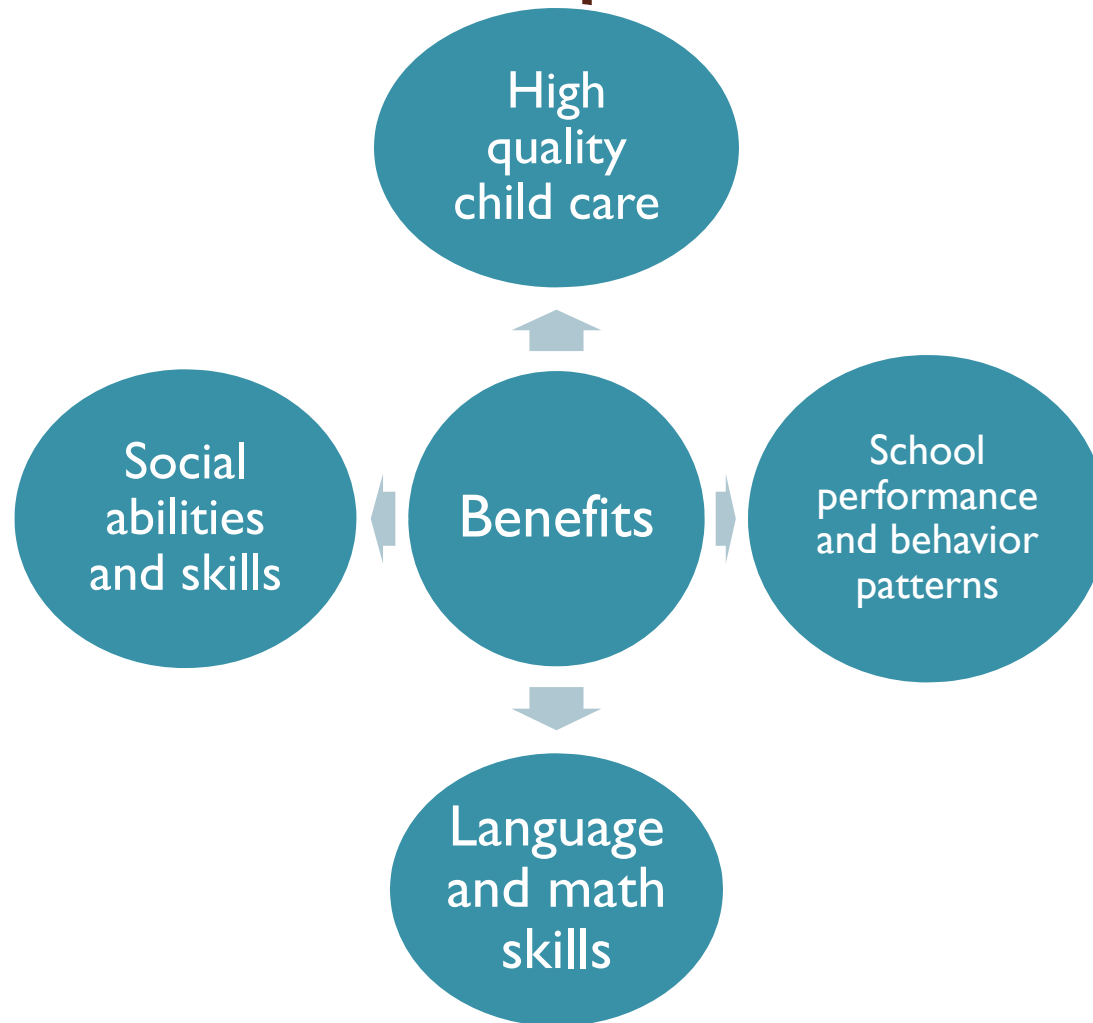
