

Northern Virginia Professional Development Steering Committee Professional Development Tracking Tool

Name _____

The Northern Virginia Professional Development Steering Committee has created this tracking tool to help early childhood professionals keep a record of their training in the early childhood field to assure that their training covers a comprehensive selection of content. Training classes may fit into more than one category below; however, the hours spent on each general topic can be recorded here to determine what content has been taken in training. Trainers can help professionals determine the best way to categorize training.

In using the tracking tool, professionals should think about how they have demonstrated knowledge learned in training and record this information under "Demonstration of Competency".

Core Knowledge Category	Course Title	Date	Hours	Demonstration of Competency
<p>1. Promoting Children's Health and Safety.</p> <p>Each child has unique needs related to their physical health, emotional well-being, nutrition and safety.</p> <p>Current thought and practice about allergies, specific diets, medications, and medical conditions must be included in planning quality programs.</p> <p>Environments must be free of hazards and risks to promote physical and emotional well-being of young children.</p> <p>Recognizing the signs of illness, child abuse or neglect, and risks to a child's health is part of daily management procedures.</p>				

Core Knowledge Category	Course Title	Date	Hours	Demonstration of Competency
<p><i>2.. Promoting Child Development and Learning</i></p> <p>Young children have individual characteristics and needs.</p> <p>Children’s development and learning are influenced by many interrelated factors.</p> <p>Early childhood professionals build responsive relationships to support children’s cognitive, social, emotional, and physical development.</p> <p>Knowledge of development is used to create challenging learning environments that are respectful of a child’s age, interests, and culture.</p>				

Core Knowledge Category	Course Title	Date	Hours	Demonstration of Competency
<p>3. Observing, documenting, and assessing to support young children and families.</p> <p>Assessment of children and programs is an ongoing process that links assessment results to all areas of program planning.</p> <p>Assessment practices are free from bias and respect language, culture, environment, and individual learning styles.</p> <p>Assessment includes a variety of formal and informal assessment tools and strategies that are implemented while children are engaged in everyday activities.</p> <p>A variety of sources is used to collect, analyze, and share relevant information; this includes family input, observation of children, and information from other early childhood professionals.</p> <p>Responsible, legal, and ethical practices are used for the collection, use, and reporting of assessment information.</p>				

Core Knowledge Category	Course Title	Date	Hours	Demonstration of Competency
<p>4. Building Family and Community Relationships</p> <p>Families are the primary influence on children’s development and learning as well as the primary decision makers for meeting children’s needs.</p> <p>Children grow, learn, and develop in a variety of cultures and diverse family structures.</p> <p>Quality early learning programs build respectful relationships with families and the community and involve them in planning the learning environment.</p> <p>Community resources are available to support families and early childhood professionals.</p>				

Core Knowledge Category	Course Title	Date	Hours	Demonstration of Competency
<p>5. Teaching and Learning</p> <p>Positive relationships and supportive interactions serve as the foundation for the work of early childhood professionals with young children and their families.</p> <p>A wide variety of developmentally effective approaches and strategies are used to positively influence young children's development and learning during balanced daily routines.</p> <p>A purposeful approach to planning is based on understanding the content areas of early education which includes, but is not limited to: literacy, mathematics, science, music and movement, creative arts, and motor development.</p> <p>Meaningful and challenging curriculum is designed, implemented, and evaluated to promote comprehensive developmental and learning outcomes for all young children.</p>				

Core Knowledge Category	Course Title	Date	Hours	Demonstration of Competency
<p>6. <i>Becoming a Professional</i></p> <p>Early childhood professionals base their work on research and information about current best practice.</p> <p>Legal and ethical standards, including the NAEYC Code of Ethical Conduct, as well as state and local requirements for licensed facilities are used to protect children, resolve ethical dilemmas, and justify actions.</p> <p>Productive, positive, and collaborative relationships with children, families, colleagues, and the community help early childhood professionals advocate for sound educational policies and practices.</p> <p>Continuous learning results from participation in professional organizations and activities; attending conferences and classes; evaluating, selecting and using professional resources; and working with other professionals.</p>				