growth standard for the type of activity.)

Certificate of Completion- or Verification of Time Spent (as its called in the tan book) This is a signed verification that you attended, participated in or completed a training, meeting or an activity. The forms should be available at conferences and workshops that are designed for

Child Development Permit holders and teachers. You can use a prepared form (copy one from the tan book) or create one of your own. Take copies with you to activities in which you participate.

Photographs- Photos can accompany written work, journals, essays, reports or observations. They can stand alone as a collage, with written text beneath or appear in a web site. Photos can be an excellent way to document activities.

- ❖ All photos of children are gorgeous. For the purpose of documenting or demonstrating a teaching competency, a few choice photos should be selected that “say it all”. The Professional Growth Advisor should be able to quickly glance at your photos and know what it is you are demonstrating.
- ❖ It is always a good idea to get permission to use photos, as a courtesy and for the safety and rights of the families you may be exposing to viewing by a public audience.
- ❖ Always write the teaching standard, the competency or the narration on the photo sheet to make it explicit what you wish to communicate about your abilities.
- ❖ Slide collections should be accompanied by a written or cassette recorded script.

Audio and Video Tapes- The recording of actual sound and activity is an excellent form of documentation that needs little explanation when selections are well-edited and prepared.

- ❖ Very short audio clips from cassette recorders “on the spot” in the classroom, at a meeting or conference can be very effective ways to demonstrate your abilities as interpreter of child behavior, skillful in setting the stage for language development, supportive to a family during a difficult conference or delivering a lecture at a conference. Permission to record must be obtained.
- ❖ Video recording can be a delight to those who know the children, the group, the teachers and the setting. For the purposes of documenting teaching competency, good edits and short clips (2 to 5 minutes) are most effective. Videotaped teaching moments are wonderful additions to a job interview, but viewing time must be pre-arranged. You may ask to send a copy ahead of time for the committee to review.

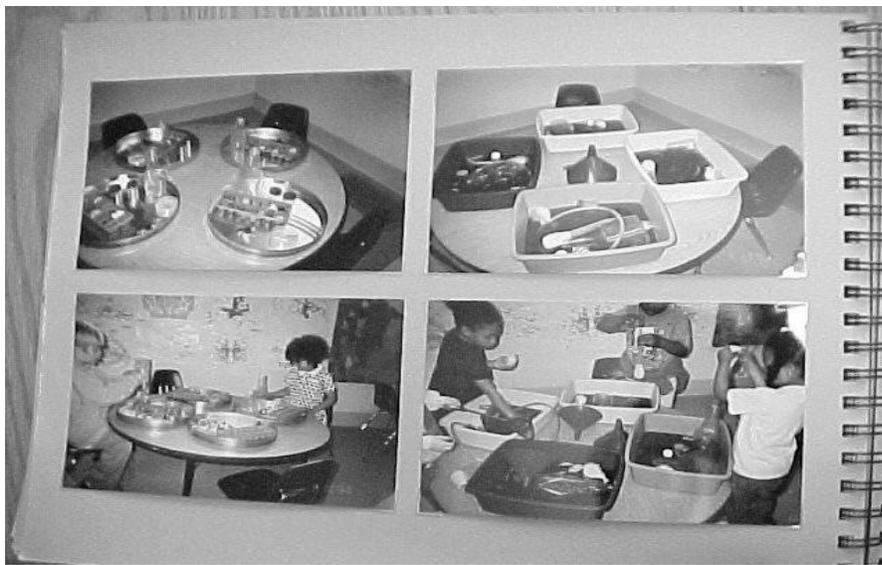
Work Samples- These may be written work, photos, creative projects or visual aids from a presentation you gave. Work samples are a general category that includes a broad range of things; some mentioned already. Be sure to save forms that you developed, checklists, copies of policies you have crafted, parent newsletters, letters to families about difficult subjects, fundraising plans, staff retreat agendas and meeting notes. You do many things, beyond your basic duties, which demonstrate your unique strengths. Save some examples.

Resume- A summary of your professional goals, experience, qualifications, relevant education and, in some cases, your interests. Resumes are unique to each setting in which they are used. Keep a complete resume in your portfolio collection. Customize it for each job interview, grad school application, grant proposal and each of the different uses that may arise.

Philosophy Statement- As you develop your professional career in Early Care and Education you will get clearer about what you believe is best for families and children. Write down your ideas. You may continue to refine your philosophy as you gain experience and insights. It is an important addition to a professional portfolio, an interview packet and for you to learn to talk about what you believe in.

Creative Projects- The range of items, artifacts and demonstrations that fit this category is limitless. If you have an approved activity plan, the creative project will demonstrate completion of one of your activities. For the purposes of your professional portfolio, these can become impractical to cart around.

- ❖ Three-dimensional items like games, manipulatives, furniture, dolls and toys, play equipment, sculpture and gardens that you have created, designed or constructed are best photographed for your portfolio, but when possible can be shown to your professional growth advisor.
- ❖ Books, musical compositions, plays written and produced, puppet shows, fundraising events and other creative endeavors have various ways that they can be documented. Sometimes a notebook or folder to collect artifacts from an event is effective. Be creative here.



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# *Permit Renewal*

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## Permit Renewal

When you have completed the 105 professional growth hours for your permit renewal six months prior to your renewal date or have completed the coursework required to move from the Associate Teacher Permit (the only level not requiring the 105 hours professional growth requirement) to the Teacher Permit, you will want to renew your permit. This section restates what is in the tan book, ***California Professional Growth Manual for Child Development Permits***, and also walks you through the final meeting with your Advisor.



When you have completed all of your professional growth requirements (a total of 105 clock hours of professional growth) you are ready to apply for permit renewal. Be sure that you do this before the end of the fourth year. You must apply six months before your permit expires. You can, if necessary, apply for a one-time extension. Details about extensions and filing early are in the tan book, *California Professional Growth Manual for Child Development Permits*.

You must do the following to prepare for submitting your permit renewal application:

- ❖ Total up your professional development hours before meeting with your Advisor. Get organized.
- ❖ Make an appointment with your Advisor. If you have saved up all of your final approvals it may take some time to go through all of it. Be realistic about the amount of time you will need; maybe an hour or two.
- ❖ Bring all of the documentation that you agreed to show your Advisor to demonstrate that you have completed each activity. A binder is good for this purpose. A canvas bag is convenient to include larger items.
- ❖ Label each item of documentation that you remove from your professional portfolio. It will help organize your selections and make it easier for your Advisor to know what each one is demonstrating.
- ❖ Bring your Professional Growth Plan and Record.
- ❖ Bring the “Record of Agreement”, if you used this form from the Guidebook, to remind both of you about what you had agreed upon in terms of credit and documentation. Bring your notes.
- ❖ Get your Advisor’s signature on your Professional Growth Plan and Record, section 21, “Verification of Completion”.
- ❖ Confirm that you have the Professional Growth Advisor’s Eligibility Form completely filled out and signed.

Please note that Associate Teacher Permit holders have unique requirements. This Permit may be renewed only once. To renew the Associate Teacher Permit, you must have completed 15 semester course units of those required for the Teacher Permit. The Associate Teacher Permit is valid for up to ten years. The holder will either renew within that period, move to the Teacher Level or the permit will expire.

Remember to set up another appointment with your Advisor to start the professional growth cycle again for the next five-year renewal period. Once you get your new permit you will start planning activities all over again. You could use this last meeting for “signing off” completed activities and also to set up new goals and activities.

## Permit Renewal Application Process

The following application process you will do on your own (after you have completed verification with your Advisor)

1. Request the required forms from the Child Development Training Consortium (209) 572-6080
2. Once you receive the application packet, read and follow all instructions very carefully.
3. Once you have completed the application and have submitted it for renewal, you will receive your new permit and a new California Professional Growth Manual for Child Development Permits within six months. You are now ready to begin your new Professional Growth Plan Cycle.

When you are ready to upgrade your permit to move to the next level:

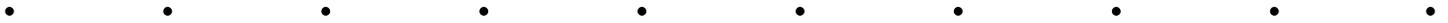
- ❖ Complete the Application Packet and include Verification to confirm your hours of experience and transcripts of new coursework)
- ❖ Include the signed Professional Growth Advisor Eligibility Form
- ❖ Include the signed Professional Growth Plan and Record

*\*When moving to the next permit level, you may be eligible to pay ½ the normal fee if you file early. "Early" is defined as completing all requirements and applying for renewal within three years of receipt of your Child Development Permit. For more information see the blue book.*



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# *The Professional Portfolio Collection*



## The Professional Portfolio Collection

An Early Care and Education professional portfolio is a collection of work samples, which demonstrates your skills and abilities and showcases the teacher, director or student's unique contributions to quality work with children, families, the community and our field.

A professional portfolio is best organized around a set of standards or competencies. Its focus may change as the professional changes, adding new skills and abilities to the professional repertoire. It offers an authentic way to demonstrate professional competency and for the portfolio collector to reflect upon and share her/his own work.

The following section gives you examples of collections, ways to think about this type of demonstration of skills and abilities and ways to use a professional portfolio in the field of Early Care and Education.



## What is a Professional Portfolio collection?

*An Early Care and Education professional portfolio is a collection of work samples that demonstrates skills and abilities and showcases one's unique contributions and quality of work with children, families, the community and our field.*

A professional portfolio is an effective way to capture the varied roles and competencies associated with one's work in Early Care and Education. Concrete examples of abstract concepts can be clearly demonstrated with the varied media that make up a collection.

The portfolio is similar to a child's work sampling collection in that it also documents growth and development within a wide variety of experiences. But, in this case, the growth and development of the teacher or supervisor is being documented and celebrated.

We often work in isolation. We grow, change and generate new ideas in our work, alone within our classrooms and offices. A portfolio collection can serve to break that isolation. The professional interaction that results from portfolio presentations in classes, interviews and among your own staff, family and community acknowledges the depth and variety of skills, intelligence and creativity required to manage the complexity of the work we do.

Through the development of your professional portfolio, you will:



- ❖ Affirm your professional skills and abilities
- ❖ Promote professionalism in the field of early care and education
- ❖ Demonstrate your own growth and development
- ❖ Showcase your strengths, interests and accomplishments
- ❖ Become a more reflective early education professional

- ❖ Increase your eligibility for credit for informal and prior learning\*
- ❖ Document your required professional growth hours for permit renewal
- ❖ Be encouraged to continue advanced skill development and professional growth

*\*You may be eligible for credit for training and completed projects not associated with a formal institution. Criteria for credit is being developed and credit in some cases is being awarded at the time of this writing. Call the California Commission on Teacher Credentialing for information (916) 445-7254.*

## A Portfolio Collection Check List

The items listed represent many possible items to put in your large collection. In the section following this one, I make a list of the types of things that you may wish to select from your full collection for particular purposes.

