

Individualized Professional Development Plan (IPDP)

GUIDE



**for Kansas Early Childhood Care
and Education Professionals**



Individualized Professional Development Plan (IPDP)

The Individualized Professional Development Plan (IPDP) for Kansas Early Childhood Care and Education Professionals was developed by a workgroup of the Workforce Development Advisory Group, with input from direct service professionals across the state. The Workforce Development Advisory Group is funded through the Workforce Development grant through the Kansas Department for Children and Families. It is a collaborative group led by Kansas Child Care Training Opportunities (KCCTO) and made up of representatives from agencies and programs across Kansas that have an interest in early childhood care and education.

Workgroup members represented various state agencies including Kansas Child Care Training Opportunities (KCCTO), Child Care Aware of Eastern Kansas, the Kansas Head Start Association, the Kansas Department for Children and Families, the KCCTO Infant-Toddler Specialist Network, and the Kansas State Department of Education Family and Consumer Sciences.

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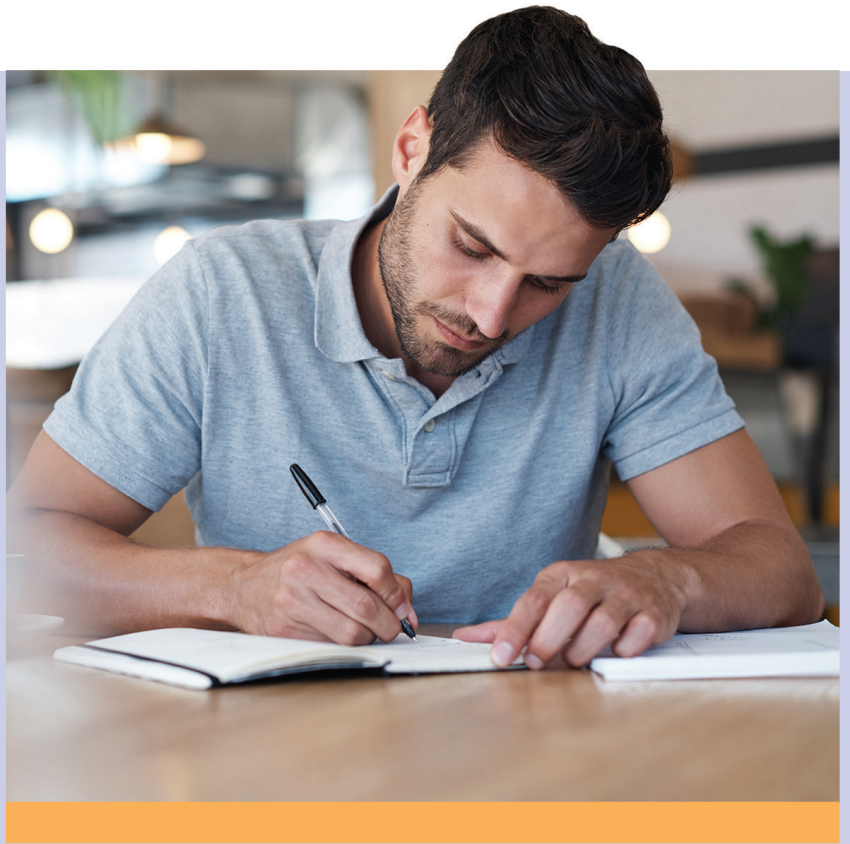
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Individual Professional Development Plan

What is an Individualized Professional Development Plan?

An Individualized Professional Development Plan (IPDP) is a customized path to guide and support your professional growth.

An IPDP guides you to reflect on your strengths and interests and determine areas that may benefit from additional focus. The information you gain through this process will support you in setting individualized goals to increase your knowledge and skills.



What is Professional Development? Let's start with a few definitions.

A Professional:

a person characterized by competence, skill, or expertise in a particular field or occupation. They often have specialized knowledge and training and may belong to a recognized body or organization that governs their profession.

An Early Childhood Care and Education Professional (ECCE):

may be referred to as a caregiver, child care provider, teacher, administrator, educator, professional development provider, faculty, support service provider (e.g., licensing specialist, technical assistance specialist).

