

Professional Development KITS

in-house

Trainer Guide

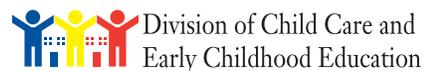
2010

Focus Area Discussed

Professionalism

Guides are available for the other two focus areas in this series. They are:

- Families
- Learning Environment / Program for Children



**Professional Development KITS
In-house Trainer Guides**

FOCUS AREA: Professionalism

Introduction

<p>Objectives</p>	<p>The material in KIT I is designed as a guide for in-house trainers as they involve staff in four professional development sessions, each lasting approximately 60 minutes. The objectives of the sessions are:</p> <ul style="list-style-type: none"> • To enhance participants understanding of the characteristics of an early care and educational professional • To strengthen participants awareness of their ethical responsibilities to children, families and colleagues • To support participants in their professional development journey
<p>Outline of Sessions</p>	<ol style="list-style-type: none"> 1. Identify the characteristics of an early childhood professional 2. Examine ethical responsibilities to children 3. Examine ethical responsibilities to families 4. Examine ethical responsibilities to colleagues
<p>Trainer Note</p>	<p><i>The four sessions in this focus area have been designed to be presented in sequential order. However, if your program chooses to use an individual session, there will be additional directions given for a stand-alone session.</i></p>
<p>Trainer Note</p>	<p><i>Consider these suggestions prior to beginning the 4 sessions in this Focus Area:</i></p> <ul style="list-style-type: none"> • <i>Review the Trainer Tips and Techniques section that introduces the Trainer Guides.</i> • <i>Review the Glossary of Terms so that you are familiar with the terms used in the sessions.</i> • <i>Review each of the 4 sessions in this Focus Area before beginning Session I. This review will give you a complete picture of how the sessions flow and what is to be covered. This will also give you an opportunity to make any adjustments to the materials that you think are necessary to meet the needs of the participants in your group.</i> • <i>Pay particular attention to the handouts for participants. Each handout is numbered (HO #). Some handouts are followed by a Trainer Support document with the same handout number and title. This document is included</i>

so that you have a guide for appropriate answers for the assignments and activities. Should participants not include all of the suggested answers, introduce into the discussion those you think are important for participants to know.

- *Decide on dates, times and location for sessions and give this information to participants.*
- *Review the materials listed at the beginning of each session guide.*
- *Collect the materials and place them in a container such as a storage tub.*
- *Prepare a file folder for each session, copy the handouts, place in the appropriate folder and add to container.*

Now you are ready for the session!

FOCUS AREA: Professionalism

Session # 1	Identify the Characteristics of an Early Childhood Professional
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Chart paper and markers (marker board or chalk board may also be used) ✓ Handout #1: Characteristics of a Professional ✓ Handout #2: Individual Professional Development Plan ✓ **Professional Development Notebook – 1 per participant ✓ Handout #3: NAEYC Code of Ethical Conduct and Statement of Commitment (Revised April 2005) – 1 copy per participant, available for purchase from NAEYC (www.naeyc.org) or for download (http://www.naeyc.org/positionstatements/ethical_conduct) ✓ *NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administrators (Adopted July 2006) ✓ Arkansas Framework for Infant and Toddler Care (http://www.arkansas.gov/childcare/general/infantframework.pdf) ✓ Arkansas Early Childhood Education Framework (http://www.arkansas.gov/childcare/programsupport/pdf/aeceframwork.pdf) ✓ Handout #4: My Ethical Responsibilities to Children ✓ Trainer Support – Handout #4: My Ethical Responsibilities to Children ✓ Handout #5: Our Ethical Responsibilities to Children (blank – to be completed by Trainer prior to Session 2) <p>Note: *Supplement to be read by the trainer in advance of training</p>
<p>Trainer Note Preparing for Session</p>	<p><i>Two or three days prior to the training session, give each participant HO #1: Characteristics of a Professional, and ask them to complete the questions, bring the completed handout to the session and be prepared to discuss with the group.</i></p>
<p>Trainer Note Preparing for Session</p>	<p><i>**Provide for each participant a 3-ring binder (2"). Insert a title page into the plastic protector of cover or inside the binder as follows:</i></p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p align="center">My Professional Development Journey</p> <p>Name _____</p> </div>

<p>Session 1</p> <p>Introductory Activity</p>	<ul style="list-style-type: none"> • Post chart paper on wall. • Invite participants to share the characteristics of a professional they listed on HO #1: Characteristics of a Professional and to state the profession. • Record the characteristics on the chart sheet. • Add to the list additional characteristics that you think are important to include. • Ask participants to add to their list any they had not included. • Ask participants to review the list and to put a star by those characteristics that also apply to early childhood professionals...to them. • Discuss the characteristics they starred and why they did so. If some characteristics were not starred, invite participants to discuss why they think the characteristics do not apply to their profession. • Point out to participants that many professions, including early care and education, share the same characteristics. • Review the list and suggest that participants use it to evaluate themselves as professionals. • Conclude the activity with the following statement: <i>“A professional is a person who has education and training specific to his or her profession and whose behavior reflects positively on that profession.”</i>
<p>Trainer Note</p>	<p><i>Place a checkmark beside a characteristic that is listed by more than one participant.</i></p> <p><i>Encourage participants to list characteristics not previously stated.</i></p>
<p>Trainer Note</p>	<p><i>Consider extending the preceding activity to meet the needs of your staff. For example, should there be a specific characteristic of a professional, such as "dresses appropriately for his or her profession" that you think needs to be addressed more in depth, involve participants in a discussion about that characteristic. The discussion might go like this:</i></p> <p><i>Ask participants to describe the professional dress code of an attorney, male or female.</i></p> <p><i>Follow up their descriptions by asking if an attorney or an office worker, male or female, and an early care and education professional should dress the same way. Why or why not? What is the difference in what they do all day? Who are the people they come in contact with each day.</i></p>