- \_\_\_\_\_ A short “bio” that tells about you as a professional
- \_\_\_\_\_ A current resume
- \_\_\_\_\_ All transcripts
- \_\_\_\_\_ Philosophy statement
- \_\_\_\_\_ Exemplary written reports, essays, papers from courses
- \_\_\_\_\_ Certificates of completion from workshops, trainings, in-service
- \_\_\_\_\_ Letters of reference from teachers, parents, directors
- \_\_\_\_\_ Photos of you interacting with children (selected to demonstrate a skill)
- \_\_\_\_\_ Photos of your classroom set-ups, bulletin boards, outdoor set-up
- \_\_\_\_\_ Curriculum plans and follow-up or notes and photos of children’s production
- \_\_\_\_\_ Sample journal notes, anecdotes observations on children or language samples
- \_\_\_\_\_ Copy of family conference or check-in information
- \_\_\_\_\_ A collection of quotes that reflects your beliefs about families, children, teaching
- \_\_\_\_\_ Photocopies or photos of materials that you have made for the classroom
- \_\_\_\_\_ Notes or short summaries attached to items in collection to clarify their purpose
- \_\_\_\_\_ Written evaluations
- \_\_\_\_\_ Performance evaluations
- \_\_\_\_\_ Audio and video tapes of you at work
- \_\_\_\_\_ Meeting agendas or trainings that you participated in
- \_\_\_\_\_ Results of surveys, meetings or workshops you conducted
- \_\_\_\_\_ Time logs of work done toward professional growth hours
- \_\_\_\_\_ Copies of stories, plays, puppet script that you have written
- \_\_\_\_\_ Parent meeting topic you presented, with notes on how it went

## Why Should I have a Professional Portfolio?

There are several reasons for people in the field of Early Care and Education to have a Professional Portfolio Collection. I advocate using portfolios for: Permit Renewal and Documentation, Job Interview, Job Performance Evaluation, Graduate School or Program of Study Application, National Board Certification, sharing with families and staff. You may discover other purposes for your own professional portfolio. There are certainly big reasons for them in our profession. The professional portfolio becomes a demonstration of a commonly accepted set of standards, the commitment to reflective practice and the desire to increase knowledge. The portfolio is the concrete representation of growth and development of competence in our increasingly complex field.

On the whole, I would say, that people who work in this profession are big collectors.

- ❖ You are a teacher collecting materials for collage activities in the classroom, collecting articles to save for the parent's bulletin board, saving children's work to document their development, collecting recipes and curriculum ideas.
- ❖ You are a director putting articles of interest in the parent resource library, articles in binders by category for the staff resource library, news stories and pending legislation clipped from papers and stapled to bulletin boards, business procedures and conference flyers, correspondence and fundraising ideas fill the bottom drawer of your tall file cabinet.
- ❖ You are a student saving class assignments that you may use someday, articles collected in each class, projects that you feel particularly proud of and boxes of unfinished ideas inspired by your new professional interest.

We collect. Many of us dig through our collections now and then for a gem that we saved, but usually it sits there not working for us. We are usually less successful at organizing these collections than we would like to be, but we save almost everything. Often we save too much. But, that is okay. We can always toss it later. I believe that you need a lot to start with. I have suggested a process to get you started in the next section called "Beginning Your Portfolio Collection", with tips for approaching organization and management of this huge assortment of things you have in your collections.

Documenting your own professional story can be fun. It sometimes takes guts to toss out that which becomes irrelevant or to save something that you believe you did poorly or looks less like your new abilities. I like to suggest that organizing it is like setting up a kitchen of your own for the first time. You get a few hand-me-downs, plates, glasses, forks, spoons and pans to begin with and you have too many cupboards at first. You may just put all of the dishes and glasses together and the spoons jingle around with knives and a can opener and a box of plastic wrap may sit in another drawer all alone. Shortly, however, your collection grows and the plates get a cupboard of their own and you set up slots for each type of utensil. You get organized to whatever degree you are comfortable by the usefulness of the system. At some point your cupboards may bulge with items, some not so useful anymore. You hand them down to a friend, toss out

broken and useless items and freshen it up intermittently. As you discover a new way of food preparation, you add a new item. As your relationship to food, cooking and your kitchen space changes, so do your tools.

Your professional work sample collection is like this kitchen. It evolves. You pile up papers, books, articles and children's work that you are attracted to. Your pile looks skimpy then all of a sudden may bulge out of the closet or drawer. It requires some re-thinking. You toss items that seem less meaningful. For example, that paper on Piaget that you wrote as a new student that actually shows little insight or analysis. Now that you have really begun to understand the implications of his work, you have new ideas. You have better examples of your best thinking on the topic. You toss it, gather more current information, samples or make a list of articles you like on Piaget's theories. You make your collection reflect your current practice.

Collect for the purpose of developing a "portrait" of your work.

In order to successfully organize and manage a portfolio, you need a sense of the purpose of the collection. I have promoted the establishment of work sample collections with students over the past few years. I have encouraged them by suggesting that this is a practical use for all the stuff they save anyway. They report that the uses for their collections have evolved over time. We have come to believe that it will become standard practice for all Early Care and Education professionals to maintain a current portfolio of their work for several different purposes. The big version of the collection can be used to set up smaller work sample collections for different purposes.



## Uses for the Professional Portfolio

### Documenting Professional Growth for Permit Renewal

Your professional portfolio is a large collection of artifacts and items that will be sorted and re-organized for many purposes. The particular requirements of the professional growth planning process for Child Development Permit renewal include specific kinds of documentation to verify completion of activities. It is wise to keep these documents in a separate section of your collection, as they are important in a different way than the rest of your collection that contains many optional artifacts. Your Professional Growth Advisor will give you a list of items that she/he would like to see to verify your completed activities. The items you will need to save to show your Professional Growth Advisor depend upon what activities you have completed, but may include:

- ❖ Grade reports and transcripts
- ❖ Written assignments from courses completed
- ❖ Written evaluations
- ❖ Journal entries
- ❖ Observations
- ❖ Testimonies
- ❖ Time log
- ❖ Certificates of completion or verification of participation certificates
- ❖ Photographs
- ❖ Audio and video tapes
- ❖ Work samples
- ❖ Reports
- ❖ Meeting agendas
- ❖ Creative projects (or photos of them in use)

See the section in the Guidebook titled, "*Documentation*", that refers to the permit renewal process and offers suggested types of things to save for the eleven categories of activities listed in the tan Professional Growth Manual. You will select ways of proving or verifying participation for credit toward your professional growth hours under the guidance of your Professional Growth Advisor.

## Summary of workshop attended

March 31, 2000

Dear Professional Advisor:

I attended the California Association for the Education of Young Children, CAEYC's 2000 Annual Conference, March 10 - 11, 2000 in Sacramento, CA. The conference provided many different classes to meet the needs of teachers, students, and daycare providers. I completed 16 hours (see attached certificate).

From this conference, I gained a lot of new songs, rhythms, and transitions to help with my circle-times. My goal was to be able to enrich my circle-times to keep the attention of a large group. I attended 3 different classes where each of the instructors styles and songs were different, but had one and the same goal - making circle-time fun and enjoyable.

Since this conference, I have been using some of the transition songs and rhythms during my circle-times. They are fun to sing and move to, as well as educational for the children. Example of one is as follows:

Hello right hand, how do you do? I'm gonna play a game with you. Hello left hand, how do you do? I'm gonna play a game with you.

Circle, circle, dot, dot

Now my hands are very hot Circle, circle, square, square Now my hands are over there Circle, circle, by, by

Now my hands are in the sky Circle, circle, clap, clap, clap Now my hands are in my lap.

After this conference, I feel my circle-times are getting much better.

Sincerely,

Amanda Whitt . @3Q,

© 2000

## Two examples of philosophy statements

### MY PERSONAL PHILOSOPHY STATEMENT

My name is Amanda Whitt and I am an Early Childhood Educator. My philosophy is based on viewing and treating children as "people" and not as a "blank slate". I believe that Early Childhood Educators should be "child-centered". Child-centered, in the context, meaning fostering and nurturing the "whole-child". We should provide opportunities for growth and success in all areas surrounding the child's being. Through centers that we create and lessons that we plan from the direction of the children, we enhance the social/emotional, physical, cognitive, creative, and initiative areas of a human being. Children need opportunities everyday to gain autonomy and self-worth!

I pledge to always provide opportunities in my classroom for autonomy and success! Through centers and lessons that the children and I plan, I will make sure that they foster the "whole-child". I will always come to the children with a listening ear, helpful hand, and will love each child for their uniqueness, strengths, and weaknesses. I will make a commitment to continue my education and training, so that my students will get the forefront of what is being offered in Education. "I always remember that these students are our world's future!"

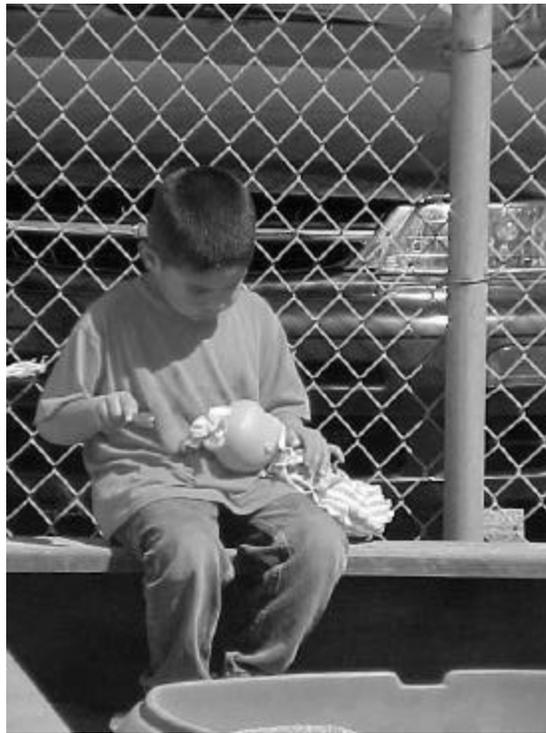
It is my belief that children learn through play. They need to be allowed to openly explore and independently manipulate the varying items within their environment. They need to be supported with developmentally appropriate activities that are child centered. I believe that this is achieved through incorporating their interests into the environment as well as in planned activities. These aspects will promote an atmosphere for active engagement. Children learn through attempts, success, and finally mastery. I believe in providing the support and guidance, without controlling, for children to achieve this process. I believe in the home to school continuum and that parent's should be viewed as partners as well as my resource.

