

CARES PLUS Program Round 2 STANDARDS FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

All professional development trainings and activities must focus on working with children ages 0 to 5. **Participants must meet with an official CARES Plus Advisor and complete a Professional Growth Plan to confirm the content of the trainings or courses meet the CARES Plus program requirements.**

Professional Growth Plan

CARES Plus programs may use any of the following formats:

- the modified Professional Growth Plan and Record Form (Form P.5)
- form used by a higher education institution, or
- develop their own local form.

The following must be included on any professional development plan:

1. The date(s) the activity took place.
2. A checklist of acceptable areas (literacy, diversity, etc.) from which to indicate the training/course topic.
3. An area to allow participants to: "Describe how this activity contributes to your professional development" in order to help them think about how an activity/goal contributes to their "competence, performance, or effectiveness as an educator; to the overall improvement of your work setting; or to education as a profession." (p. 6, Professional Growth Manual).
4. Teacher Effectiveness and *CLASSTM*: Areas of improvement for two or more *CLASSTM* dimensions that are based on the Introduction to the *CLASSTM* session and, if applicable, the participant's *CLASSTM* scores.
5. Participants must submit an official and dated certificate signed by the instructor, or a signed letter from the sponsoring agency, showing the number of professional development hours for the pre-approved local training.
6. The CARES Plus Advisor must provide a written verification of the completion of the Professional Growth Plan.

Quality Sponsors/Trainers:

For purposes of CARES Plus, the only trainings allowed are either *CLASSTM*-related trainings, accredited units, or CDE-sponsored trainings on their research-based resources. The course or training must meet other standards as set forth below. Local CARES Plus programs may enforce higher standards based on local needs.

1. Units: Provider must be accredited by Western Association of Schools and Colleges (WASC) in California or by appropriate regional accrediting entities for other states.
2. CLASSTM trainings offered by First 5 California.
3. California Department of Education research-based programs or resources including: Foundations, Preschool Curriculum Framework, Learning and Development System, Competencies, Preschool English Learners Guide (PEL), Desired Results Developmental Profile (DRDP 2010), Program for Infant/Toddler Care (PITC), and Center on the Social and Emotional Foundations in Early Learning (CSEFEL).

Unit-based for Permit/Degree

Units in any of the following categories with a grade C or better and are related to degree attainment:

1. Early Childhood Education (ECE), Child Development (CD), or Special Education.
2. Lower Division 8 Core Classes¹.
3. Core class on the Child Development Permit Matrix, classes for the GE, and classes for degree requirements.
4. General Education (GE) that qualifies for graduation requirements, transfer to a four-year institution of higher education, or the Permit requirements (English, Math/Science, Social Science, Humanities).
5. English as a Second Language (ESL), linked, study skills classes, or unit-based ECE and GE classes.
6. English or Math prerequisites for GE-level courses.
7. Courses related to education (e.g., Educational Psychology, Special Education) including courses working with children with disabilities and other special needs (including what constitutes an IEP/IFSP).
8. Courses that allow participants to build skills necessary to take degree/Permit applicable courses.
9. Non-unit bearing ESL courses taken through Adult Education programs.
10. Credential must be Early Education credential (as available) or Multiple Subject elementary school credential.

¹ See Appendix C for a description of the Lower Division 8 Classes.

11. Administrative/Teaching Skills such as: business courses (e.g., computer skills, budgeting, small business practices) for administrators and family child care owners; developing skills as a teacher/provider/supervisor/director, and; communication methods (children, educators, parents/ caregivers).