	<p><i>Involve participants in suggesting appropriate dress for an early care and education professional. Add your own ideas if necessary.</i></p> <p>Consider adding a dress code to your staff handbook if it is not already included</p>
<p>Individual Professional Development Plan</p>	<ul style="list-style-type: none"> • Distribute to each participant HO #2: Individual Professional Development Plan (IPDP) and a Professional Development Notebook. • Invite them to personalize the plan by writing their name in the appropriate space. • Allow a few minutes for them to review the plan. • Explain that they are to keep the plan in their Professional Development Notebook and you will meet with each of them individually to discuss their IPDP. • Ask them to place their completed HO #1: Characteristics of a Professional in the notebook and to use the list to evaluate themselves as a professional. This evaluation can help them in their professional development. • State that participants are to bring their notebook to each of the training sessions. They will be using information in the notebook during the sessions and will be adding handouts.
<p>NAEYC Code of Ethical Conduct</p>	<ul style="list-style-type: none"> • State that there is a code of ethical conduct for early childhood professionals just as there is a code of conduct for professions such as accountants and lawyers. • Distribute to each participant HO #3: Code of Ethical Conduct and allow a few minutes for review. • Ask if any are familiar with the Code and to discuss what they know about it. • State that the Code of Ethical Conduct is to be kept in their Professional Development Notebook.
<p>Trainer Note</p>	<p><i>If some students have a CDA Credential, or are enrolled in CDA classes, they may be familiar with the Code since they are to receive a copy during their CDA course work.</i></p>

<p>Trainer Note</p>	<p><i>When meeting with each person to help them develop their Individual Professional Development Plan, help them see that this plan may be a work in progress that can be added to as they participate in additional training, as you evaluate them, and as they are given additional responsibilities, for example.</i></p>
<p>Participant Preparation for Next Session</p>	<p>If you plan to follow this session with Session #2 do the following:</p> <ul style="list-style-type: none"> • Explain to participants that, prior to the next session, they are to read the following sections of the Code of Ethical Conduct: Preamble Core values Conceptual framework Section 1 – Ethical Responsibilities to Children: Ideals and Principles • Distribute HO #4: My Ethical Responsibilities to Children. • Explain that each person is to complete the handout by giving very specific examples of how they fulfill their ethical responsibilities to children for each of the Principles listed. Completed handout is to be given to the trainer at least a week before the next session. • Refer infant and toddler caregivers to the <i>Arkansas Framework for Infant and Toddler Care</i>, especially Strand 1 – To Learn about Themselves, Strand 2 – Emotional Development, and Strand 3 – Social Development, for help with this assignment. • Refer preschool teachers to the <i>Arkansas Early Childhood Education Framework Handbook</i>, especially the Developmental Learning Strand 1- Social/Emotional, for help with this assignment.
<p>Trainer Note</p>	<p><i>Show them a copy of and make sure that each participant has access to the Arkansas Framework for Infant and Toddler Care and Arkansas Early Childhood Education Framework Handbook either in print or on Division website. Help them locate the appropriate Developmental Strands.</i></p>
<p>Trainer Note</p>	<p><i>Prior to Session #2, collect HO #4 from Session 1 that participants have completed. Compile their examples into a checklist divided by the assigned Principles. Add additional examples you consider important. Have a hard/print copy for each participant. (HO #5: Our Ethical Responsibility to Children)</i></p>

HO #1: Characteristics of a Professional

Directions: In preparation for the upcoming training session, please do the following:

- Think of someone you consider a professional.
- What is that person's profession – his or her occupation? _____
- Describe below at least 5 characteristics of that person that says to you: "He or she is a professional." You will have an opportunity to add to your list
- Bring this completed handout to the training session and be prepared to discuss it with the group.

Characteristics of a Professional

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Trainer Support - HO #1: Characteristics of a Professional – Possible Responses

Here are some possible responses participants might include on HO #1: Characteristics of a Professional:

- Has education and/or training related to the profession
- Continues education and/or training related to profession
- Uses good grammar
- Dresses appropriately for his or her profession
- Is respected in the community and by colleagues
- Respects colleagues and clients/people served
- Avoids gossip about colleagues and clients/people served
- Maintains confidentiality about colleagues and clients/people served
- Enjoys his or her work
- Keeps personal life and professional life separated; does not bring personal life into the workplace
- Is responsible in following policies of employer, including attendance policies
- Belongs to and participates in the activities of a professional organization
- Reads articles in professional journals and/or magazines
- Abides by code of ethics for his or her profession

HO #2: Individual Professional Development Plan

Name: _____ TAPP Registry # _____

Place of employment _____

Current Job position (include age of children) _____

Record of Early Childhood Professional Development Opportunities/Training in which I have participated during the last 5 years:

- TAPP Transcript (attach/include a copy)
- College Transcript (attach/include a copy)
- Credential or Certificate (attach/include a copy)
- Early Childhood Conferences (attach/include verification of sessions attended)
- Certificates Documenting Workshops Attended (attach/include a copy)

TAPP MAP

- Review the TAPP MAP and your Record of Early Professional Development Opportunities/Training.
- Determine at which level you are on the TAPP MAP and circle that level:
Foundation 1 2 3
Intermediate 1 2 3
Advanced 1 2
- Record the level on page 2

KEY CONTENT AREAS

Key Content Areas are a set of content areas that define what early care and education professionals should know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs.

Professional development opportunities/training attended should focus on one or more of the Key Content Areas.

Key Content Areas and Definitions

1. **Child Growth and Development:** Understand how children acquire language and creative expression and develop physically, cognitively, socially and emotionally.
2. **Learning Environment and Curriculum:** Establish an environment that provides learning experiences that meet each child's needs, capabilities and interests.
3. **Positive Interactions and Guidance:** Establish supportive relationships with children and guide them as individuals and as a part of a group.
4. **Family and Community:** Work collaboratively with families and agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education.
5. **Child Observation and Assessment:** Observe and assess what children know and can do in order to provide curriculum that meets their developmental and learning needs.
6. **Health, Safety and Nutrition:** Establish and maintain an environment that ensures children's health development, safety and nourishment.
7. **Professional Development and Leadership:** Serve children and families in a professional manner and participate in the community as a representative of early childhood care and education.
8. **Program Planning and Management:** Establish, implement and evaluate an early care and education program.