Tammy Upton

## Observation

“Johnny is going to have a new baby at home soon. He has begun to show an interest in doll washing, grooming and caring for the dolls in the Center.”

*observation, 4/00*



## Journal Entry

*Merisa used a squirt/spray bottle at the table and used a sponge to wipe the table. Later she used a spray bottle on the observation booth window. 3-26-99*

*When a few of the preschool children came to visit our classroom, Merisa watched a girl and walked next to her. When the girl chose a toy to play with Merisa would choose another one identical to Lisa's.*

## Play snapshot



“Jonathan soothes a “goodbye” with warm dough.”

## Job Interview

A new selection from your collection is called for as you consider a new use of your professional portfolio. Let us say you are seeking a new job. You have a resume and letters of reference and have sent for transcripts, but realize that the real unique qualities that you would like to feature to the hiring committee can be better demonstrated by showing them what you have done. You put together a 12-page collection of work samples that you have gotten from your larger collection and bind it in a report folder. These may be the items you have selected:

- ❖ A short “bio” that tells a little about you as a teacher (1 paragraph)
- ❖ A philosophy statement that you have just updated
- ❖ A certificate of completion from the Program for Infant/Toddler Caregivers
- ❖ Photos of you doing a puppet story with a small group of toddlers, talking with a family with their child on dad’s hip, a yard set-up, toddlers engaged in a sensory activity and one of your best parent bulletin boards. There are short phrases under each photo to let the reader see your teaching “at a glance”
- ❖ A curriculum planning sheet for one week in your program
- ❖ A page from your journal of child observations with a note clipped to it to summarize it for the reader (make sure you have been careful to honor confidentiality in observations)
- ❖ A parent/teacher conference report with a note clipped to it to summarize it for the reader (confidentiality important here too)
- ❖ A page of quotes that reflect your beliefs about toddler development
- ❖ A photocopy of a few pages of a small story book that you made for your classroom with a short statement telling about the story, purpose and extensions.

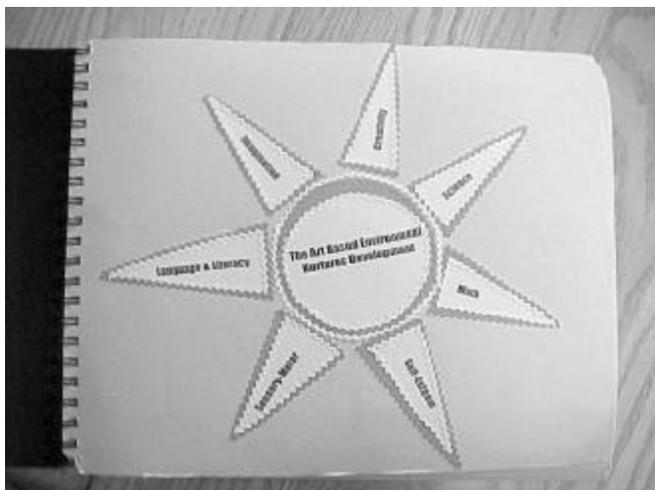
The hiring committee passes the bound portfolio collection around while you are being asked questions. One committee member asks you about your parent conference report. The collection was briefly browsed by all members and they thanked you for bringing it. Pictures are worth a thousand words. You get the position, of course. And you have enriched a few peoples’ perspectives on the work you do.

## An Annual Performance Review

All employee performance evaluations should include information about the quality work performed. Your supervisor will have content ideas, but this session can also be useful to you as part of your professional growth planning process. Let us take an example: In your current job, let us say, you are evaluated annually for your performance as a teacher. The criteria are given to you so that you have advance warning about what will be discussed. You will be asked to review and reflect about the past year and then look toward next year. You will establish new goals and look at whether you achieved what you planned during your last evaluation. This year, you arrive at your evaluation meeting with a work sample collection that demonstrates ways that you met last years' goals and also exhibits some lovely things you have done in your teaching beyond those goals. You are taking this opportunity to "toot your own horn" and celebrate what you have done well. Your supervisor benefits by getting to know you better and also by seeing the direct results of the quality of teaching and experiences the program is offering for children and families. You prepare a binder that includes:

- ❖ A list of goals that you consider your own professional "next steps"
- ❖ A newsletter reporting what is going on in your classroom, including an article of interest for families
- ❖ A detailed observation of a new child in the program
- ❖ Photos of several interactions with you and children, families, staff, your best environmental set-ups, photos of children at play and classroom bulletin boards
- ❖ Audio tape of a conversation that you had with a staff member helping her think through a problem that you taped with her permission
- ❖ A slide presentation that you put together for a family night meeting
- ❖ A collection of children's work samples demonstrating development
- ❖ Your journal entries for the past month
- ❖ Snack planning sheets and menus that you developed
- ❖ A certificate of completion from a weekend workshop
- ❖ A form that you developed for daily check-ins between morning and afternoon staff
- ❖ A letter you wrote to parents.

You will label several of the selections with the statements you clipped directly from a copy of the criteria you were given by your supervisor so that you are ready to address each one with a work sample. You will be able to "take charge" of a portion of your evaluation meeting and be prepared to do some self-advocacy.



Marie created a record of activities with two, three and four-year olds in an art-based exploration program at The Kellogg Center in San Francisco.



An important step in your collection is the description, summary or written notes accompanying each item in your collection. Marie has indicated the value of these activities in children's creative development, discovery, cognitive awareness and construction of ideas.

This kind of documentation can be used with families, staff and put to several uses in your portfolio.



## Applying for graduate school or a program of study

You should go through your collection and find items that demonstrate the exact qualities and abilities that the program has listed as qualifications for entry. Be thoughtful in choosing only the artifact that best represents your competence related to the trait or ability that is requested in the application packet. For example, my graduate program stated, "Successful applicants must have experience with culturally responsive care practices". I had a few families write letters and used those in response to that area. But had I prepared a portfolio, I could have, in addition to the parents' letters, enclosed photos of my classroom showing fabrics on the walls reflecting the ethnicities of my families, bulletin boards in three languages, pictures of my aides talking with families with similar ethnic backgrounds and home language and a responsive meal program. I think you get the point.

In your professional portfolio for program admission, you may wish to organize your choices using the standards from the *Competencies*. The point of including each artifact must make sense to the selection committee members browsing through it. Only include items that specifically demonstrate a competency. For example, you might include:

- ❖ A short "bio", current resume and transcripts
- ❖ A philosophy statement
- ❖ An exemplary paper that you have written with a summary clipped to it
- ❖ Certificates of completion from various trainings and workshops
- ❖ Letters of reference from co-teachers, families, supervisors
- ❖ Photos of you interacting with children, families, your environment, children engaged in a variety of activities, parent bulletin boards, a meeting, you leading a workshop or discussion. Attach short descriptions under each photo.
- ❖ A curriculum planning sheet for a week in your program
- ❖ A page from your journal of child observations with a note clipped to it to summarize it for the reader and a parent/teacher conference report with a note clipped to it to summarize it for the reader (be sure these have been edited to protect confidentiality)
- ❖ A page of quotes that reflect your beliefs about child development or child anecdotes
- ❖ A photocopy of materials that you made for your classroom with a short statement describing the purpose and uses.

Because you are representing a unique portrait of your professional development and future goals, you will include representative samples of your best work, projects and papers on particular topics. If you wish to include a video clip or slides, you should call ahead to be sure inclusion is acceptable.

## Community Sharing with Staff and Boards

The professional portfolio containing selections of your best work should be updated, reviewed and changed often. An incentive for taking time to review and update your portfolio may be to schedule regular (every six months or so) portfolio sharing meetings with staff and at board meetings. One center has a “portfolio-share” per staff meeting allowing a teacher to plan for and schedule a time to share items selected in the portfolio. They often select an area of focus as a center. For example, “this year our focus will be on creating a culturally responsive and sensitive environment”. This becomes a focus for the collector. The teachers will photograph their use of home materials, fabrics, photos etc and add them to their portfolios. The sharing of the portfolio offers peers a chance to give you feedback and encouragement in your professional growth and development while breaking the isolation of our work. And Board members get a first-hand look at the work being done on behalf of children and families in the program.

## With Families

Bring selections from your staff portfolios to a parent meeting to offer families an overview of the work being accomplished in the program and also a peek at aspects of the professionals who serve to educate the community. Many families do not know that you engage in staff development, go to workshops, struggle with bigger issues like compensation, retention and violence in the lives of their children. Share with them. Celebrate your accomplishments as a professional.

## National Board Certification

The National Board for Professional Teaching Standards was established in 1987 to establish rigorous teaching standards, assess and certify teachers who meet the standards.

The framework includes standards for teachers of Early Childhood, Middle Childhood, Early Adolescence and Young Adults. There are eight standards associated with the Early Childhood/Generalist Certification. These are elaborately discussed and described in the materials sent to an interested applicant. The assessment of a candidate for certification includes on-site teaching and learning observation and guided portfolio preparation. The particular items relevant for this portfolio allow the Board to examine how teachers translate knowledge into practice. This portfolio also represents a unique picture of you as a developing and skilled teacher. Your on-going experience with collections and work sampling can make this process less intimidating should you decide to apply to the National Board for certification.

If you are interested in learning more about National Board Certification, contact, [www.nbpts.org](http://www.nbpts.org), call 1 (800) 22 TEACH. There is a fee for going through the process. In California there are subsidies available:

**Contact:** Judy McCarthy, California Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Recently, the California Department of Education has talked about offering a generous monetary incentive for Board Certified Teachers. Some counties are already doing it. Contact your local county office of education.



Tammy at group time and interacting with a child.



## Tammy Upton

### Objective

To design and implement an early childhood environment that is safe and supportive of the whole child. To facilitate a High Scope curriculum and learning environment that is based on appropriate practices. To support the development of the group as well as the individual.