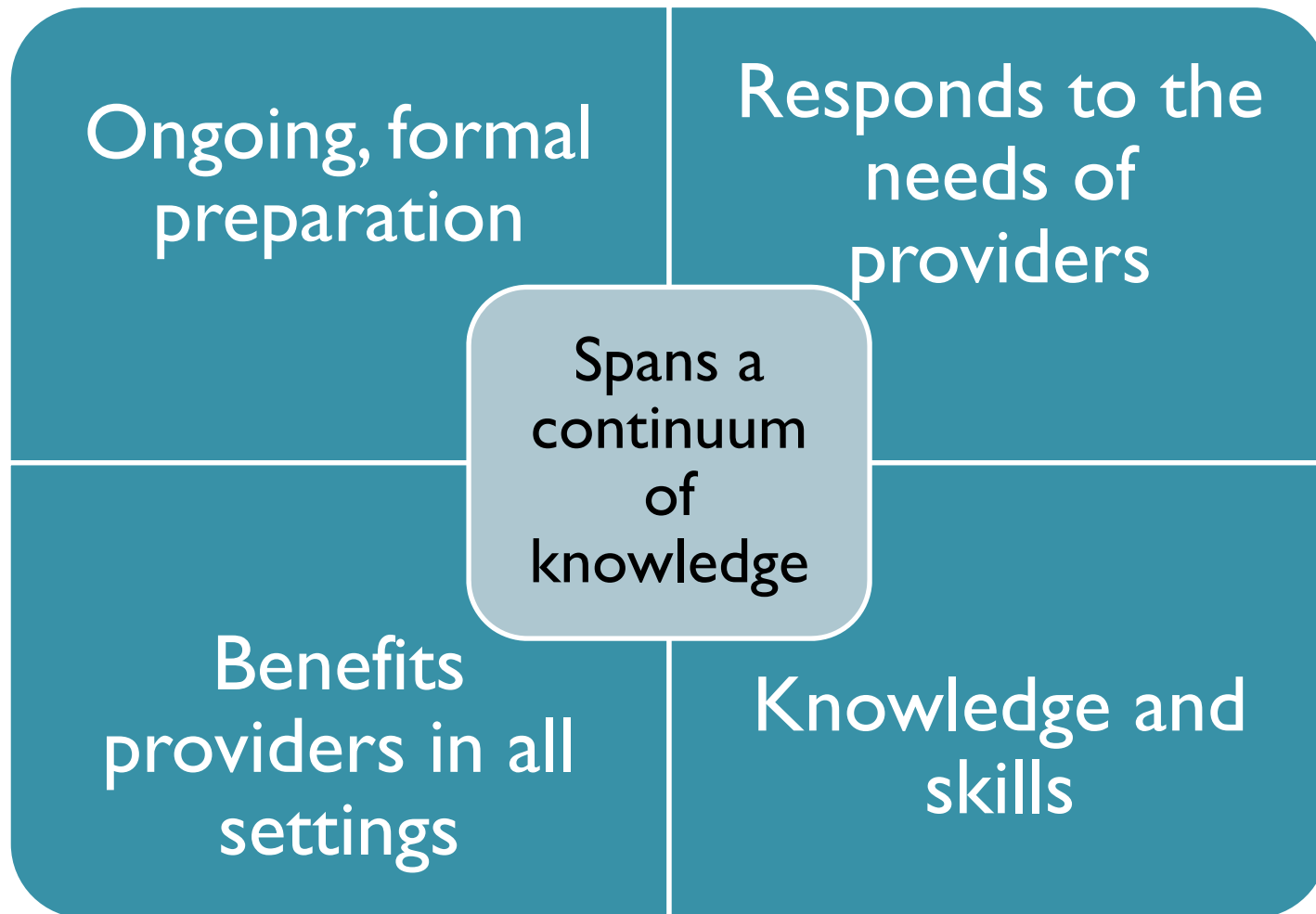