MY PROFESSIONAL DEVELOPMENT PLANS FOR THE NEXT YEAR

On the TAPP MAP I am at this level: _____

I would like to advance to this level: _____

I would like to focus on moving into this specialty area: _____
(See TAPP MAP for specialty areas)

I will participate in and complete professional development opportunities/training in the following Key Content areas:

My Individual Professional Development Plan for the Next Year

I will improve my learning environment and curriculum as follows:
I will work collaboratively with families in the following ways:
I will include the following child observation and assessment practices:
I will focus on improving the following health, safety and nutrition practices:
I will participate in the community as a representative of early childhood care and education in the following ways: Note: <i>This includes participation in an early care and education professional organization.</i>
I will participate in the following program planning and management activities:

Note: *The Individual Professional Development Plan is to be developed by the individual with assistance and input from the Director/Supervisor. This plan may be a work in progress to be added to as you participate in additional training, as you are evaluated by your Director, or as you are given additional responsibilities, for example. The plan can become part of the staff evaluation process.*

HO #4: My Ethical Responsibilities to Children

Directions:

- Read the following sections of the NAEYC Code of Ethical Conduct: Preamble, Core Values, and Section I. Ethical Responsibilities to Children: Ideals and Principles.
- Reread the designated Principles listed below.
- Record 3 to 5 very specific examples of what you do or can do to support the Principles listed below..
- Refer to *Arkansas Framework for Infant and Toddler Care* (Developmental Strands - 1, 2 and 3) and *Arkansas Early Childhood Education Framework Handbook* (Developmental Learning Strand - 1) for examples to include.
- Give the completed handout to the trainer at least one week prior to the next session.

Principle	Examples of what I am doing or can do to support each of the principles
P.1.1	Example: Let children know you are there to protect them; to keep them safe.
P.1.2	Example: Be available to greet children and family members as they arrive.
P.1.3	Example: Treat each family with respect.
P.1.8 P.1.9 P.1-10 P.1.11 (Consider these 4 principles together)	Example: Be familiar with signs of abuse and neglect.

**Trainer Support – HO #4: My Ethical Responsibilities to Children
Possible Responses**

Principle	Examples of behaviors that support these principles
<p>P.1.1</p>	<ul style="list-style-type: none"> • NEVER use physical punishment • Let children know you are there to protect them; to keep them safe • Maintain staff/child ratio at all times • Focus on children in your care at all times • Maintain all safety, health and nutrition practices as required by Minimum Licensing Requirements • Provide a sign-in sheet for all visitors to the center • Avoid labeling children with words such as slow, bad, good, smart, hyperactive • Do NOT threaten children with calls to parents if they continue to misbehave
<p>P.1.2</p>	<ul style="list-style-type: none"> • Be available to greet children and families as they arrive • Call children and families by name • Help children separate from their family • Have a “quiet” space in the classroom where a child can go to be alone when group living becomes stressful • Learn as much as you can about each child so that you respond to children according to their individual needs • Limit the number of people in a young infant room to their caregivers and others necessary to their care. (for health reasons and to support attachment between each child and his/her primary caregivers) • Provide softness in your classroom: rugs, carpet, pillows, washable stuffed toys • Provide touches of home in your classroom: photos of families, safe plants, rugs, pillows • Include props, books and pictures that positively reflect the children’s cultures • Learn key words in a child’s home language and incorporate them into everyday classroom experiences • Plan experiences for small groups of children; experiences that include taking turns, listening to others, games that focus on cooperation rather than competition • Spend time with each child • Provide experiences that encourage children to respect each other and their possessions • Provide materials and experiences that allow children to be successful • Support children’s growing independence • Provide hands-on materials for children to manipulate, explore and investigate

<p>P.1.3</p>	<ul style="list-style-type: none"> • Treat each family with respect • Be familiar with the family structure of the children in your group • Plan a learning environment and activities and experiences that reflect diversity • Honor the request of families for special consideration for their child in areas such as food served the child because of religious beliefs • Allow children to play in all areas of the classroom; for example, girls in blocks and construction and boys in dramatic play
<p>P.1.8 P.1.9 P.1.10 P.1.11</p>	<ul style="list-style-type: none"> • Be familiar with signs of child abuse and neglect • Request that someone from DHS present training on child abuse and neglect • Understand your responsibilities as a mandated reporter of suspected child maltreatment • Know where the Child Maltreatment “Hot Line” number is posted

HO #5: Our Ethical Responsibility to Children

Principle	Examples of behaviors that support these principles
P.1.1	
P.1.2	

<p>P.1.3</p>	
<p>P.1.8 P.1.9 P.1.10 P.1.11</p>	

FOCUS AREA: Professionalism

Session # 2	Examine Ethical Responsibilities to Children
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Chart paper and markers (marker board or chalk board may also be used) ✓ Handout #5: Our Ethical Responsibility to Children (list completed by Trainer prior to this session) ✓ Partner Cards (See explanation in Trainer Note) ✓ Handout #6: Ethical Dilemma's We Face ✓ Trainer Support - Handout #6: Ethical Dilemma's We face ✓ Handout #7: My Ethical Responsibilities to Families – Scenarios and Responses
<p>Trainer Note</p> <p>Preparing for a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as a part of the 4-part session series on Professionalism, skip the information given here and go to the next two trainer notes for information on how to prepare for the session.</i></p> <p><i>However, if this session is a stand-alone session rather than a part of the 4-session series on Professionalism, read and follow the directions given here, plus the Trainer Notes that follow.</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session 1 the following</i> <ul style="list-style-type: none"> <i>Page 6 of Session 1 – Read and follow the directions given there</i> HO #3: Code of Ethical Conduct (1 copy per participant) HO #4: My Ethical Responsibilities to Children (1 copy per participant) Trainer Support – HO #4: My Ethical Responsibilities to Children Possible Responses HO #5 Our Ethical Responsibility to Children (1 copy per participant) • <i>Distribute to participants at least 10 days prior to the session a copy of HO #3 and HO #4</i> • <i>Ask participants to read the following sections of the Code of Ethical Conduct</i> <ul style="list-style-type: none"> <i>Preamble</i> <i>Core values</i> <i>Conceptual Framework</i> <i>Section 1 – Ethical Responsibilities to Children: Ideals and Principles</i> • <i>Ask each person to complete HO #4 and give it to the trainer at least a week prior to the session</i> • <i>Have the Arkansas Framework for Infant and Toddler Care and the Arkansas Early Childhood Education Framework Handbook available as references for participants as they complete HO #4.</i>

