Appendix – Professional Learning Plans (PLPs)

A Professional Learning Plan (PLP) is a way to record professional learning goals and the means by which administrators and teachers are going to achieve them. It is a structured way of improving competence and gaining skills. According to NAEYC (2011), professional learning is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional learning encompasses education, training, and technical assistance.

Standard 1 of the Quality Rated portfolio provides points for the completion of Professional Learning Plans (PLPs) by administrators and teaching staff. The PLP is a document that is designed to promote growth in early childhood and/or administrative competencies.

The PLP should be a **collaborative** effort between administrators and teaching staff. In its simplest form a PLP allows educators to:
- Assess their current level of professional knowledge in terms of competency areas relevant to their specific role, the children they teach, and their level of experience and training.
- Compare these with what types of professional learning might be needed for improvement in certain competency areas.
- Identify professional learning goal(s) that address any gaps between what they have and what is required.
- Plan ways of meeting their professional learning goal(s).

Quality Rated provides an Annual Professional Learning Plan as a model. Providers may use this form or may substitute other professional learning plans used by their program. If using a PLP provided by the program, please ensure that it includes the same information as the Quality Rated PLP.

The Annual Professional Learning Plan should include the following information *(administrators and teachers are referred to as educators):*

- **Personal Information:** The educator completing the PLP will need to include their name, title/position, center/program name, and date of hire.

- **PLP Start Date** and **PLP End Date:** The PLP should serve as an annual plan, so the start date and end date should cover a complete year of professional learning.

- **Learning Goal(s):** In the learning goal(s) section of the PLP, the educator will write one or two goals they plan to focus on during the next twelve months. Typically, one or two professional learning goals are manageable. Some goals might be short-term. For example, a provider might need to complete specific health and safety trainings. Other goals might be long-term such as completing a two- or four-year degree in early childhood education. Another example of a goal might be to learn how to better support children's social and emotional development.

- **Professional Learning Activity:** This section of the PLP captures the professional learning activities that the educator plans to complete to meet their goal(s). The form provides space for three professional learning activities. Examples of activities might include completion of online or face-to-face trainings or participation in coaching, mentoring or technical assistance. Administrators and

teaching staff will work together to identify which professional learning activities will help them meet their goal(s).

- **Competency Area(s):** In this section of the PLP form, educators will identify the specific Workforce Knowledge and Competencies (WKC) most closely related to the professional learning activity. The PLPs for administrators and family home providers should address *at least one* Administrator (ADM) competency. More points are awarded for plans that address both ADM and ECE competencies. PLPs for teaching staff should include *at least one* Early Childhood Education (ECE) competency. More points are awarded for plans that address more than one ECE competency.

    The WKCs include Competencies 1-6. Each competency also includes standards. For example, 1.1 indicates the first standard from Competency 1, 1.2 indicates the second standard, and so on. When indicating specific competencies on the PLP, both the competency and the standard must be included. For example, ECE-1.1 must be indicated instead of ECE-1.

    The number of different competencies, not the number of different standards, are counted to determine the score. For example, ECE-1.1 and ECE-1.2 are counted as one competency, because these two Standards are from the same competency. ECE-1.1 and ECE-2.1 are counted as two different competencies.

- **Training Level:** In this section of the PLP form, the educator will identify the desired training level of the professional learning activity. For example, a new educator will most likely need Beginner level training. Experienced educators may need to choose Intermediate or Advanced level training. This information will be useful for administrators in planning the schedule of professional learning offerings. For example, if several experienced teachers have all identified improving how they teach science as a learning goal, the administrator may wish to arrange for them to attend an Intermediate or Advanced level training.

- **Quality Rated Topic Areas:** Points are awarded when one or more of the following training topics, and the specific WKCs for the training, are included on the PLP:

    - ✓ Inclusion
    - ✓ Cultural Responsiveness
    - ✓ Supporting Dual Language Learners
    - ✓ Family Engagement
    - ✓ Implementation of the Georgia Early Learning and Development Standards (GELDS) (This topic is not counted for stand-alone school-age portfolios)

    If the professional learning activity addresses one of these topic areas, indicate which topic from the drop down options.

    If the activity does not address one of the Quality Rated topics, then select "Other" and indicate the topic addressed. Note that ADM and ECE Competencies for "Other" training topics are not counted when scoring unless there is an uploaded narrative or a comment on the PLP that indicates that the educator has already taken the training topics that are listed in the indicator.