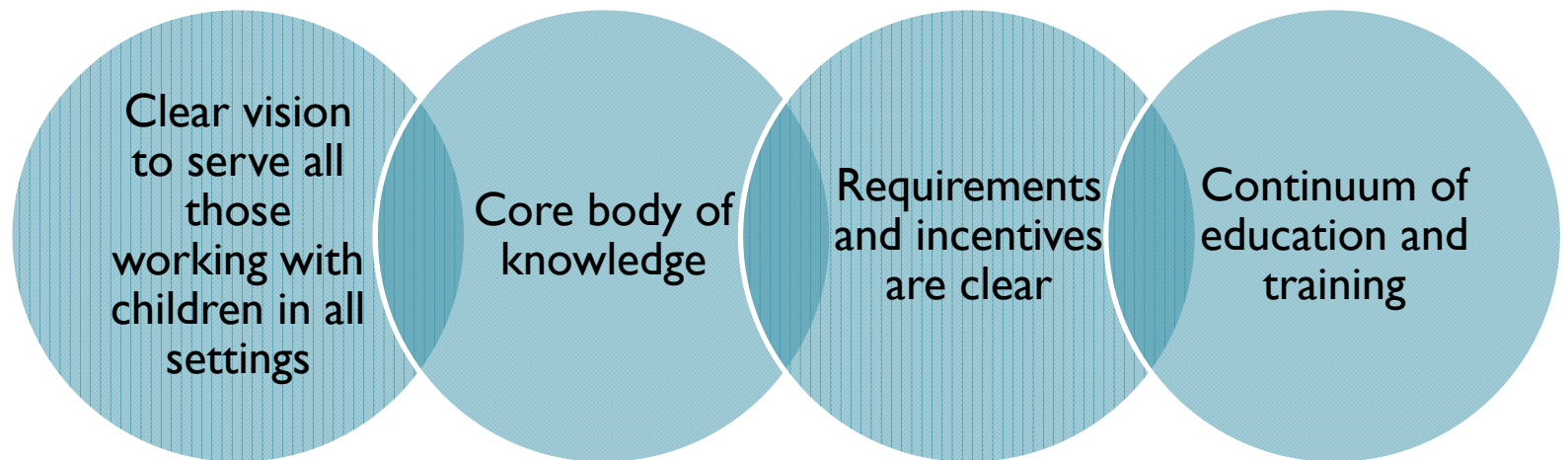
Importance of Professional Development



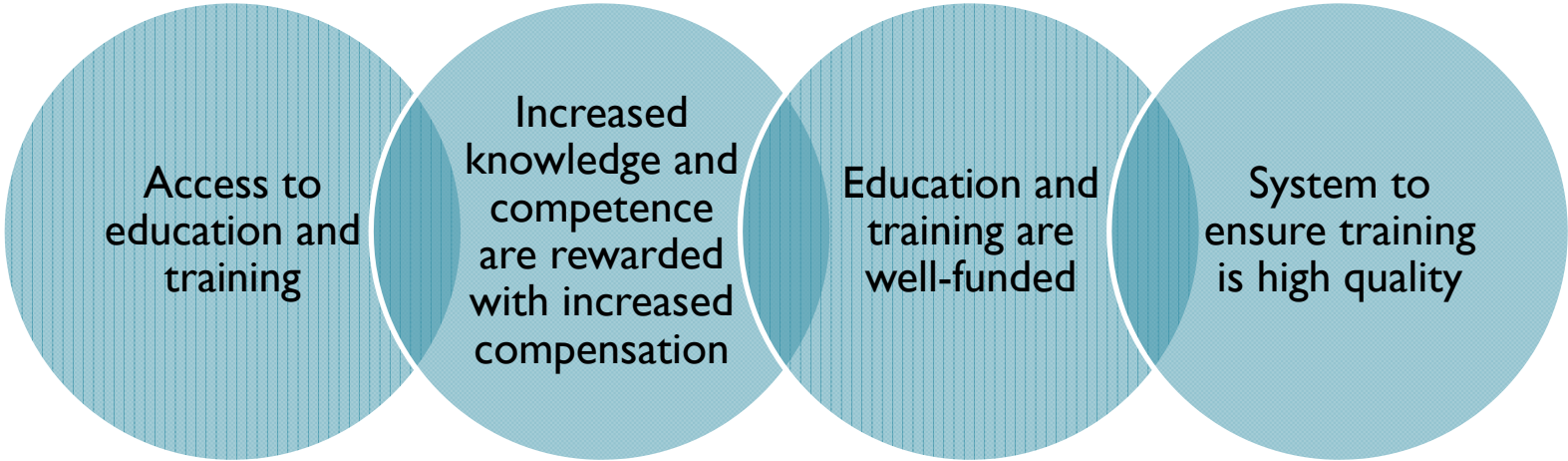
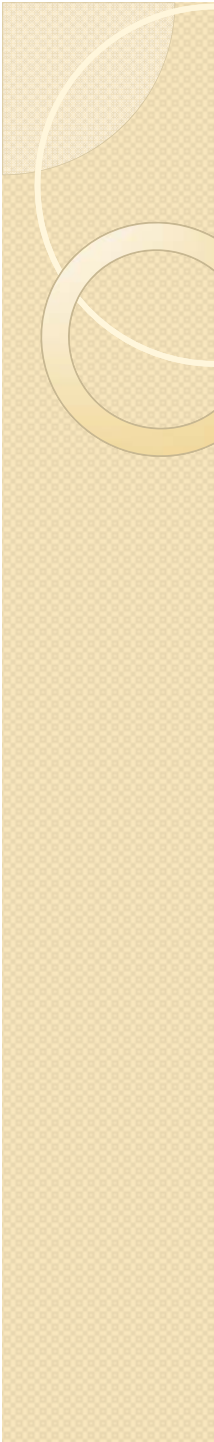
Professional Development Overview