<p>Trainer Note Preparing for Session</p>	<ul style="list-style-type: none"> • <i>Prior to this session, collect HO #4 from Session 1 that participants have completed.</i> • <i>Compile their examples into a checklist divided by the assigned Principles.</i> • <i>Add additional examples you consider important. Have a hard/print copy for each participant. (HO #5: Our Ethical Responsibility to Children)</i>
<p>Trainer Note Preparing for Session</p>	<p><i>*Create Partner Cards which are pairs of cards that match up in some way. Here are some suggestions:</i></p> <ul style="list-style-type: none"> • <i>If you have sets of match-up cards of items that go together, consider using them to create partner cards to pair participants for a partner activity. For example, sets may include one card with a bat and another with a ball; one card with a hammer and another with a nail.</i> • <i>If you have sets of cards with pictures of items that rhyme, consider using them to create partner cards.</i> • <i>Create partner cards with a deck of cards: 2 Kings, 2 Queens, and 2 Jacks, for example.</i> • <i>Create your own set of partner cards with numerals. For example, if 10 participants are in the session, have a total of 10 cards, two with #1, two with #2, etc.</i>
<p>Session 2 Introductory Activity</p>	<ul style="list-style-type: none"> • Give each participant a copy of HO #5: Our Ethical Responsibility to Children as they enter the training room. • Explain to them that the checklist was developed from all of their examples with the addition of some by you. • Invite them to review the checklist and place a checkmark by the examples they submitted. • Ask for a volunteer to read Principle 1.1 and invite each participant to state one example that they think is very important. Each participant should state a different example. • Allow a few minutes for discussion of the examples that were not given. • Invite questions about why some examples were included and encourage others to support inclusion. • Repeat this procedure with the other Principles and examples on the checklist. • Ask participants to place the handout in their professional development notebook.
<p>Partner Activity</p>	<p>Activity: Ethical Dilemma’s We Face</p> <ul style="list-style-type: none"> • Explain to participants that we have read parts of the Code of Ethical Conduct and we have given some examples of ethical conduct. But sometimes

	<p>situations confront us and we may not be sure of what do. This is called an ethical dilemma.</p> <ul style="list-style-type: none"> • Refer participants to page 8 of the Code of Ethical Conduct and ask them to silently read the definition of Ethical Dilemma. <p><i>Ethical Dilemma: A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.</i></p> <ul style="list-style-type: none"> • Invite discussion as to their understanding of the definition. If necessary explain that the conflict might be between our ethical responsibilities to children and to families, for example. • Create partners by having each person draw a card from a bag or basket and find her partner. (See Trainer Note for information on how to create partner cards.) • Distribute HO #6: Ethical Dilemmas We Face and, depending on number of participants and amount of time, assign each set of partners one or more of the situations. • Ask partners to discuss the situation, identify the ethical dilemma and decide the ethical thing to do. • Invite each set of partners to present their situation, the ethical dilemma they identified and what they think is the ethical thing to do. • Allow participants to discuss the difficulties they encountered in their discussions and decisions. • Invite feedback from participants as to decisions made by others. • Insert into the discussion information from Trainer Support – Handout #6 that you think is important for participants to consider.
<p>Participant Preparation for Next Session</p>	<p>If you plan to follow this session with Session #3 do the following:</p> <ul style="list-style-type: none"> • Explain to participants that prior to the next session they are to read Section II – Ethical Responsibilities to Families: Ideals and Principles in the Code of Ethical Conduct. • Distribute HO #7: My Ethical Responsibilities to Families • State that they are to read the scenarios in HO #7, identify the Principle(s) that relate and explain what they would do in each of the situations. What is their ethical responsibility to families? • Explain that they are to bring completed HO #7 to the next session and be prepared to discuss their responses.

HO #6: Ethical Dilemmas We Face

Directions:

- Read the situations assigned to you and your partner.
- Discuss the situation and decide on ethical dilemmas you face.
- Decide on the ethical response to the situation. What should you do?
- Identify the Principle(s) that apply to the situation.

Situation #1 – “When Beliefs Clash”

Family photos are posted on the wall in my classroom. One photo is of a child and her two mothers. A parent tells you that you should take the photo down because she does not want her child exposed to this life style. In addition, she says that she certainly doesn't want her child to play with the child with two mothers.

Dilemma

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Ethical Response Based on Principle(s) – P.1.1 P.1.2 P.1.3

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Situation #2 – “Constant Crying”

An 18 month old toddler has been in my program for three weeks. He cries from the time the mother brings him in until she picks him up in the afternoon. The child will not be comforted by me or my coworker. We observe more crying and seeking of attention by other toddlers. We feel stressed and frustrated. Three parents have complained about the crying child.

Dilemma

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Ethical Response Based on Principle(s) – P.1.2 P.1.4 P.1.7

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Situation #3 – “Whose Responsibility?”

I tell the Director that I suspect that a toddler in my group is being sexually abused. The Director responds that you are not to say anything about this to anyone, that she will decide what to do.

Dilemma

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Ethical Response based on Principle(s) – P.1.8 P.1.9

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Situation #4 – “The Harsh Teacher”

I am a new assistant teacher sharing in a toddler classroom with a teacher who has been employed in the program two months longer than I have. The teacher snaps at the toddlers “no” and “don’t do that” and threatens them with “time out” if they don’t do what she tells them to do. Some toddlers cry, some seem to be afraid of the teacher and some come to me for comfort.

Dilemma

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Ethical Response based on Principle(s) – P. 1.1 P.1.2

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Note to Participants: *You may want to refer to Section III: Ethical Responsibilities to Colleagues for help with this situation.*

Situation #5 – “Families are Different”

At the beginning of each new school year my program requires that I include a Topic of Study about families. I usually ask children to bring in family photos and we do activities that focus on the members of a child’s family. For the first time I have a child in my group whose mother is absent from the home. According to the grandmother who brings the child in each day, the mother has left the child and her three siblings with her. The grandmother does not know where the mother is or if she will ever return to her family.

Dilemma

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Ethical Response Based on Principle(s) – P.1.1 P.1.2 P.1.3

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Situation #6 – “Inclusive Classroom”

The Director tells you that she has enrolled a new child in your preschool classroom and that the child has leg braces and uses a walker. You have never before had a child with a disability in your group.