### Experience

Yuba College Child Development Center, Infant Toddler Center  
Marysville, Ca 95901  
Site Supervisor

- ❖ Supervise five staff, student teachers, work study students.
- ❖ Maintain work schedules, staff development and in-service schedules
- ❖ Maintain nurturing and safe environment for 18 infant and toddlers
- ❖ Maintain records for routine activities and daily report to each parent
- ❖ Conduct parent conferences
- ❖ Maintain attendance, lunch and other fiscal reports
- ❖ Provide primary caregiving for older toddlers

Tammy's Day Care  
August 1988 - February 1999

Teacher/Director

Licensed Large Family Child Care Home

- ❖ Infants and Toddlers, and Preschool Age Children
- ❖ Planned and Implemented developmentally appropriate curriculum
- ❖ Maintained a safe and nurturing environment
- ❖ Children remained enrolled through kindergarten (before and after school)

### Education

1991-1998 Yuba College, Marysville, Ca 95901

- ❖ AA Early Childhood Education
- ❖ Adult supervision course completed, Fall 1998

1995-1998 Children's Home Society of California, Yuba City, Ca 95993

- ❖ Family Child Care Network, specialized training classes
- ❖ Azusa Pacific University, Azusa, Ca 35 units completed



## Beginning your Professional Portfolio

Your Early Care and Education professional portfolio is a unique collection representing your own professional story. You will select the items to add to your collection based on your own goals and accomplishments. You may want to seek assistance from co-workers, directors and friends about particular strengths that you exhibit or projects that they think you should include. Listen to them. Sometimes it is difficult to recognize your own gifts and skills. Document your accomplishments and save evidence of well-done projects, planning and your best thinking about the work you do. This collection is a celebration and an honoring of your unique contributions to the field of Early Care and Education and the children, families and communities that you serve.

### Guiding Questions:

1. What standards will you use to give a framework to your collection?
  - ❖ I have used the California Child Development Permit standards outlined in the publication, **Competencies** for the framework in this Guidebook. Use the selected standards as headings for the various areas you will document. In the standards from the **Competencies**, the skills and abilities are categorized in the following areas: Personal and Professional Behavior, Classroom Environment, Health, Safety and Nutrition, Working with Families and Communities, Administration and Management
2. What have you accomplished in each category and what does demonstration of that skill look like? How will you “prove” your completion or accomplishment?
  - ❖ You might wish to look at the charts at the back of the Guidebook that list examples of documentation for various goals and activities. A photo essay, for example, is a wonderful way to capture the results of a successfully planned activity.
3. What size and type of container will you use to start the saving process?
  - ❖ A box, file cabinet or binder can serve as a large collection site. You will need to re-organize under each heading as your collection grows. Always be explicit about your reason for collecting a particular work sample. If you like an artifact or a piece of work and cannot decide what it is demonstrating about your work, save it anyway.
4. How will you make it possible to find things when you are ready to make a small collection for a particular use?
  - ❖ Make a table of contents or label piles or sections with a post-it or description. You may want to label the top of each blank page with a general area under which you will begin to sort the artifacts you have collected. The page will then list the items in the category.

Your collection will be messy before it gets reorganized each time you use it.

Divide your collection into headings, binders or boxes by type of work sample according to your selected standards.

Many items may be appropriate documentation for several competencies. Put several notes on the sample to indicate the standards it relates to and if you have an overall contents page for your collection you can cross-reference these items.

Don't worry if it seems messy and unfocused.

Your collection will become more meaningful as you become clearer about your own accomplishments and your professional goals.



Your collection will evolve as you gain more experience and competence in each of these areas. No two collections are alike. Beginnings are simple and include coursework and creative projects with anecdotes and journal notes. Save children's work that was influenced by your interaction or planning skills. Use a camera, a tape recorder and a video camera regularly. You may already collect work samples for a child's portfolio and end up with extras that you can use for your own collection. Re-label each for your purposes. Your labels will be written specifically for the teaching competencies on which you wish to focus.

## Collecting Must Be Meaningful

Portfolio development and collection must be choice-driven, not a mandatory activity in order to remain a meaningful exercise for the collector. Once it becomes a standardized process, a requirement for everyone in a format with predetermined content and looks the same for everyone, it will no longer serve its purpose. It must stay alive, relevant and truly represent an individual's own professional story.

We should be aware of some of the potential risks in setting standard expectations for all participants in a field where a wide range of program styles, types and points of view serve a wide range of needs for our families and children. Over the past fifteen years, we have begun to see more standards, competency-based evaluation tools, assessments and required reports. We have some well-researched guidelines, expectations and standards that have come from a body of knowledge tested over time and articulated by professional groups who are sometimes unable to fully represent the far-reaching corners of the field. We also have some very good program evaluations and assessments to help us insure quality.

When we set standards, we must hone in on a chosen set, thereby, out of necessity, leave many out. In the field of teaching, caring for and nurturing young children, the diversity of needs is enormous and requires an equally diverse set of caregiving responses. We must stay aware of our biases and of our limitations with these numerous compilations of information. We must continue to examine the relevance of our information, question the reliability of our body of knowledge and discover authentic methods to involve the professionals working in the field everyday in these discussions. In this same spirit, as good as the idea of portfolio collection may sound, it is not for everyone, nor should it be.

When I introduced the concept of portfolio collection in class one night, and brought up its unique characteristic in showcasing one's work and used the term "relevant" to describe it, a student asked me, "How is this relevant to me? My culture says that I not boast. I have never learned to identify what I am good at and make it public. It feels so wrong." We encourage students to talk to us about the challenges they face, confront us and at times, encourage them to offer an option to an assignment. She asked me to give her a test. One of the essay questions I developed for her take-home exam was: "What activity did you plan for children this term that demonstrates that you took cues from them? Describe the planning process beginning with the child or children from whom you took the cues. Draw, illustrate or attach a photo of the activity in progress."

When she had completed the take-home exam, returned it with the suggested artifacts attached, I informed her that she had begun a portfolio. I told her that it was not necessary to show it to the other students or to talk about it. That kind of sharing served a purpose, but she had on many occasions been appropriately involved in giving other students feedback and was not comfortable with the "boasting" nature of the original assignment. The structure was important for her to be able to look at the issues I wanted students to address in their portfolios. She did not initiate her own professional portfolio collection. It was not her style. Rather she kept a resource box to assist her in her future teaching by saving examples of work from her classes. But she got a little practice that may prove useful to her in the future.

Portfolio preparation can become less fresh and honest when it is mandated and requirements come from an outside source. Because of the multiple uses for the professional portfolio: self-reflection, professional development, peer sharing, demonstration of knowledge and competency and evaluation and assessment, the contents for each use must vary. It may be possible that, if mandated and structured in ways that are unfamiliar or not relevant to the collector, the collection may become another task to do without additional compensation and with little meaning .



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# *Appendix*

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## Examples in Professional Growth Planning Using the Five Core Competencies

This section offers several examples to support your own professional growth planning process and documentation. Using the *Competencies* developed by *Advancing Careers in Child Development: California's Plan for the Various Levels of the Child Development Permit*, the standards used are consistent with the new Child Development Permit Matrix goals.

This publication, **Competencies**, is available by request by sending a \$15 check made out to:

Yosemite Community College District  
Miriam Medina  
Child Development Training Consortium  
1620 N. Carpenter Rd., Suite C-16  
Modesto, California 95351

**The Competencies** is an outline of knowledge and skills desirable for Early Care and Education professionals at six different career levels (which also correlate with the six California Child Development Permit levels). The sections are defined by the following headings. In the document detailed descriptions of these core competency areas are included. The number of competency areas increases as you move through the six levels of the Child Development Permit.

- I. Personal and Professional Behavior
- II. Classroom Environment
- III. Health, Safety and Nutrition
- IV. Working with Families and Communities
- V. Administration and Management

The charts that follow illustrate some examples from people in the field at the six permit levels and include a sample goal, an activity, a number referring to the category from the California Professional Growth Manual\* (tan book and again in this Guidebook) and a sample documentation suggestion for each. These serve only as examples. If you are a Child Development Permit holder, you will set your goals with your Advisor and get them approved. Together you will determine relevant activities, which meet your particular needs and help you reach your goals. Each Advisor will wish to develop appropriate documentation and verification for activities completed. So, again these are simply examples for you to get an idea of what the planning process may look like.

\*The Associate Teacher is not required to complete professional growth hours, but has 10 years to meet the requirements for the Teacher level permit. I have included activities for Associate Teachers, but only for the purpose of continuing professional growth for all Teachers and Supervisors. In order to renew the Associate Teacher permit after five years, fifteen semester units of coursework, leading to a Teacher permit must have been completed.

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# *Personal and Professional Behavior*

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*“Categories of Acceptable Activities”* listed in the Professional Growth Manual

1. Successfully Complete One or More College or University Classes
2. Attend Conferences, Workshops, Institutes, Academies, Symposia, Teacher Center Programs, or Staff Development Program
3. Perform Service in a Leadership Role in which the Permit Holder Contributes to the Improvement of the Center or Group of Centers Above and Beyond the Requirements of His/or Her Job
4. Provide Service in a Leadership Role in a Professional Organization
5. Serve as a Professional Growth Advisor for Child Development Permit Holders
6. Conduct Educational Research and Innovation
7. Participate in Systematic Programs of Observation and Analysis of Teaching Curriculum, Classroom Management Techniques, Play or Circle Activities of a Peer-Alike Job
8. Participate in a Program of Independent Study
9. Improvement of Basic Skills
10. Participate in Creative Endeavors
11. Receive Instruction in CPR

Examples of goals and activities for each permit level for the five core competencies in the book, **Competencies**.

<b>I. PERSONAL AND PROFESSIONAL BEHAVIOR</b>				
<b>A. Follows center/agency personnel policies</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Help make teacher meetings more collaborative	Suggest and set up a plan for a meeting snack	Category 3	Short paragraph describing your plan signed by the director
<b>Associate* Teacher</b>	Work to reduce tension in the midday routines	Participate in an evening discussion to rethink naptime	Category 3	Journal notes Meeting date Time log
<b>Teacher</b>	Better understand how our policies may conflict w/families needs	Survey Teachers and families about late policy then pass on to director for rewrite	Category 3	Journal Notes Copy of letter to parents Copy of new and old policies
<b>Master Teacher</b>	Develop better communication among our diverse staff	Plan a presentation to talk about culturally diverse workplace issues w/all staff	Category 3	Meeting agenda Meeting notes Time log Plan for follow-up
<b>Site Supervisor</b>	Update program philosophy	Hold a retreat for all staff to refresh vision and philosophy	Category 2	Meeting agenda Detailed notes Copy of old philosophies and revised
<b>Program Director</b>	Provide better access to all written materials	Translate personnel policies and paperwork into Spanish	Category 3	Copies of documents
*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.				

Examples of goals and activities for each permit level for the five core competencies in the book, *Competencies*.