Professional Development System



Professional Development System Continued



Access to
education and
training

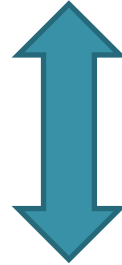
Increased
knowledge and
competence
are rewarded
with increased
compensation

Education and
training are
well-funded

System to
ensure training
is high quality

Career Ladders and Lattices

- Ladder: provider progressing from assistant teacher to administrator



- Lattice: provider moving “sideways”



Linkages



View from child
and family
perspective



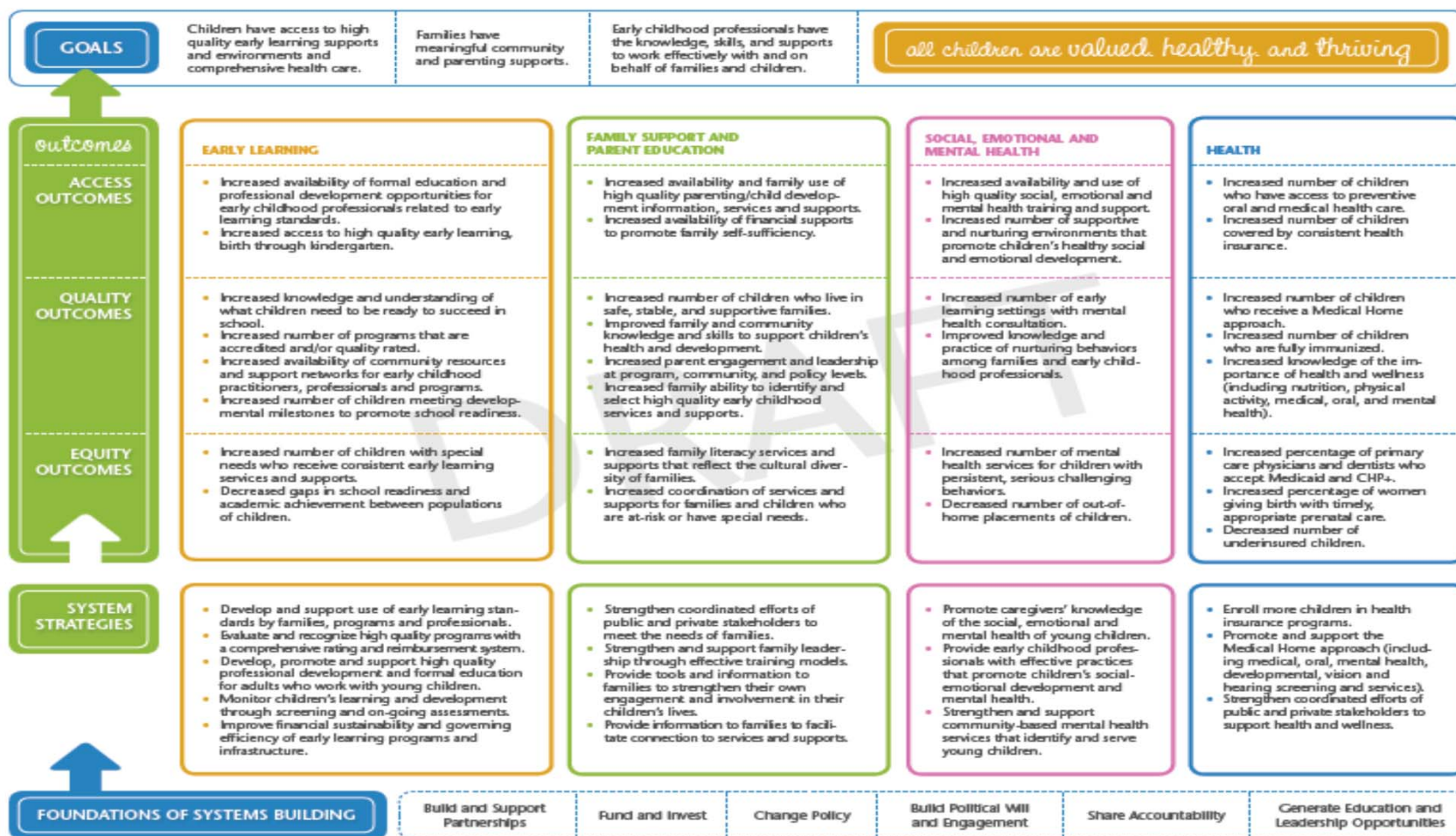
Representatives
from 4 domains
working together
as partners