Dilemma

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Ethical Response Based on Principles(s) – P.1.3 P.1.7

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Trainer Support – HO #6: Ethical Dilemmas We Face Possible Responses

Situation #1 – “When Beliefs Clash”

Family photos are posted on the wall in my classroom. One photo is of a child and her two mothers. A parent tells you that you should take the photo down because she does not want her child exposed to this life style. In addition, she says that she certainly doesn't want her child to play with the child with two mothers.

Dilemma

- Two families with different beliefs about family structure
- My personal beliefs about family structure
- My responsibility to each child in my care
- Complaining parent may ask for another classroom for her child or remove her child from center

Ethical Response Based on Principle(s) – P.1.1 P.1.2 P.1.3

- Acknowledge differences in beliefs about family structure
 - First responsibility is to do no harm to each child in your care.
 - To provide a positive social and emotional environment for each child
 - Will not discriminate against a child because of family structure
 - Allow children choices of playmates
-

Situation #2 – “Constant Crying”

An 18 month old toddler has been in my program for three weeks. He cries from the time the mother brings him in until she picks him up in the afternoon. The child will not be comforted by me or my coworker. We observe more crying and seeking of attention by other toddlers. We feel stressed and frustrated. Three parents have complained about the crying child.

Dilemma

- Mother is a single parent who needs child care
- Crying child is affecting the social and emotional environment in classroom
- Crying child is jeopardizing ability of other children in group to benefit from program

Ethical Response Based on Principle(s) – P.1.2 P.1.4 P.17

- Ask an infant and toddler specialist, with parent permission, to observe and offer suggestions
 - Discuss with mother child's behavior at home
 - Ask mother for suggestions as to how she comforts child
 - Explore with director and mother other placement options for child
-

Situation #3 – “Whose Responsibility?”

I tell the Director that I suspect that a toddler in my group is being sexually abused. The Director responds that you are not to say anything about this to anyone, that she will decide what to do.

Dilemma

- You know you are a mandated reporter
- You will be in conflict with Director if you report

Ethical Response based on Principle(s) – P.1.8 P.1.9

- Be familiar with symptoms of child abuse and neglect
 - Document observations that support your concerns
 - Report to appropriate agency
 - Discuss with Director your ethical responsibility to children in this matter
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Situation #4 – “The Harsh Teacher”

I am a new assistant teacher sharing a toddler classroom with a teacher who has been employed in the program two months longer than I have. The teacher snaps at the toddlers “no” and “don’t do that” and threatens them with “time out” if they don’t do what she tells them to do. Some toddlers cry, some seem to be afraid of the teacher and some come to me for comfort.

Dilemma

- You are the assistant teacher
- You want to be a cooperative co-worker
- You know the teacher’s behavior is harmful to children

Ethical Response based on Principle(s) – P. 1.1 P.1.2

- Discuss with teacher that you have concerns about the emotional environment in the classroom
- Give her examples of children’s reaction to the things she says to them
- Ask if the two of you might seek guidance in creating a more positive environment
- Ask Director for resources
- Discuss your concerns with Director if co-worker is not responsive to suggestions for improvement
- Ask Director to come in and observe and offer suggestions
- Seek professional development opportunities in this area

Note to Participants: *You may want to refer to Section III: Ethical Responsibilities to Colleagues for help with this situation.*

Situation #5 – “Families are Different”

At the beginning of each new school year my program requires that I include a Topic of Study about families. I usually ask children to bring in family photos and we do activities that focus on the members of a child’s family. For the first time I have a child in my group whose mother is absent from the home. According to the grandmother who brings the child in each day, the mother has left the child and her three siblings with her and she does not know where the mother is or if she will ever return to her family.

Dilemma

- Children with different family structures in classroom
- How to follow program requirements without harming children

Ethical Response Based on Principle(s) – P.1.1 P.1.2 P.1.3

- Be familiar with each child’s family structure
 - Examine curriculum activities to make sure that they support different family structures
 - Plan activities that acknowledge each child’s family structure
 - Display pictures and provide books that portray different family structures
 - Be accepting of each child’s family structure
-

Situation #6 – “Inclusive Classroom”

The Director tells you that she has enrolled a new child in your preschool classroom and that the child has leg braces and uses a walker. You have never before had a child with a disability in your group.

Dilemma

- My room is not arranged to accommodate a child who uses a walker
- Other children’s reaction to the child
- Keeping the child safe

Ethical Response Based on Principles(s) – P.1.3 P.1.7

- Child cannot be excluded from program or activities because of disability
- Meet with Director and parents for information and guidance
- Ask a specialist for assistance in room arrangement, for example
- Post pictures and provide books that positively portray people with disabilities
- Introduce child to group just as you would introduce any other child
- Answer children’s questions in a straightforward manner; for example, “Elena has braces on her legs and uses a walker to help her walk better.”
- Evaluate playground to make sure child has access to all equipment

HO #7: My Ethical Responsibilities to Families

Directions:

In preparation for the next session, please do the following:

- Read **Section II: Ethical Responsibilities to Families – Ideals and Principles** in the NAEYC Code of Ethical Conduct.
 - Read the scenarios and identify the **Principle(s)** that apply to the situation.
 - Explain what you would do in each of the situations and why. Was there an ethical dilemma; a moral conflict?
-

Scenario #1 – “Is Adam There?”

A phone call is made to the center by a man who says he’s calling from another town in Arkansas and wants to know if his son Adam is enrolled in your program. You know that Adam is enrolled in the program.

Response & Principle(s) -

- -
 -
 -
-

Scenario #2 – “Jewelry for Sale”

A teacher wants to bring to the center the jewelry she makes so she can sell it to parents.

Response & Principle(s) –

-
-

Scenario #3 – “Stranger at My Door”

A woman you have never seen before comes to your classroom door and says she is here to pick up her infant granddaughter who has been in your care for three months.

Response & Principle(s) –

- -
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-

Scenario #4 – “Tell Me”

A child who was previously in your center is now enrolled in another program. The director of that program calls you and tells you the child is really a behavior problem and asks if we also had problems with him.

Response & Principle(s) –

-
-

Scenario #5 – “The Divorce”

Parents of a child in your classroom are in process of a divorce. When father brings in his child one morning he tells you what a bad mother his wife is and that he will ask for sole custody of the child.