<b>I PERSONAL AND PROFESSIONAL BEHAVIOR</b>				
<b>B. Participates in professional growth activities</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Become familiar with the professional resources in the community	Check out videos and books from the staff lending library and annotate them for staff use	Category 8	Time and date log Signed by Teacher or director  List of books and videos w/your notes
<b>Associate Teacher*</b>	Better understand the families in the program	Review and share the family files and note home language, cultural traditions of children in my group	Category 3	Journal or file notes describing how information is useful for the Teacher
<b>Teacher</b>	Understand more about anti-bias curriculum	Take the 3-unit course at the college this spring	Category 1	Course description from catalogue  Transcript
<b>Master Teacher</b>	Develop my leadership in an area of curriculum planning	Present at the local fall conference	Category 2	Time and work log  Conference agenda  Any printed materials used
<b>Site Supervisor</b>	Become a professional growth advisor	Go to a workshop and register as an Advisor	Category 2 Category 5	Copy of certificate of completion  Time log for services performed
<b>Program Director</b>	Work to retain staff in centers under my management	Create a career advancement plan with in-service and mentoring components	Category 3 Category 10	A written description of the plans  Copies of communication w/staff  Retention data
*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.				

Examples of goals and activities for each permit level for the five core competencies in the book, *Competencies*.

<b>I. PERSONAL AND PROFESSIONAL BEHAVIOR</b>				
<b>C. Understands professional issues and the need to incorporate code the professional of ethics</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Become familiar with ethics in the field	Obtain a copy of and read the Code of Ethics and discuss how they apply to my job	Category 9	Time log signed by Director  Notes from your research
<b>Associate Teacher*</b>	Become more aware of my personal biases w/families	Set up feedback sessions with my supervising teacher once a week	Category 3	Time log w/signature  Journal with notes and results
<b>Teacher</b>	Better apply the Code of Ethics in practice	Set up a portion of each staff meeting that is devoted to the discussion of the Code of Ethics	Category 3	Journal  Meeting notes
<b>Master Teacher</b>	Review parent communication plan for confidentiality	Plan a set of communication mechanisms that allow for confidentiality and privacy	Category 3	Copy of communication plans and mechanisms
<b>Site Supervisor</b>	Review program policies and update	Assure that all of the center policies follow the professional Code of Ethics	Category 3	Copy of old and copy of revised policies
<b>Program Director</b>	Better supervise the planning processes in each classroom	Review the curriculum for responsiveness to the individual families/children	Category 3	Copy of Plans and your notes about families  Copy of revision using family background
*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.				

Examples of goals and activities for each permit level for the five core competencies in the book, *Competencies*.

<b>I. PERSONAL AND PROFESSIONAL BEHAVIOR</b>				
<b><i>E. Promotes advocacy for children and families</i></b>				
<b>Permit Level</b>	<b>Goal</b>	<b>Activity</b>	<b>Category</b>	<b>Documentation</b>
<b>Assistant</b>	Learn how to become an advocate	Go to the advocacy workshop at the local R and R	Category 2	Paragraph on the content  Copy workshop flyer  Signed certificate of participation
<b>Associate Teacher*</b>	Use my professional knowledge to promote a better social climate for families	Write letters to local politicians about the upcoming election	Category 3	Copy of letter  Distribution list
<b>Teacher</b>	Work for better working conditions for Early Care Educators	Participate in the Worthy Wages Campaign in the local area this year	Category 3	Copy of roster  Committees  Write a summary of Participation
<b>Master Teacher</b>	Become a leader in the move for better wages	Get support to become the committee chair for the local Worthy Wage Campaign	Category 4	Copy of participants  Summary of activities  Written materials
<b>Site Supervisor</b>	Keep abreast of legislation effecting families and children	Subscribe to the "On the Capitol Doorstep" and attend the CAEYC Legislative Symposium	Category 3 Category 2	Copy of "On the Capitol Doorstep"  Log of hours spent reviewing  Note selection of information  Symposium agenda and roster
<b>Program Director</b>	Practice writing in my areas of strength	Write an article analyzing the history of child-friendly legislation in the nation.	Category 3 Category 8 Category 10	Copy of time log  Copy of article

\*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.

# *Classroom Environment*

“*Categories of Acceptable Activities*” listed in the Professional Growth Manual

1. Successfully Complete One or More College or University Classes
2. Attend Conferences, Workshops, Institutes, Academies, Symposia, Teacher Center Programs, or Staff Development Program
2. Perform Service in a Leadership Role in which the Permit Holder Contributes to the Improvement of the Center or Group of Centers Above and Beyond the Requirements of His/or Her Job
4. Provide Service in a Leadership Role in a Professional Organization
5. Serve as a Professional Growth Advisor for Child Development Permit Holders
6. Conduct Educational Research and Innovation
7. Participate in Systematic Programs of Observation and Analysis of Teaching Curriculum, Classroom Management Techniques, Play or Circle Activities of a Peer-Alike Job
8. Participate in a Program of Independent Study
9. Improvement of Basic Skills
10. Participate in Creative Endeavors
11. Receive Instruction in CPR

Examples of goals and activities for each permit level for the five core competencies in the book, **Competencies**.

<b>1 II. CLASSROOM ENVIRONMENT</b>				
<b>A. Maintains an appropriate indoor and outdoor environment</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
2 Assistant	Better understand how to plan appropriate curriculum	Complete a course in curriculum development next semester	Category 1	Transcript  Catalogue description
<b>Associate Teacher*</b>	Become more skillful at setting up toddler play spaces	Attend a workshop offered in the next local conference	Category 2	Schedule from workshop  Signed certificate of completion  Summary of main points
<b>Teacher</b>	Become familiar with NAEYC Accreditation Standards	Join an Accreditation group and bring standards back to program	Category 9	Time log of meetings and time spent reading/studying  List of standards to focus on
<b>Master Teacher</b>	Be an effective trainer of curriculum development in my program	Become a Mentor Teacher	Category 3	Time log of mentoring activities  Write-up of an example of a training
<b>Site Supervisor</b>	Insure that all play spaces are appropriate for the children using them	Evaluate and plan a new infant play yard	Category 3 Category 8	Time log of research and planning activities  Journal  Copy of the plan with photos
<b>Program Director</b>	Promote the understanding about the significance of establishing primary relationships	Examine and write-up the programs' processes for establishing these relationships and redesign as necessary	Category 3 Category 6 Category 7 Category 9	Time log  Journal  Observation notes  Staff notes  Copy of change plan

\*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.

Examples of goals and activities for each permit level for the five core competencies in the book, **Competencies**.

<b>3 II CLASSROOM ENVIRONMENT</b>				
<b>B. Supervises and directly interacts with children in a warm and positive manner</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Improve my communication skills with children	Take a 2 unit course in "Supporting Children's Play" at the college	Category 1	Transcript  Course description from catalogue
<b>Associate Teacher*</b>	Better understand normal development	Take a workshop on Sex Play at the local R and R	Category 2	Certificate of participation  Summary paragraph
<b>Teacher</b>	Support children's home language	Research language development using ERIC clearinghouse	Category 8	Time Log  Annotated bibliography  Summary of Findings
<b>Master Teacher</b>	Support staff understanding of fetal-alcohol syndrome	Research and prepare a presentation at staff meeting of fetal alcohol syndrome	Category 3 Category 6	Time Log  Journal or research notes  Summary of presentation  Notes from meeting
<b>Site Supervisor</b>	Expand my understanding of behavior management	Present a workshop on managing difficult behaviors	Category 2	Workshop summary  Time log  Announcement or flyer
<b>Program Director</b>	Support families of infants in understanding crying behavior	Plan a parent night for families with infants in the program on the topic of "Crying" and write an article for the newsletter	Category 2 Category 3 Category 9	Time log  Copy of article  Meeting summary agenda

\*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.

Examples of goals and activities for each permit level for the five core competencies in the book, **Competencies**.

4 II CLASSROOM ENVIRONMENT				
C. Develops and provides developmentally and culturally appropriate activities				
PERMIT LEVEL	GOAL	ACTIVITY	CATEGORY	DOCUMENTATION
<b>Assistant</b>	Better understand how to support motor development	Attend the local conference workshops focused on motor skills	Category 2	Signed certificate of completion  Copies of handouts
<b>Associate Teacher*</b>	Expand my repertoire of curriculum	Take the "Melody and Movement" one-unit course at the local college	Category 1	Transcript  Handouts from the class  Course description
<b>Teacher</b>	Create an appropriate and responsive toddler room	Visit toddler classrooms, Assess our current materials and equipment and plan to replace or add items	Category 3 Category 7 Category 8	Time log  Journal of visitation observations  List of needs  Proposal of changes
<b>Master Teacher</b>	Better reflect the families culture and backgrounds in the classrooms	Engage teachers in a discussion, offer reading material and invite a speaker	Category 3 Category 8	Time log  Meeting notes  Copies of articles  Summary of r5esults
<b>Site Supervisor</b>	Develop an Understanding Of Racism and the pressures on families	Take the 3-unit "Anti Bias Approaches" course at the college	Category 1	Transcript  Course materials  Course description
<b>Program Director</b>	Promote the significance of concrete learning experiences	Create a set of math games and collections for the preschool	Category 3 Category 10	Photos of games  Instructions and purpose of each game  Report of children's and staff's use

\*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.

Examples of goals and activities for each permit level for the five core competencies in the book, **Competencies**.

<b>II. CLASSROOM ENVIRONMENT</b>				
<b>5 D. Implements conflict management and problem solving strategies with children</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Better understand Teacher's role in conflict management	Observe morning Teacher work with children and take notes	Category 8	Time log Observation notes Summary
<b>Associate Teacher*</b>	Learn how to do conflict resolution with toddlers	Take the workshop "Managing your Work-Force" (when they are all two years old)"	Category 2	Workshop flyer Signed certificate of participation Summary of workshop
<b>Teacher</b>	Look to the environment for activities leading to cooperation among children	Add an open-ended art area for "free art" with space for 4 children	Category 3	Time log Map of art area Photos of children using area Summary of activity
<b>Master Teacher</b>	Train the parents who work in the classroom	Intervene in on-the-floor interactions modeling good problem-solving strategies	Category 3	Time log/journal Summary of activities and strategies Testimonies of parents
<b>Site Supervisor</b>	Reduce staff conflict	Set up a series of workshops on conflict management for families and staff	Category 3	Time Log/Journal Agenda Outline of Content areas Follow-up plan
<b>Program Director</b>	Develop my professional area of expertise	Present my series on conflict resolution in an article for a publication	Category 9	Copy of article Submission list

\*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.

Examples of goals and activities for each permit level for the five core competencies in the book, **Competencies**.