Early
intervention,
public health,
social services,
faith communities



PD System Linked to Early Childhood Colorado Framework



Early Learning

GOAL: Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

Access Outcomes: Increased availability of formal education and professional development opportunities for early childhood professionals related to early learning standards.

Quality Outcomes: Increased availability of community resources and support networks for early childhood practitioners, professionals, and programs.

Equity Outcomes: Increased number of children with special needs who receive consistent early learning services and supports.

Strategies for Action: Develop and support use of early learning standards by families, programs, and professionals.

Develop, promote, and support high quality professional development and formal education for adults who work

Improve financial sustainability and governing efficiency of early learning programs and infrastructure with young children.

Family Support and Parent Education

GOAL: Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

Access Outcomes: Increased availability and family use of high quality parenting/child development information, services, and supports. Increased parent engagement and leadership at program, community, and policy levels.

Quality Outcomes: Improved family and community knowledge and skills to support children's health and development.

Equity Outcomes: Increased availability of resources and supports, including financial and legal, to promote family self-sufficiency.

Strategies for Action: Strengthen coordinated efforts of public and private stakeholders to meet the needs of children and families. Strengthen and support family leadership through effective training models.

Social, Emotional and Mental Health

GOAL: Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

Access Outcomes: Increased availability and use of high quality social, emotional and mental health training and support.

Quality Outcomes: Improved knowledge and practice of nurturing behaviors among families and early childhood professionals.

Equity Outcomes: Increased number of mental health services for children with persistent, serious challenging behaviors.

Strategies for Action: Promote caregivers' knowledge of the social, emotional, and mental health of young children. Provide early childhood professionals with effective practices that promote children's social emotional development and mental health.

Health

GOAL: Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

Quality Outcomes: Increase the number of children who receive a Medical Home approach. Increased knowledge of the importance of health and wellness (including nutrition, physical activity, medical, oral and mental health).

Strategies for Action: Strengthen coordinated efforts of public and private stakeholders to support health and wellness.



Colorado Office of Professional Development

- Credentials: ECE, Infant Toddler Endorsement, School Age, Social-Emotional
- TANF Stipend Project
- Trainer/Training Approval
- Community College Online Classes
- Professional Data Base for Early Intervention Colorado
- Web site: resources and links

What's your professional development journey?





Colorado Office of Professional Development

- **Kathleen Stiles**, Executive Director,
• 303-333-6019, kathleen.stiles@ccd.edu

- **Sudy Opsahl**, Associate Director,
• 303-333-6017, sudy.opsahl@ccd.edu

- **Jennifer O'Brien**, Data Specialist,
• 303-333-6018, jennifer.o'brien@ccd.edu

- **Katrina Boykin**, Professional Development Coordinator,
• 303-333-6021, katrina.boykin@ccd.edu



Colorado Office of Professional Development

- **Phyllis Dobson**, Online Learning Director,
303-316, 4538, phyllis.dobson@ccd.edu
- **Holly Wilcher**, Early Childhood Mental Health Educator,
303-355-5205, holly.wilcher@ccd.edu
- **Cynthia Zimmerman**, Stipend Coordinator,
303-861-1549, cynthia.zimmerman@ccd.edu

www.ColoradoOfficeofProfessionalDevelopment.org

Acknowledgment: Planning for Professional Development in Child Care: North Carolina Institute for Early Childhood Professional Development