Response & Principle(s) –

- -
-

Scenario #6 – “Babysitting Gossip”

A staff member, after babysitting with two children enrolled in her group, tells other staff members that the parents came home at 3:00 a.m. and seemed to have had a lot to drink.

Response & Principle(s) –

- -
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-

Scenario #7 – “Speech Therapy Needed”

You think a child in your classroom has a speech problem and needs therapy. You talk with the director about asking a speech therapist to come in and evaluate the child.

Response & Principle(s) –

- -
 -
-

Scenario #8 – “Going Home”

When an uncle, who is on the authorized pickup list, comes in to pick up his nephew you notice that his speech is slurred and his breath smells of alcohol.

Response & Principle(s) –

- -
 -
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-

Scenario #9 – “Visiting Parent”

A parent asks to visit his child’s classroom once a week. Teacher feels this disrupts the routine and may upset child.

Response & Principle(s) -

- -
 -
-

Scenario #10 – “Resources”

A parent tells you that because of a change in her place of employment she no longer has health insurance for her child

Response & Principle(s) -

- -
-

Scenario #11 – “What Happened?”

A child in your group falls and skins her knee on the playground. The mother sees the skinned knee when she is bathing her child that night and asks you about it the next morning.

Response & Principle(s) -

- -
-

Scenario #12 – “Who Is that Stranger?”

A parent notices a non-staff person, someone she has never seen before, making notes and taking photos of her child and expresses her concern to you. You explain that the person is a college student who, as part of a class project, is recording observations of children’s behavior in the block center.

Response & Principle(s) -

- -
 -
-

Scenario #13 – “Gossip”

A teacher talks with a parent about another parent who is always late in picking up her child and says she’s sure the parent is over-medicating the child.

Response & Principle(s) –

-
-

FOCUS AREA: Professionalism

Session # 3	Examine Ethical Responsibilities to Families
Materials Needed	<ul style="list-style-type: none"> ✓ Trainer Support Handout #7: My Ethical Responsibilities to Families ✓ Scenario Cards
Trainer Note Preparing for a Stand-Alone Session	<p><i>If this session is being presented in sequential order as a part of the 4-part session series on Professionalism, skip the information given here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this session is a stand-alone session rather part of the 4-session series on Professionalism, read and follow the directions given here, plus the Trainer Notes that follow.</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session 1 the following:</i> HO #3: Code of Ethical Conduct (1 copy per participant) • <i>Download and copy from Session 2 the following:</i> <i>Page 2 of Session 2 – Read and follow the directions given there</i> HO #7: My Ethical Responsibilities to Families (1 copy per participant) • <i>Distribute to participants one week prior to the session a copy of HO #3 and HO #7</i> • <i>Ask participants to read the following sections of the Code of Ethical Conduct</i> <i>Preamble</i> <i>Core values</i> <i>Conceptual Framework</i> <i>Section II: Ethical Responsibilities to Families</i> • <i>Ask each person to complete HO #7: My Ethical Responsibilities to Families and bring to the session</i>
Trainer Note Preparing for Session	<p>Make Scenario Cards as follows:</p> <ul style="list-style-type: none"> • Prepare a small index card or slip of paper for each of the scenarios described in HO #7: My Ethical Responsibilities to Families. • Include the # and title of the scenario on the card. Do not include the scenario • Place the completed cards in a container such as a basket.

	<div style="border: 3px double black; padding: 20px; width: fit-content; margin: auto;"> <p style="margin: 0;">Scenario #1 -</p> <p style="margin: 0;">"Is Adam there?"</p> </div>
<p>Session 3 Introductory Activity</p>	<ul style="list-style-type: none"> • Ask participants to line up according to their birthdays. They are to line up by months and dates within each month. For example, if two people have January birthdays, then the one with the earliest birthday is first. • Invite participants to count off from first birthday until the last and to remember their number. • Explain that this will be the order of presentations during the next activity.
<p>Activity</p>	<ul style="list-style-type: none"> • Invite participants to draw a Scenario Card from the container and return to their seats. • Allow participants about 2 to 3 minutes to review the scenario identified on their card and their written responses on HO #7: My Ethical Responsibilities to Families. • Ask participant #1 to stand and state the number and title of the scenario, read the scenario from her completed HO #7 and the Principles and Response she recorded. • Invite discussion of the responses given and responses other participants have listed on their cards. • Repeat the previous steps for each scenario. • Have participants draw additional cards from the basket if there are more cards than participants. If there are more participants than cards, have participants work in pairs. • Monitor responses to make sure they are appropriate and add any responses you think are important. • Accept additional ideas by participants if they are appropriate and ask them to explain their reasons for including them. • Ask participants to make note on their HO #7 of appropriate responses they

	<p>may not have included.</p> <ul style="list-style-type: none"> • Keep discussion on track and respectful of all ideas presented. • Thank participants for their thoughtful responses.
<p>Participant Preparation for Next Session</p>	<p>If you plan to follow this session with Session #4 do the following:</p> <ul style="list-style-type: none"> • Ask participants to read Section III: Ethical Responsibilities to Colleagues in the Code of Ethical Conduct. • Suggest that they be thinking about their responsibilities to co-workers and to employers in preparation for the next session.

Trainer Support - HO #7: My Ethical Responsibilities to Families Possible Responses

Directions:

In preparation for the next session, please do the following:

- Read **Section II: Ethical Responsibilities to Families – Ideals and Principles** in the NAEYC Code of Ethical Conduct.
 - Read the scenarios and identify the **Principle(s)** that apply to the situation.
 - Explain what you would do in each of the situations and why. Was there an ethical dilemma; a moral conflict?
-

Scenario #1 – “Is Adam There?”

A phone call is made to the center by a man who says he’s calling from another town in Arkansas and wants to know if his son Adam is enrolled in your program. You know that Adam is enrolled in the program.

Response & Principle(s) - P.2.13

- Confidentiality
 - Obtain name and phone number of caller if possible
 - Contact custodial family member
 - Share call with Director
-

Scenario #2 – “Jewelry for Sale”

A teacher wants to bring to the center the jewelry she makes so she can sell it to parents.

Response & Principle(s) – P.2.11

- Exploitation of families. Personal gain
-

Scenario #3 – “Stranger at My Door”

A woman you have never seen before comes to your classroom door and says she is here to pick up her infant granddaughter who has been in your care for three months.