<b>II CLASSROOM ENVIRONMENT</b>				
<b>E. Provides program orientation to volunteers and/or student teachers (only applicable to Master Teacher, Site Supervisor and Program Director)</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
6 Master Teacher	Clarify role of volunteers	Structure an observation component into orientation for classroom volunteers	Category 3	Time log Summary of plan Samples of results
<b>Site Supervisor</b>	Formalize the training program for volunteers	Develop written materials to support the orientation and training process	Category 3 Category 9	Time log Training manual Copy of orientation notes Journal notes w/results
<b>Program Director</b>	Write a journal article in an area of competency	Submit my workbook of activities for student teachers and volunteers for publication	Category 9 Category 10	Time log Copy of workbook List of journals and publishers submitted

\*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.

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# *Health, Safety and Nutrition*

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*Categories of Acceptable Activities*" listed in the Professional Growth Manual

1. Successfully Complete One or More College or University Classes
2. Attend Conferences, Workshops, Institutes, Academies, Symposia, Teacher Center Programs, or Staff Development Program
3. Perform Service in a Leadership Role in which the Permit Holder Contributes to the Improvement of the Center or Group of Centers Above and Beyond the Requirements of His/or Her Job
4. Provide Service in a Leadership Role in a Professional Organization
5. Serve as a Professional Growth Advisor for Child Development Permit Holders
6. Conduct Educational Research and Innovation
7. Participate in Systematic Programs of Observation and Analysis of Teaching Curriculum, Classroom Management Techniques, Play or Circle Activities of a Peer-Alike Job
8. Participate in a Program of Independent Study
9. Improvement of Basic Skills
10. Participate in Creative Endeavors
11. Receive Instruction in CPR

Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>III. HEALTH SAFETY AND NUTRITION</b>				
<b>A. Implements program of food service according to established nutritional and food handling guidelines</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Be aware of proper food handling procedures	Read the food handling guide produced by the Dept of Agriculture and post the top points	Category 3	Time log Chart summarizing top points
<b>Associate Teacher*</b>	Learn to set up food service for my infants in accordance with Center philosophy	Observe and record the strategies other centers use with infants	Category 3 Category 7	Time log Journal Summary/results
<b>Teacher</b>	Plan meals that respond to my family styles	Survey all families for food preferences and restrictions/ change plan	Category 3	Time log Results of survey Copy of meal plan
<b>Master Teacher</b>	Prepare a vegetarian cuisine for all children	Make a sample menu (in accordance with Child Care Food Guidelines) and have parent Committee review it. Try it w/ children	Category 3 Category 9	Time log Sample menu Summary of survey/ results of trial
<b>Site Supervisor</b>	Better support the food program	Attend a conference sponsored by Food and Nutrition Programs	Category 2	Conference brochure Certificate of participation Summary
<b>Program Director</b>	Better prepare staff to support the food program	Develop training materials to assure that our food education program to include families	Category 3 Category 9	Time Log Training materials Agenda
*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.				

Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

(Note that “ B. Follows Universal Precautions” is missing. All levels are expected to be fully competent.

**III HEALTH, SAFETY AND NUTRITION**

**C. Follows center/agency procedures for health and safety**

PERMIT LEVEL	GOAL	ACTIVITY	CATEGORY	DOCUMENTATION
Assistant	Be more secure in an emergency	Read and review all health and safety policies, bring up at meeting	Category 3	Time log Summary
<b>Associate Teacher*</b>	Become familiar with laws and regulations regarding administering medications	Find state laws about medications in the child care setting and review center policies and procedures	Category 3	Time log Summary of laws
<b>Teacher</b>	Better understand my role in the “Reporting” mandate	Attend a workshop at the local R&R about child abuse reporting	Category 2	Workshop flyer Certificate of participation Summary of workshop
<b>Master Teacher</b>	Increase reliable cleanliness in classrooms	Develop a training module with daily routines for disinfecting and cleaning in infant room	Category 3 Category 8	Time log Copy of training components Copy of daily tasks
<b>Site Supervisor</b>	Better manage toileting and hygiene needs of our children with special needs	Develop the environment and routines for diapering older non-independent toileters	Category 3 Category 10	Time Log Written procedures Photo of environmental change and “furniture” design
<b>Program Director</b>	Better understand the culture-bound aspects of child abuse, neglect and sexual abuse	Write a research paper to publish in a professional journal.	Category 3 Category 8 Category 10	Time log Copy of paper List of periodicals

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Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>III HEALTH, SAFETY AND NUTRITION</b>				
<b>D. Implements emergency procedures as required</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	To be better prepared for an emergency or accident	Take the Red Cross Pediatric CPR course	Category 2 Category 11	Red Cross Certification Card
<b>Associate Teacher*</b>	Be more secure if an earthquake or disaster occurs while I'm working	Review and post the disaster plan in our family child care program	Category 3	Time log  Copy of posting
<b>Teacher</b>	Inform families of program's role in keeping children safe	Plan a parent meeting where we go over the procedures for health, safety and emergency	Category 3	Time log  Meeting agenda  Copies of materials distributed
<b>Master Teacher</b>	Staff and families be better prepared for a disaster	Invite parents and staff to a "disaster drill" that I plan with local fire dept.	Category 3	Time log  Description of drill  Summary of activity
<b>Site Supervisor</b>	Stay current and safe with our emergency drill procedures	Update and modify our emergency procedures to adapt to our remodel	Category 3	Time log  Copy of changes  New training plan
<b>Program Director</b>	Develop leadership in managing a safe program	With a Teacher, present our model for disaster drills at a state conference. Create a video	Category 3 Category 6 Category 10	Time Log  Conference flyer  Written materials  Video

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Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>III. HEALTH, SAFETY AND NUTRITION</b>				
<b>E. Provides information to staff and parents on health, safety and transportation policies</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Better understand contagious disease transmission	Read the child health book in the staff library and reproduce some pages for staff	Category 3	Time log Summary of information Copies of reproducible pages
<b>Associate Teacher*</b>	Become familiar with the County Health Department	Request information on common illnesses and prevention from the <i>Child Health Digest</i>	Category 3	Time log Copy of information Summarize usefulness to staff/families
<b>Teacher</b>	Clarify our program's illness policies	Co-lead a staff meeting, then parent meeting on the topic of exclusion due to illnesses	Category 3	Time log Meeting agendas Written summary of activity
<b>Master Teacher</b>	Make health materials and services accessible to all families	Have our policies translated into Chinese and Spanish and put up a bulletin board with information in Spanish, Chinese and English	Category 3	Time log Copies of materials Photo of bulletin board
<b>Site Supervisor</b>	Improve my family child care health and safety practices	Take the 3 unit course on Health and Safety at the community college	Category 1 Category 11	Transcript Course description Materials or summary
<b>Program Director</b>	Involve our center in transportation safety	Start a "Car Seat Loan Program" w/ local health department.	Category 3 Category 8	Time log Program design Summary/results

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Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

III. HEALTH, SAFETY AND NUTRITION				
F. Maintains a safe and healthy indoor and outdoor environment				
PERMIT LEVEL	GOAL	ACTIVITY	CATEGORY	DOCUMENTATION
<b>Assistant</b>	Make sure that all materials in the toddler room are safe	Learn to do safety checks. Go through manipulatives and use the choke-test tube	Category 3	Time log Summarize the activity
<b>Associate Teacher*</b>	Insure safety of playground	Develop a safety check list with teachers and monitor repairs	Category 3	Time log Copy of check-list
<b>Teacher</b>	Insure access for all children	Modify our classroom art area to allow a child using a wheelchair to participate. Assess other areas.	Category 3	Time log Copy of floor plan Copy of checklist
<b>Master Teacher</b>	Work on yard safety	Draw up a plan for a new fence and other yard improvements	Category 3	Time log Yard plans
<b>Site Supervisor</b>	Work on playground safety	Manage budget to create a fund for yard improvements. Start a fundraiser.	Category 3 Category 10	Time log Copy of budget for yard Fundraising plan
<b>Program Director</b>	Promote playground safety in the community	Present a lecture with slides at the local college	Category 3 Category 10	Time log Copy of slide show or some stills from the show Copy of main points

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# *Working with Families and Communities*



*“Categories of Acceptable Activities”* listed in the Professional Growth Manual

1. Successfully Complete One or More College or University Classes
2. Attend Conferences, Workshops, Institutes, Academies, Symposia, Teacher Center Programs, or Staff Development Program
3. Perform Service in a Leadership Role in which the Permit Holder Contributes to the Improvement of the Center or Group of Centers Above and Beyond the Requirements of His/or Her Job
4. Provide Service in a Leadership Role in a Professional Organization
5. Serve as a Professional Growth Advisor for Child Development Permit Holders
6. Conduct Educational Research and Innovation
7. Participate in Systematic Programs of Observation and Analysis of Teaching Curriculum, Classroom Management Techniques, Play or Circle Activities of a Peer-Alike Job
8. Participate in a Program of Independent Study
9. Improvement of Basic Skills
10. Participate in Creative Endeavors
11. Receive Instruction in CPR

Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>IV. WORKING WITH FAMILIES AND COMMUNITIES</b>				
<b>A. Presents a positive view of center/program to community</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	To better understand the program philosophy	Interview the Teachers in the program about how they represent the philosophy	Category 7	Time log Interview notes Summary
<b>Associate Teacher*</b>	Participate in the orientation process	Take a role in planning an aspect of the first family visit day	Category 3	Time log Meeting or visiting day Agenda Describe of your role
<b>Teacher</b>	Provide a consistent orientation to new families	Develop a classroom plan for "family play day" to get to know new children and families get to meet one another	Category 3	Time log Description of play day Summary of event
<b>Master Teacher</b>	Include late-enrolling families in the orientation process	Set up an audio- visual presentation for families who have missed the initial meeting day	Category 3 Category 10	Time log Video or slide show Written description of project
<b>Site Supervisor</b>	Plan a better intake process for new families	Develop interview "script" with a record-sheet and family response form	Category 3	Time log Copy of script Copy of parent feedback form
<b>Program Director</b>	Present some of our programs strengths at a conference	Share our orientation process at the national conference-take a teacher and parent for panel	Category 2 Category 9	Time log Conference brochure Write-up of presentation

