

Default Question Block

An important step in developing a plan for an integrated, cross-sector PD system is to identify the current status of early childhood PD implementation across key agencies (e.g., Head Start, Child Care, Early Intervention, Part B, Public School). This survey is a preliminary step in compiling information from representatives of major sectors about the PD their agency funds. The two parts of the survey addresses the Who, What, and How of professional development at 1) level of the learners and 2) the level of PD providers. The information from the survey will be summarized into a Planning Matrix that will serve as a discussion tool for identifying gaps and duplications in the PD system.

Default Block 2

PART 1: LEARNERS

1.a. What agency or sector do you represent?

Child Care/Child Development	Part B, 619
Early intervention, Part C	Public School/Department of Education
Head Start	Social Services
Health	University, college, or community college
Mental Health	Other, specify
Parent or family engagement or support	

1.b. To whom does your agency provide PD? (Check all that apply)

Practitioners (e.g., teachers, teaching assistants, child care providers, paraprofessionals, home visitors)

Specialists (e.g., early interventionists, speech-language pathologists, occupational therapists, physical therapists, school psychologists)

Administrators (e.g., child care directors, principals, school administrators, Pre-K coordinators)

Family members

Professional development providers (e.g., coaches, consultants, technical assistance providers, inclusion specialists, mentors, higher education faculty)

Other (specify learners)

1.c. What is the content of the professional development your agency provides? (Check all that apply)

Development and learning:

- Health, safety, and nutrition
- Collaborating, communicating with, and/or supporting families
- Collaborating and communicating with other professionals
- Improving general classroom practices, learning environments, and program quality to support development and learning for all children
- Improving inclusion, participation, and learning for children with identified disabilities (who have an IEP/IFSP)
- Improving inclusion, participation, and learning for children considered at risk for learning difficulties or with challenging behaviors
- Improving inclusion, participation, and learning for children from diverse cultural and linguistic groups
- Assessment approaches
- Other (specify content areas)

**1.d. What is the level of intensity of the professional development checked above?
(Check all that apply)**

	For content checked above, check the level of intensity of the PD			
	1- time event	1 time event with some follow-up	Multiple sessions that amount to less than a full-semester course	Equivalent of a full semester course or long term support (e.g., coaching)
Development and learning:				
Health, safety, and nutrition				
Collaborating, communicating with, and/or supporting families				
Collaborating and communicating with other professionals				
Improving general classroom practices, learning environments, and program quality to support development and learning for all children				
Improving inclusion, participation, and learning for children with identified disabilities (who have an IEP/IFSP)				
Improving inclusion, participation, and learning for children considered at risk for learning difficulties or with challenging behaviors				
Improving inclusion, participation, and learning for children from diverse cultural and linguistic groups				
Assessment approaches				
Other (specify content areas)				

**1.e. Does your agency provide distance learning on the content checked above?
(Check all that apply)**

	For the content checked above, is distance learning provided?	
	Yes	No
Development and learning:		
Health, safety, and nutrition		
Collaborating, communicating with, and/or supporting families		
Collaborating and communicating with other professionals		
Improving general classroom practices, learning environments, and program quality to support development and learning for all children		
Improving inclusion, participation, and learning for children with identified disabilities (who have an IEP/IFSP)		
Improving inclusion, participation, and learning for children considered at risk for learning difficulties or with challenging behaviors		
Improving inclusion, participation, and learning for children from diverse cultural and linguistic groups		
Assessment approaches		
Other (specify content areas)		

1.f. On what professional and program standards and/or quality initiatives does your agency base the content of your professional development? Check all that apply.

- Child Development Associate (CDA)
- DEC Recommended Practices
- DEC Personnel Standards
- NAEYC Developmentally Appropriate Practice
- NAEYC Personnel Standards
- Head Start Child Outcomes Framework and Head Start Program Performance Standards
- State early learning guidelines/standards for Infants and toddlers, pre-kindergartners, or elementary students
- State professional competencies or core body of knowledge and/or licensing requirements for early childhood
- The Office of Special Education Programs (U.S. Department of Education) Outcomes and State Performance Plan Indicators for Children with Disabilities
- Other (specify standards/competencies)

1.g. Is the professional development linked to infrastructure supports (check all that apply)?

Teacher licensing
Early childhood certification
Agency requirements
State performance plans
Program accreditation
Quality Rating and Improvement System (QRIS)
Other (specify)

1.h. Who are your professional development providers?

Agency staff
University, college, and community college faculty (for in-service only)
Contract employees
Other (specify)

How is your professional development structured/organized? By regions? Targeted? For example, an Infant and Toddler Specialist Network consisting of 10 providers across the state who work in 8 regions.

Part 2: PD Providers

2.a. Are your agency's professional development providers required to participate in a sequence of professional development?

Yes
No

2.b. Who are your PD providers?

Agency staff
2 or 4 year college and university faculty (inservice only)
Contract employees
Other (specify)

2.c. Who provides PD to your PD providers?

National or state professional organizations (national conferences)

College and university faculty

Self study

National TA Centers

Federal agencies

Other (specify)

2.d. Do you have a requirement that PD providers demonstrate content expertise before providing PD on specific content?

Yes

No

2.e. Do you have a requirement that PD providers participate in field experiences?

Yes

No

2.f. How is the PD provided to the PD providers?

National conferences

Institute or state agency training

2 & 4 year colleges and university courses

Reflective supervision

Communities of Practice

Other (specify)

2.g. Is the PD linked to infrastructure supports (check all that apply)?

PD professional preparation requirements

PD provider credential or certification

PD knowledge or competencies

Other (specify)

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**For more information visit: <http://npdci.fpg.unc.edu/>
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