Response & Principle(s) –P.2.1 & P.2.2

- Ask name and check to see if on pickup list
 - Ask for photo ID if name is on pickup list
 - Deny pickup if name not on pickup list
 - Explain policies and that they are for child’s safety
 - Let custodial parent know of your actions
-

Scenario #4 – “Tell Me”

A child who was previously in your center is now enrolled in another program. The director of that program calls you and tells you the child is really a behavior problem and asks if we also had problems with him.

Response & Principle(s) – P.2.12 & P.2.13

- Confidentiality of records
 - Suggest the caller discuss concerns with child’s family
-

Scenario #5 – “The Divorce”

Parents of a child in your classroom are in process of a divorce. When father brings in his child one morning he tells you what a bad mother his wife is and that he will ask for sole custody of the child.

Response & Principle(s) – P.2.14

- Refrain from taking side of either parent
 - Assure parents that you will continue to provide a safe and nurturing environment for their child
-

Scenario #6 – “Babysitting Gossip”

A staff member, after babysitting with two children enrolled in her group, tells other staff members that the parents came home at 3:00 a.m. and seemed to have had a lot to drink.

Response & Principle(s) – P.2.11 & P.2.14

- Personal gain
 - Impair effectiveness in working with children
 - Confidentiality
 - Families right to privacy
 - Program policies may prohibit staff from babysitting for parents in the program **P.2.2**
-

Scenario #7 – “Speech Therapy Needed”

You think a child in your classroom has a speech problem and needs therapy. You talk with the director about asking a speech therapist to come in and evaluate the child.

Response & Principle(s) – P.2.4 & P.2.15

- Custodial parent(s) must give permission for evaluation
 - Provide referral resources; professional support services
 - Assist with referral if requested
-

Scenario #8 – “Going Home”

When an uncle, who is on the authorized pickup list, comes in to pick up his nephew you notice that his speech is slurred and his breath smells of alcohol.

Response & Principle(s) – P.2.1 & P.2.4

- Involve director in the situation
 - Explain to uncle your concerns about child’s safety
 - Contact custodial parent(s) or others on pick up list, explain situation and ask that someone else pick up child
 - Contact police if necessary
-

Scenario #9 – “Visiting Parent”

A parent asks to visit his child’s classroom once a week. Teacher feels this disrupts the routine and may upset child.

Response & Principle(s) - P.2.1

- Family members should have access to their child’s classroom
 - Discuss with parent the schedule and decide on good times to visit
 - Suggest that parent let child know if he/she will leave with parent or remain in the classroom
-

Scenario #10 – “Resources”

A parent tells you that because of a change in her place of employment she no longer has health insurance for her child

Response & Principle(s) - P.2.15

- Refer families to resources such as free medical clinics, local health unit, AR KIDS
 - Have resource and referral information for families
-

Scenario #11 – “What Happened?”

A child in your group falls and skins her knee on the playground. The mother sees the skinned knee when she is bathing her child that night and asks you about it the next morning.

Response & Principle(s) - P.2.9

- Record incident and accident reports, give to director to review and sign, and a copy given to parents
-

Scenario #12 – “Who Is that Stranger?”

A parent notices a non-staff person, someone she has never seen before, making notes and taking photos of her child and expresses her concern to you. You explain that the person is a college student who, as part of a class project, is recording observations of children’s behavior in the block center.

Response & Principle(s) - P.2.13

- Parent has right to be concerned
 - Parent must give consent for research
 - Parents choose to sign or not sign a Right to Photograph statement which clearly states how photos will be used.
-

Scenario #13 – “Gossip”

A teacher talks with a parent about another parent who is always late in picking up her child and says she’s sure the parent is over-medicating the child.

Response & Principle(s) – P.2.13

- Confidentiality of information
- Discuss with director if you have concerns about over-medication; have objective documentation to support your concerns

FOCUS AREA: Professionalism

Session # 4	Examine Ethical Responsibilities to Colleagues
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Prepared chart sheets (marker board or chalk board may also be used) ✓ 4 markers of different colors ✓ 4 types of small candy bars in equal numbers so there is one per participant ✓ Bag for candy bars ✓ Slips of paper, one per participant ✓ Basket ✓ Trainer Support HO #8: Carousel Brainstorming Activity ✓ *Handout #9: Ethical Responsibilities to Colleagues (compiled from 4 chart sheets completed in this session) ✓ Handout #10: My Commitment to Children, Families and Colleagues
<p>Trainer Note Preparing for a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as a part of the 4-part session series on Professionalism, skip the information given here and go to the next two trainer notes for information on how to prepare for the session.</i></p> <p><i>However, if this session is a stand-alone session rather than a part of the 4-session series on Professionalism, read and follow the directions given here, plus the Trainer Notes that follow.</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session 1 the following</i> HO #3: Code of Ethical Conduct (1 copy per participant) • <i>Distribute to participants the Code of Ethical Conduct a week prior to the session and ask them to read the following sections:</i> Preamble Core values Conceptual Framework Section III: Ethical Responsibilities to Colleagues and to be thinking about their responsibilities to co-workers and employers
<p>Trainer Note</p>	<p><i>*HO #9 is to be compiled from 4 chart sheets completed in this session plus examples you add, copied and given to participants within a week of the session. A HO #9 with the 4 headings is included for you to use.</i></p>
<p>Trainer Note</p>	<p><i>Count the number of participants and adjust the number of candy bars to place in bag. For example, if there are 10 participants, place in the bag 2 bars of 2 kinds of candy and 3 bars of 2 kinds of candy. Maintain 4 kinds of candy bars so that the 4 charts are completed.</i></p>

<p>Trainer Preparation for Session</p>	<p>Create 4 chart sheets, each with a different heading as follows:</p> <p>#1 I am showing respect for my co-workers when I</p> <p>#2 I am helping create a positive work place environment when I</p> <p>#3 I can feel good about my day at work if I</p> <p>#4 I am demonstrating that I am a responsible employee when I</p> <div data-bbox="690 548 1149 1003" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>#1 I am showing respect for my co-workers when I</p> </div>
<p>Session 4</p> <p>Introduction to Activity</p>	<p>Introduction to Carousel Brainstorming</p> <ul style="list-style-type: none"> • Post prepared chart sheets on wall around training room, leaving space between them for group work. • Explain to participants that they will be involved in identifying examples of their ethical responsibilities to colleagues; specifically co-workers and employers • Create 4 groups of participants by having each participant reach into bag, take out a candy bar and find others with same candy. • Allow groups to get together, select a marker, a recorder who will write on chart sheets and a reporter who will present to entire group. • Designate group number by assigning numbers to each color of marker: Group #1-blue marker; #2-green; #3-red; #4-purple, for example. • Explain to participants how carousel brainstorming works. <ul style="list-style-type: none"> ○ Group #1 will start at chart #1, group #2 at chart #2, group #3 at chart #3 and group #4 at chart sheet #4. ○ Each group will read heading on chart, discuss and decide on 2 to 3 suggestions and recorder writes them on chart sheet.