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Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>IV WORKING WITH FAMILIES AND COMMUNITIES</b>				
<b>B. Communicates positively and actively develops reciprocal relationships with parents</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Better understand the relationship of caregiver to the family system for my child care home	Take a workshop at the local R&R for family child care caregivers in supporting the family	Category 2	Workshop flyer  Certificate of participation
<b>Associate Teacher*</b>	Better support the families in infant room	Take the course called "Child, Family and Community" at the college	Category 1	Transcript  Course description from catalogue
<b>Teacher</b>	Create respectful practices in response to needs of individual families in program	Research and review our practice of removing shoes inside the classroom	Category 3 Category 6	Time log  Results of review  Description of your response and use of info. in your program
<b>Master Teacher</b>	Assist all teachers in promoting the inclusion of parents' goals in program planning	Do a training workshop with teachers and a parent meeting to provide skills for responding to the parents ideas through program change	Category 3 Category 9	Time log  Training and meeting agendas  Written description or video of meetings
<b>Site Supervisor</b>	Promote understanding among all staff of the issues of race, culture, language and class	Plan a workshop with a diverse panel of participants to talk about the impact of race, class, language, and culture on our families	Category 3 Category 2	Time log  Agenda  Written goals and objectives of workshop
<b>Program Director</b>	Create a strong sense of community in the program	Develop a series of activities and procedures that help families "get to know" one another over the years	Category 3	Time log  Written article or list of activities  Summary of results

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**IV WORKING WITH FAMILIES AND COMMUNITIES**

C. Identifies special needs of children and/or families

<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Gain knowledge about behavioral expectations	Complete the 4 unit course at the college called "Child Growth and Development"	Category 1	Course description from catalogue  Transcript
<b>Associate Teacher*</b>	Learn how to record daily observations of children	Take the weekend course on "Observing and Recording" at the college	Category 1	Class description  Transcript
<b>Teacher</b>	Better support children who regularly present behavior challenges	Develop a system for regular observation and feedback w/staff and families	Category 3	Time log  Written description of system and results
<b>Master Teacher</b>	Become fully inclusive	Observe other programs that include children w/ spec. needs and develop a training for our staff	Category 3 Category 6 Category 7	Time log  Visitation notes  Training plan and results
<b>Site Supervisor</b>	Become fully inclusive	Plan modifications to the outdoor yard to increase access for wheelchairs	Category 3	Time log  Drawings of modifications  Plan for making changes
<b>Program Director</b>	Support the child care community in understanding the impact of prenatal exposure to drugs and alcohol	Develop a training module and write and article on the topic of prenatal drug and alcohol exposed children	Category 3 Category 6 Category 9	Time log  Copy of training plan  Copy of article

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Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>IV WORKING WITH FAMILIES AND COMMUNITIES</b>				
<b>D. Assists in involving families in classroom and center activities</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Get more comfortable talking with the parents	Observe and “shadow” my team members as they check-in with family members	Category 7	Time log Observation notes Conclusion or summary
<b>Associate Teacher*</b>	Work toward more family involvement in my preschool class	Develop an interactive bulletin board on “Who lives in my house?”	Category 3	Time log Photos of bulletin board Written description of activity
<b>Teacher</b>	Build a stronger community of families in the toddler program	Start a monthly “work day” at the center with food and child care for participants	Category 3	Time log Written plan Summary of activity
<b>Master Teacher</b>	Build our capacity to create community in family child care programs	Conduct a workshop for providers on ways to involve busy families in the program and set up a network	Category 3 Category 9	Time log Agenda of Training Written summary
<b>Site Supervisor</b>	Encourage more family involvement in decision-making	Develop an advisory board structure membership and role of board	Category 3	Time log Proposal and structure Implementation and recruiting plan
<b>Program Director</b>	Support families in finding a community that includes them	Identify barriers to inclusiveness in culture, language, family traditions and re-work program to plan for building relationships for all families with others like them	Category 3 Category 6	Time log Written description of research Describe program components initiated

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Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>IV. WORKING WITH FAMILIES AND COMMUNITIES</b> <b>E. Develops and assists in facilitating parent programs and events</b>				
PERMIT LEVEL	GOAL	ACTIVITY	CATEGORY	DOCUMENTATION

*(No goals are prepared for this competency, since all levels are expected to be fully competent as part of their regular duties)*

Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>IV. WORKING WITH FAMILIES AND COMMUNITIES</b>				
<b>F. Provides information about community resources to parents and staff</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Participate more with families of children	Attend the orientation activities (family events) to improve my relationships w/families	Category 3	Time log List of events/times Summary of your contribution to program
<b>Associate Teacher*</b>	Become more aware of community resources	Take a 2-unit course at the college called "Working with Families"	Category 1	Course description Transcript
<b>Teacher</b>	Stay current with local resources for families and children	Attend the local "Community Services" faire and pick up booklets for center use	Category 2 Category 3	Certificate of participation Time log Copies of resource lists and brochures
<b>Master Teacher</b>	Work with families to look at appropriate "safety curriculum"	Have a parent task force work to look at various safety curriculums. Develop a set of dolls to teach safety through puppetry	Category 3 Category 10	Time log Meeting notes and research materials Photos of or demonstration of dolls at work
<b>Site Supervisor</b>	Create a staff that is better prepared to handle "referrals"	Develop a training for all staff and volunteers that gives info on local resources and the referral process	Category 3 Category 8	Time log Training module Summary of training results
<b>Program Director</b>	Make resource materials more accessible to families and staff	Set up a staff/family lending and resource library	Category 3	Time log List of materials in library Library plan and summary of project

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Examples of goals and activities at each permit level using the core competencies from the book, **Competencies**.

<b>IV. WORKING WITH FAMILIES AND COMMUNITIES</b>				
<b>G. Participates in home visits and /or conferences with families</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Get involved in home visits	Attend and observe the home visit and write it up	Category 3	Time log Home visit observation notes
<b>Associate Teacher</b>	Learn what to do at a parent conference	Take a workshop at the next regional conference about parent conferences	Category 2	Conference flyer Certificate of participation Summary notes
<b>Teacher</b>	Better represent what children can do for the families at conference time	Research and start "Portfolio Collection" for the preschool group	Category 3 Category 8	Time log Research results Sample child's portfolio (photo or actual) Collection plan
<b>Master Teacher</b>	Create a two-way parent conference plan	Develop a questionnaire and "homework" for parents in getting ready for conference time	Category 3	Time log Copy of questionnaire and homework ideas Summary of project
<b>Site Supervisor</b>	Make conferencing less stressful for teachers	"Co-op Days"- Have "partial days" with free time for Teachers covered by parents as Aides	Category 3	Time log Written plan Results w/photos, testimonies
<b>Program Director</b>	Evaluate and modify our parent conference plan	Observe several home visits and conferences, interview families, staff Hold a meeting	Category 3 Category 7	Time log Written notes Meeting agenda Follow-up plan
*The Associate Teacher must complete a minimum of 15 semester units leading to the Teacher Permit within five years. The Associate Teacher Permit may be renewed once only and must be upgraded to a Teacher within 10 years or it expires.				

# *Administration and Management*

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*“Categories of Acceptable Activities”* listed in the Professional Growth Manual

1. Successfully Complete One or More College or University Classes
2. Attend Conferences, Workshops, Institutes, Academies, Symposia, Teacher Center Programs, or Staff Development Program
3. Perform Service in a Leadership Role in which the Permit Holder Contributes to the Improvement of the Center or Group of Centers Above and Beyond the Requirements of His/or Her Job
4. Provide Service in a Leadership Role in a Professional Organization
5. Serve as a Professional Growth Advisor for Child Development Permit Holders
6. Conduct Educational Research and Innovation
7. Participate in Systematic Programs of Observation and Analysis of Teaching Curriculum, Classroom Management Techniques, Play or Circle Activities of a Peer-Alike Job
8. Participate in a Program of Independent Study
9. Improvement of Basic Skills
10. Participate in Creative Endeavors
11. Receive Instruction in CPR

Examples of goal and activities selection by permit level for each core competency listed in the book, **Competencies**.

<b>V. ADMINISTRATION AND MANAGEMENT</b>				
<b>A. Facilitates program organization</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Understand how our materials and supplies selection reflects our philosophy	Take a 2-unit class called "Materials and Activities" at the college	Category 1	Course description Transcripts
<b>Associate Teacher*</b>	Learn how to use the computer for record-keeping and inventory	Take a 12-week course in the Adult Education program	Category 2	Course description Transcript or certificate of completion
<b>Teacher</b>	Better manage my work load	Take the Head Start training for new Teachers on organizing tasks and paperwork	Category 2	Certificate of completion Written summary
<b>Master Teacher</b>	Assist staff in getting organized	Develop an inventory checklist, curriculum planning records and observation forms on the computer	Category 3	Time log Copy of checklist, planning and observation records Description of uses
<b>Site Supervisor</b>	Reliably assess program effectiveness	Develop and implement a thorough evaluation of agency once-a-year including enrollment, orientation, work climate and management	Category 3 Category 9	Time log Copy of evaluation instruments, processes Summary of evaluation goals, processes and follow-up
<b>Program Director</b>	Develop a "community of learners" among staff at all of our centers	Plan a series of workshops for staff taught by teaching teams from other programs. Put on website	Category 3 Category 10	Time log Description of series/ Workshop topics Paper copy of website and address

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Examples of goal and activities selection by permit level for each core competency listed in the book, **Competencies**.

<b>V. ADMINISTRATION AND MANAGEMENT</b>				
<b>B. Maintains appropriate records</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	<i>(No goals are prepared for competency at these permit levels)</i>			
<b>Associate Teacher</b>				
<b>Teacher</b>	Become familiar with Head Start's child assessment plan	Take a High Scope workshop on assessment and purchase materials	Category 2	Certificate of completion Written summary Training plan
<b>Master Teacher</b>	Better utilize program standards for decision-making	Reformat our staff meetings to relate decisions to our goals and objectives associated with accreditation. Record it.	Category 3	Time log Copy of meeting format and Notes Layout of record sheet with goals/discussion
<b>Site Supervisor</b>	Be better prepared to meet state reporting mandates	Attend a Child Development Division conference with staff to review our reporting practices and procedures.	Category 2	Conference flyer Certificate of participation Summary of benefits
<b>Program Director</b>	Better manage our records and files.	Research and review computer programs and organizational systems used by successful centers. Change ours	Category 3 Category 6	Time log Research notes System developed for your office

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Examples of goal and activities selection by permit level for each core competency listed in the book, **Competencies**.