Professional Development (PD):

a continuum of learning and support opportunities designed to prepare individuals with the knowledge, skills, practices, and dispositions needed in a specific profession.

Professional Development for Early Childhood Care and Education Professionals may include:

FORMAL EDUCATION

- **Secondary Education** - May be offered through a state-approved, professionally accredited secondary school. Completion of course work or a program requires satisfactory performance on content standards or outcomes-based assessments and results in a recognized education credential such as a diploma. For example, course work which is completed through a Career and Technical Education (CTE) program.
- **Higher Education** - Postsecondary education that provides quality ECCE professional preparation for early childhood care and education professionals. Completion of postsecondary ECCE professional preparation programs can result in a certificate or a degree and may lead to state teacher education licensure.

TRAINING

- **On-Boarding Training** - A series of events and trainings that help new hires to be successful in their role and their responsibilities and how they fit into an organization. It is also about providing a new hire with the tools and information needed to be effective as a new team member. On-boarding training may include, but is not limited to, such topics as CPR, First Aid and required health and safety training.
- **Preservice or Initial Training** - Training in early childhood care and education topics completed prior to working in, operating, or assuming a new role in a child care program.
- **In-Service or Ongoing Training** - PD in which early childhood care and education professionals engage to enhance their skills and remain current regarding knowledge and practice in the field. In-service training may be required for early childhood care and education professionals to continue serving in a role.
- **Conference** - A large gathering of professionals offering opportunities to learn, collaborate, and stay up-to-date on practices, research, and policies.
- **Workshop** - A gathering of people to focus on technical skills or techniques related to a specific topic.
- **Seminar** - An educational gathering where a group of people receive information and discuss items related to a specific topic.

TECHNICAL ASSISTANCE

- **Mentoring** - A relationship-based process between colleagues in similar professional roles, with a more experienced individual with adult learning knowledge and skills (the mentor) providing guidance and example to the less-experienced individual (the mentee); may also include peer-to-peer guidance. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.
- **Coaching** - A relationship-based process led by an expert with specialized adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills and behaviors and is focused on goal setting and achievement for an individual or group.
- **Consultation** - A collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family- related issue—or addresses a specific topic.
- **Peer-to-Peer TA** - Fosters the development of relationship-based learning and support communities among colleagues, often in like roles. Peer-to-peer TA is based on the premise that a significant expert knowledge base exists in the field and that peers who have solved challenges on the ground have developed tools and strategies that can be shared with their colleagues.
- **Professional Learning Communities** - Relationship-based group PD experiences that assist ECCE practitioners to dig deeper and reflect upon their ECCE practices. Group professional learning communities fall into different types, such as Peer Learning Communities, Communities of Practice, Learning Cohorts, Collaboratives or Networks/Hubs. Topics are driven by the learning needs of the group.

*NAEYC 2023

Why are these definitions important?

As with many professions, early childhood care and education continues to evolve. Because new research and recommendations are regularly being introduced to the profession, it is important to continue to expand your knowledge and skills so that you are prepared to provide high-quality care and support to young children and their families.

The quality of experiences you provide young children contributes positively to their development and has a lifelong impact; therefore, it is important that you, an early childhood care and education professional, strive for the best in yourself personally and professionally by seeking out quality professional development.

How do I choose professional development?

Explore various opportunities when choosing professional development. Look for programs that are reputable, relevant, and offer high-quality content. Consider your learning preferences and barriers when choosing the format of professional development activities. Some people prefer in-person workshops or conferences for networking opportunities, while others may find online courses more convenient and flexible.

Technical assistance can be a valuable professional development component for early childhood care and education professionals. Consider the types of technical assistance available including coaching, mentoring, consultation, and opportunities to engage in peer-to-peer TA through professional learning communities. Choose a format that aligns with your learning preferences and logistical constraints. By incorporating technical assistance into your professional development strategy, you can access targeted support to address specific challenges and enhance your effectiveness as an early childhood care and education professional.

You may want to contact colleagues, mentors, or supervisors for recommendations on professional development opportunities they have found valuable. Most importantly, choose topics of professional development that help you advance your knowledge and skills and accomplish your professional goals.