	<ul style="list-style-type: none"> ○ Trainer will sound a signal after a few minutes, each group will keep marker and move clockwise to next chart. ○ Groups will repeat the steps at each chart until they return to their original charts. ○ Suggest that, when groups are at charts other than their own, they read what has been recorded by previous groups and put a checkmark by those recordings with which they agree, then add their suggestions to list.
Activity	<p>Carousel Brainstorming</p> <ul style="list-style-type: none"> ● Guide and support groups through the brainstorming activity. Serve as timekeeper. Give a suggestion if a group seems to be stalled. ● Bring the groups back together. ● Invite reporter from Group 1 to show chart sheet and read suggestions to group. ● Encourage discussion related to suggestions. ● Repeat this procedure with the remaining three groups. ● Add suggestions you feel should be included after each presentation. ● Explain to participants that you will transfer the charts to regular size paper and provide a copy to add to their Professional Development Notebook and to use in an activity to be completed after this session.
Trainer Note	<i>Adjust grouping of participants to fit the number of participants in the session.</i>
Trainer Note	<i>Refer to Trainer Support – HO #8: Carousel Brainstorming Activity for suggestions that you think are important to add to list developed by participants</i>
Trainer Note	<i>Keep discussion positive. Do not allow personal attacks or conflicts to occur.</i>
Activity	<p>Warm Fuzzies – A Fitting Finale</p> <ul style="list-style-type: none"> ● Give participants a slip of paper and ask them to write their name on the paper, fold it and place it in the basket. ● Invite each participant to draw a name from the basket and write a positive comment about that person.

	<ul style="list-style-type: none"> • Explain that the comment can be something they like about the person or something that person does well, for example. The comments may or may not be work related. Stress that the comment is to be positive. • Ask participants to return their slips of paper to the basket. • Read each name and recorded comment to group.
Follow up to Session	<ul style="list-style-type: none"> • Distribute HO #10: My Commitment to Children, Families and Colleagues. • Allow a few minutes for review of handout and answer any questions they might have. • Explain that after they have completed the handout and returned it to you, an individual conference will be scheduled to discuss their commitments and to begin to develop a plan for their continued professional development.
Trainer Note	<i>Transfer charts to regular size paper and give each participant a copy within a week after this session. This will become HO #9</i>
Trainer Note	<i>Prior to meeting with each staff person review that person's completed HO #10. Have additional areas to suggest if you feel this is necessary. Have available suggested resources to suggest in support of each person's professional development plan. Resources may include professional development opportunities listed on TAPP Registry, a visit to another classroom, articles to read, an observation by you or a consultant with feedback and suggestions.</i>

Trainer Support - #8: Carousel Brainstorming Activity

The following are some suggestions that participants might make or that you want to make sure are included.

#1 – I am showing respect for my colleagues when I

- Take responsibility for my own actions
- Avoid trying to transfer blame to others
- Refrain from comparing my unacceptable actions/behavior to that of a co-worker's
- Refrain from condemning a co-worker's life style that is different from my own
- Acknowledge their contributions to the program (be specific about the contribution and how it helps the program)
- Carry my share of the work load

#2 – I am helping to create a positive work place environment when I

- Keep my personal life/problems out of the work place
- Keep my comments to others positive rather than negative
- Share resources with co-workers
- Help a co-worker without being asked
- Plan with co-workers the program of activities for children
- Let a co-worker know in private about a concern I have about her actions
- Avoid conflict with co-worker in presence of children, other co-workers and families
- Attempt to resolve conflicts with co-worker in a confidential manner
- Involve Director as a mediator when conflict cannot be resolved by me and co-worker
- Avoid gossip about co-workers, children and families

#3 – I can feel good about my day at work if I

- Came in with a smile and leave with a smile
- Look forward to returning the next day
- Know I have focused on the children in my care
- Know that each child has felt welcomed and nurtured in my care
- Have greeted families and let them know I am happy to see them and their child
- Shared a new idea or information with a co-worker
- Heard a positive comment about something I have done that day

#4 – I am demonstrating that I am a responsible employee when I

- Am familiar with all program policies, especially personnel policies
- Am familiar with Minimum Licensing Requirements and understand my responsibility in complying with them
- Follow all program policies
- Accept verbal and written notices and consequences when I do not follow policies
- Participate in self-evaluation and evaluation by supervisor
- Can accept constructive suggestions for improvement by supervisor
- Keep confidential all information about my performance evaluations and salary
- Seek professional development opportunities

Handout #9: Ethical Responsibilities to Colleagues

I am showing respect for my colleagues when I

I am helping to create a positive work place environment when I

I can feel good about my day at work if I

I am demonstrating that I am a responsible employee when I

HO #10: My Professional Commitment to Children, Families and Colleagues

Directions:

- Review the following handouts you have received during the four sessions:
HO #3 Code of Ethical Conduct, HO #5: Ethical Responsibilities to Children, HO #7: My Ethical Responsibilities to Families, HO #9: Ethical Responsibilities to Colleagues
- Select from each handout 3 areas that you would like to improve on and record them below.
- Meet with your Director/Trainer to discuss the areas you have selected.
- Be open to areas she may also select for discussion.
- Begin to develop a Professional Development Plan with input from Director/Trainer.

My Commitment to Children

- 1.
- 2.
- 3.

My Commitment to Families

- 1.
- 2.
- 3.

My Commitment to Colleagues

Co-workers

- 1.
- 2.
- 3.

Employers

- 1.
- 2.
- 3.