<b>V. ADMINISTRATION AND MANAGEMENT</b>				
<b>C. Promotes positive and harmonious communication in all aspects of center operation</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Improve my written communication skills	Take a 3-unit writing class at the college	Category 9	Course description from catalogue  Transcript  Sample of writing (relevant to work)
<b>Associate Teacher*</b>	Become more confident in speaking up at work	Take a workshop scheduled at the local R&R in "Assertiveness Training"	Category 2 Category 9	Workshop flyer  Certificate of participation  Summary
<b>Teacher</b>	Gain the skills to tackle the issues that arise between my teammates	Take a 4 CEUs class in conflict resolution at the local hospital education department	Category 2 Category 3	Class description  Certificate of participation  Summary of class
<b>Master Teacher</b>	Better respond to the family's need for clear information about the program	Work with Teachers and the Director to create an parent handbook in three languages	Category 3	Time log  Written description of process  Copy of handbook
<b>Site Supervisor</b>	Be better prepared to support families with children with special needs	Take a 2-unit counseling course offered at the university working with families under stress	Category 1	Course description  Transcript  Written summary of contribution to work
<b>Program Director</b>	Develop skills in using technology in presenting information to staff in all of my centers	Set up a website to accompany monthly training activities to support further learning on the topics	Category 3 Category 10	Time log  Web address and sample in hard copy

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Examples of goal and activities selection by permit level for each core competency listed in the book, **Competencies**.

<b>V. ADMINISTRATION AND MANAGEMENT</b>				
<b>D. Participates in evaluation and supervision activities</b>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Assistant</b>	Learn to set my own professional goals	Take a course at the community college called "Professional Portfolio Development"	Category 1	Course description Transcript
<b>Associate Teacher*</b>	Become a Teacher in the toddler room	Take a 3 unit course in Infant/Toddler Development	Category 1	Course description Transcript Career path
<b>Teacher</b>	Support professional development in our family child care when all of us are so busy	Research and collect articles and a list of books, videos and lending locations for staff on topics relevant to our work	Category 3 Category 6	Time log Books and resources list Summary of activity
<b>Master Teacher</b>	Support staff development	Become a Professional Growth Advisor and serve people in the field	Category 5	Time log or journal Certificate of completion for training
<b>Site Supervisor</b>	Support the advancement of Teachers who wish to become Directors	Develop a job "shadow" program in our center and serve as mentor	Category 3	Time log Description of program Results
<b>Program Director</b>	Become more aware of labor laws and hiring practices in the state	Recruit and hire staff reflecting the diversity of the families within legal parameters	Category 3 Category 9	Time log Recruiting plan including laws Inclusive hiring policy
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Examples of goal and activities selection by permit level for each core competency listed in the book, **Competencies**.

<b>V. ADMINISTRATION AND MANAGEMENT</b>				
<b>E. Provides program information to volunteers and/or student teachers</b> <i>(Competency in this area is expected of Site Supervisor and Program Directors only)</i>				
<b>PERMIT LEVEL</b>	<b>GOAL</b>	<b>ACTIVITY</b>	<b>CATEGORY</b>	<b>DOCUMENTATION</b>
<b>Site Supervisor</b>	Develop a better training program for volunteers	Create a handbook and resource guide with a "treasure hunt" tour and a video orientation for new volunteers	Category 3 Category10	Time log  Orientation plan  Resource guide and tour guide  Game description  Video
<b>Program Director</b>	Build a substitute pool	Recruit CalWorks participants for training program to get them qualified for a sub pool	Category 3	Time log  Training plan for CalWorks students w/competencies  Sub pool results

## Appendix B List of Professional Competencies

### **I. Personal and Professional Behavior**

- A. Follows center/agency personnel policies
- B. Participates in professional growth activities
- C. Understands professional issues and the need to incorporate the professional code of ethics
- D. Is involved in activities of a professional organization
- E. Promotes advocacy for children and families

### **II. Classroom Environment**

- A. Maintains an appropriate indoor and outdoor environment
- B. Supervises and directly interacts with children in a warm and positive manner
- C. Develops and provides developmentally and culturally appropriate activities
- D. Implements conflict management and problem solving strategies with children

### **III. Health, Safety and Nutrition**

- A. Implements program of food service according to established nutritional and food handling guidelines
- B. Follows Universal Health precautions
- C. Follows center/agency policies and procedures for health and safety
- D. Implements emergency procedures as required
- E. Provides information to staff and parents on health, safety and transportation policies
- F. Maintains a safe and healthy indoor and outdoor environment

### **IV. Working with Families and Communities**

- A. Presents a positive view of center/agency to community
- B. Communicates positively and actively develops reciprocal relationships with parents
- C. Identifies special needs of children and/or families
- D. Assists in involving parents in classroom and center activities
- E. Develops and assists in facilitating parent programs and events
- F. Provides information about community resources to parents and staff
- G. Participate in home visits and/or conferences with families

### **V. Administration and Management**

- A. Facilitates program administration
- B. Maintains appropriate records
- C. Participates in evaluation and supervision activities

## Appendix C Master Teacher Permit “Area of Specialization”

If you are working toward your Master Teacher Permit, one of the requirements is that you get 6 units of credit in an area of specialization. This is a new requirement on the Matrix and many people are not familiar with what this means. If you are not yet a Master , you may want to start on this requirement as part of your Professional Growth Plan. Courses in areas of specialization have been “packaged” or developed at many community colleges, state colleges and universities and will meet this requirement. **You may also create your own Area of Specialization.**

Some of the criteria for an acceptable **Area of Specialization** include:

- ❖ Specialization credit will only be given for courses taken at accredited institutions.
- ❖ Specializations can consist of units from more than one institution.
- ❖ Specializations can combine courses with varying units. (1 unit, 2, 3 or 4 unit classes)
- ❖ Specializations may be interdisciplinary with at least 3 units being from Early Childhood Education.
- ❖ Specializations must be approved by the college or must be justified to the California Commission on Teacher Credentialing with appropriate justification including:

**Course outline s**  
**Statement of rationale for combining courses**  
**Letters of support for the specialization**

Specializations may not include courses that are being used to satisfy another permit requirement.

Some of the specializations currently available at various institutions are listed for your information. Remember that each specialization must consist of a total of six units. The titles are listed here for your information. Each college or university lists the courses that comprise the named specialization on the Commission for Teacher Credentialing website, [www.ctc.ca.gov/credentialinfo/leaflets.cdpspec.html](http://www.ctc.ca.gov/credentialinfo/leaflets.cdpspec.html) or call your local college for their program specializations.

## Examples of some Specializations

The following specializations are currently listed from colleges all over the state. Call your local institution for information about coursework required in their programs. Remember you can propose your own specialization with appropriate documentation and rationale. (*See the form on the next page.*)

- Children with Exceptional Needs/Special Needs
- Preschool Programs
- Infant/Toddler Care and Development
- Art with Children
- Creative Activities
- Music with Children
- Drama with Children
- Children's Literature
- Curriculum Development
- Creativity and Reggio Emilia
- Cognitive Development
- Developmentally Appropriate Curriculum
- Bilingual and Bicultural Development
- Guidance and Discipline
- Child Management
- Guidance
- Cultural Diversity
- Children in a Pluralistic Society
- Anti-Bias Focus
- Violence Intervention
- Language and Literacy
- Sign Language
- Montessori Education
- Family Child Care
- High Scope
- Health and Safety
- Child Health
- Children at Risk
- Parent/Teacher/Family Relationships
- Parenting
- Working with Parents
- School-age Care/Programs
- School-age/The Adolescent
- Early Primary Classroom Aide

# 7 Master Teacher Specialization Designation

Name: \_\_\_\_\_

If you are applying for the Child Development Master Teacher Permit under Option 1, please complete the necessary information below.

**State the name of your Master Teacher specialization:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

List the course number and title for each class you are using to meet the specialization requirement. Six semester units of specialization are needed.

	Course #:	Course Title:	# of Units:
1.			
2.			
3.			
4.			
5.			
6.			
7.1	<b>Total # of Units</b>		

**Examples of Specializations:**

- Infant/Toddler
- Health and Safety
- Teacher/Family Relationships
- Children with Special Needs
- School-Age Child Care
- Bilingual/Bicultural
- Preschool Programming
- Montessori Education
- Music
- Family Child Care
- High Scope

**Note:** Administration and core areas are not acceptable specializations

## Appendix D Forms

The forms on the following pages are included for your convenience.  
Please duplicate them as you wish.

## Goal-Setting Worksheet

Date: \_\_\_\_\_

Goals are: Broad in scope

General statements of ends

Reflections of a philosophy

Long-term or far-reaching

Not necessarily measurable

List several areas in the profession of Early Care and Education that interest you.

List several skills that you would like to learn or improve.

List some job positions that you would like to have in the future. What qualifications do you need to be eligible to apply?

Do you wish to move to the next permit level? (Or if you are not yet a permit holder, would you like to apply for a permit?) Which level?

Choose three to five of the above responses and restate them as goals.

*For example: "Become more familiar with...", "Learn how to...", "Improve...", "Develop...", "Build...", "Study...", "Promote...", "Create...", "Better understand...", "Become more skillful at...", "Advance my career and qualify for...", "Become a..."*

"Brainstorm" Any idea that comes to you goes on the list. Do not censor yourself. At this point do not concern yourself with how you will reach these goals. You can take it off of the list later. Free to dream.

*Make copies of this sheet and fill it out a couple of times during the year. Put it in your portfolio collection.*

## Activity Selection Worksheet

Date: \_\_\_\_\_

### Activities:

Are short-term and narrow in scope

Set measurable progress toward a goal

Specify an intent of some aspect of a goal

Specify some type of result of an action toward a goal

Select a goal from your worksheet: \_\_\_\_\_

List several activities that could help you reach this goal or make progress towards it.

Select two or three activities that you are most likely to complete.

When can each one be started? Completed?

How will you demonstrate completion of each activity? Measure completion?

If you are a renewing permit holder, in which category (blue book) do these activities fit?

***Make copies of this sheet and fill it out a couple of times during the year. Put it in your portfolio collection.***

# Professional Growth Planning Record of Agreement

Advisor's Name \_\_\_\_\_ Contact Numbers \_\_\_\_\_

Today's Date \_\_\_\_\_ Purpose of Contact \_\_\_\_\_

Permit Holder \_\_\_\_\_ Employment/student \_\_\_\_\_

Permit Level \_\_\_\_\_ Renewal Date \_\_\_\_\_

Contact Numbers \_\_\_\_\_ e-mail \_\_\_\_\_

**The following notes refer to the attached copy of the *Professional Growth Plan and Record*.**

As per our discussion, the following agreements were made about appropriate documentation and credit available toward professional growth hours for completed activities:

Activity	Hours to be credited upon completion	Verification required (what do I save?)	2 Initials/ Date

Discussion, changes and additions as per phone conversation or email correspondence:

Appendix E.  
Contact Information

To Contact Nancy k Brown about the contents of this book, updated information and workshop schedules contact:

Email:

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