Tennessee Child Care Provider Annual Professional Development Plan

Personal Information (completed by staff men	
First & Last Name	Date of employment
Facility	Date or employment
Licensing Date: From to	Phone
Licensing Date: Fromto	
Highest level of education attained: <u>circle</u> GED, High School, Same College, CD4, Associate	's Degree, Bachelor's Degree, Master's Degree
What is your educational goal? <u>circle one</u> Improve my Job skills, GED, High School, Some of Master's Degree, Doctorate	College, CDA, Associate's Degree, Bachelor's Degree,
Professional Survey (completed by administrat	tor with input from staff member)
Please mark SK if staff person is somewif if more information is needed about the t	hat knowledgeable, K if knowledgeable, or N following:
Professionalism Health & Learning Environments Develope Administration Inclusion	elationshipsGuidance SafetyIndividual & Cultural Diversity mentally Appropriate Practice l/special needsObservation & Assessment Im PlanningTechnology
Professional Areas for Improvement/Sho from administrator)	rt-term goals (completed by staff member with input
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Date

Date

Professional Development Plan Head Start

Marco Cascella

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Handbook of Early Childhood Special Education Brian Reichow, Brian A. Boyd, Erin E. Barton, Samuel L. Odom, 2016-06-21 This handbook discusses early childhood special education ECSE with particular focus on evidence based practices Coverage spans core intervention areas in ECSE such as literacy motor skills and social development as well as diverse contexts for services including speech language pathology physical therapy and pediatrics Contributors offer strategies for planning implementing modifying and adapting interventions to help young learners extend their benefits into the higher grades Concluding chapters emphasize the importance of research in driving evidence based practices EBP Topics featured in the Handbook include Family centered practices in early childhood intervention The application of Response to Intervention RtI in young children with identified disabilities Motor skills acquisition for young children with disabilities Implementing evidence based practices in ECSE classrooms Cultural ethnic and linguistic implications for ECSE The Handbook of Early Childhood Special Education is a must have resource for researchers professors upper level undergraduate and graduate students clinicians and practitioners across such disciplines as child and school psychology early childhood education clinical social work speech and physical therapy developmental psychology behavior therapy and public health House of Representatives of the United States United States. Congress. House, 2013 Some vols include supplemental journals of such proceedings of the sessions as during the time they were depending were ordered to be kept secret and respecting which the injunction of secrecy was afterwards taken off by the order of the House Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2005 United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2004 Resources in Education ,2001-10 Report of the Committee on Commerce, Science, and Transportations, Student Results Act of 1999 United States. Congress. House. Committee on Education and the Departments of Labor, and Health and Human Services, Education, and Related Agencies Workforce, 1999 **Appropriations** United States. Congress. Senate. Committee on Appropriations, 2004 Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2004 United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2003 Record Votes, United States Senate, S. PRT. 110-68, January 4, 2007 to December 31, **2007** ,2007 Federal Register ,2013-05 Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations for Fiscal Year 2004 United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies, 2003 Educating Young Children with Diverse Languages and Cultures Karen N. Nemeth, 2021-12-24 This comprehensive textbook prepares early childhood educators to effectively work with and support young children ages 0 8 with diverse

languages cultures and learning needs With a multipurpose multilevel format this dynamic resource focuses on the central role of language development and culture in all aspects of learning Adaptable chapters cover curriculum family involvement co teaching classroom environment and more and feature both brief and deeper study versions of the material alongside a wealth of case examples and implementation strategies Accompanied by an online instructor s manual this ground breaking text is an ideal resource for students and educators in early childhood and second language education and all fields that work with young children and all fields that work with young children School Readiness Act of 2003 United States. Congress. House. Committee on Education and the Workforce, 2003 Providing for Consideration of H.R. 2210, **School Readiness Act of 2003** United States. Congress. House. Committee on Rules, 2003 **House Reports**, School Readiness Act of 2005 United States. Congress. House. Committee on Education and the Workforce, 2005 **Technology Applications in School Psychology Consultation, Supervision, and Training Aaron J. Fischer, Tai A. Collins, Evan H.** Dart, Keith C. Radley, 2018-12-21 Technology Applications in School Psychology Consultation Supervision and Training explores the ways in which the field of school psychology is using technological innovations to support and improve graduate student training and supervision as well as school consultation Chapters based on current research and written by experts address the integration of telehealth tools and strategies such as telepresence robots bug in the ear devices videoconferencing virtual platforms and more including a section dedicated to navigating practical ethical and legal concerns Throughout the volume engages with relevant considerations relating to data management professional standards and regulatory guidelines This is a comprehensive and up to date resource for all those looking to understand the place and potential of established and emerging technologies within school psychology training and practice United States Code Early Childhood Systems Lynn Kagan, Kristie Kauerz, 2015-04-24 In this seminal volume 2006 Edition Supplement IV, leading authorities strategize about how to create early childhood systems that transcend politics and economics to serve the needs of all young children The authors offer different interpretations of the nature of early childhood systems discuss the elements necessary to support their development and examine how effectiveness can be assessed With a combination of cutting edge scholarship and practical examples of systems building efforts taking place in the field this book provides the foundation educators and policymakers need to take important steps toward developing more conceptually integrated approaches to early childhood care education and comprehensive services Book Features Provides the only up to date comprehensive examination of early childhood systems Considers new efforts to expand services improve quality maximize resources and reduce inequities in early childhood Offers a forum for the field to come together to frame a set of cogent recommendations for the future Contributors Kimberly Boller Andrew Brodsky Charles Bruner Dean Clifford Julia Coffman Jeanine Coleman Harriet Dichter Sangree Froelicher Eugene Garc a Stacie Goffin Jodi Hardin Karen Hill Scott Janice Gruendel Marilou Hyson Amy Kershaw Lisa G Klein Denise Mauzy Geoffrey Nagle Karen Ponder Ann Reale Sue Russell Diana

Schaack Helene M Stebbins Jennifer M Stedron Kate Tarrant Kathy R Thornburg Kathryn Tout Fasaha Traylor Jessica Vick Whittaker Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy and Co Director of the National Center for Children and Families at Teachers College Columbia University Kristie Kauerz is the program director for PreK 3rd Education at Harvard Graduate School of Education HGSE A veritable encyclopedia of ideas on early childhood system building Barbara T Bowman Irving B Harris Professor of Child Development Erikson Institute The key to successful change is continued development of the frames of reference Both editors have respected the past listened to the implementers and provided a context for moving forward Like efforts to build systems of child development which we must now link to growth in specific children we know by name the book ends with robust examples of the work in progress Sharon Lynn Kagan and Kristie Kauerz don t just talk about the work they participate in the creation of change Sherri Killins Ed D Commissioner Department of Early Education and Care Massachusetts 108-1 Hearings: Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2004, Part, 2, March 20, 2003, *, 2003

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