Kansas has specific topic and hour requirements for both new and established professionals. While licensing standards and regulations provide the foundation for minimizing risk concerning the health and safety of children, meeting these regulations should not be the only focus of your professional development.

Seeking professional development that expands on these topics can increase the quality of young children's experiences in early childhood care and education settings. Continued growth in knowledge and skills is essential to improving quality.

All early childhood care and education professionals who work with young children should have a strong understanding of child development, current research, and evidence-based best practices. Continued professional development positively correlates with the quality of the experiences of young children in early childhood care and education programs.

“Excellence is not a singular act, but a habit. You are what you repeatedly do.”

— ARISTOTLE

Have you ever thought of your training and education as a way for you to continue to develop as a professional? It is!



In the next sections of this document, you will learn how to start your IPDP by completing a self-assessment, setting goals, and tracking your professional development progress.

STEP ONE Self-Assessment

Self-assessment is a key first step in navigating your career.

It is essential to identify strengths, determine growth areas, and set the stage for personal and professional quality improvement. Regular self-assessment helps improve practice, improving the overall experiences and outcomes of the children and families in your program.

It is important to remember that self-assessment:

- is not a test.
- does not demonstrate the mastery of a subject through right or wrong answers.
- is an opportunity for self-reflection.
- serves as a starting point for goal setting for your future professional growth.

Your self-assessment should consider your knowledge and skills in the ECCE field. Helpful tools in the self-assessment process include:

- a job description.
- performance evaluations.
- past IPDPs (Individual Professional Development Plan).
- *Kansas Core Competencies for Early Childhood Care and Education Professionals Self-Assessment*.

You can use these tools to provide a foundation for your professional development that you can build on to continuously improve the quality of your services.

However, it is important to take a candid look at your thoughts and feelings about yourself as a professional. Being honest and giving yourself time to think and feel are important to this process. Only you can answer questions about yourself as a professional, but a supervisor or mentor may guide you.



Why is self-assessment important to professional development and growth?

Self-assessment is a continuous process. Even areas you initially recognize as strengths may benefit from additional reflection later in your career. For example, your work could potentially be affected when:

- new families enroll their children in your program.
- new early childhood care and education professionals join the program.
- you move into a new role at your program.
- new ideas and thinking arise from professional learning.
- requirements or guidelines change.

Any of these situations or many others could provide valuable opportunities for self-reflection and prompt you to create new professional goals.

How do I complete a Self-Assessment?

Each early childhood care and education professional will approach the process of self-reflection differently, depending on program type, personal or professional context, and the time available to complete the self-assessment.

Following the completion of a Self-Assessment, annual goal updates should follow. Completing a Self-Assessment involves intentionally thinking about your teaching practices and experiences. It is important as you begin the process to stay open-minded and focus on your strengths. When we focus on our strengths, we learn from what is going well and appreciate our progress.

Self-Assessment Example

Still unsure how exactly to complete a self-assessment?

See Example: Self-Assessment on page 18 at the end of this document for more information on how to access examples from a provider who decided they wanted to complete a focused Self-Assessment using the *Kansas Core Competencies for Early Care and Education Professionals*, Domain: Partnerships with Families and Communities, Skill Area A. Family Engagement and Relationships.

STEP TWO

Creating Your Goal Statement

Goals and Results/Outcomes

You've completed a Self-Assessment and have a clear idea of your strengths and areas in which you could continue to grow. This is just the beginning of your journey towards self-improvement. Start with goal setting!

Setting a goal might sound easy, but much like New Year's resolutions, if you don't think intentionally about what you want to achieve and how you want to achieve it, it is likely your motivation will fizzle out. But don't worry, this guide will lead you through the process.

To help you avoid that pitfall, this guide will explain what goals are, how they differ from outcomes, and how to effectively create and capitalize on both.

Let's jump in!

You have a desire to change something: behavior, knowledge, a situation, a policy or procedure... Where should you start?

Start with goal setting!

You're probably thinking, "I can easily set a goal for myself connected to a change, and then, with some time, support, and work, I will meet my goal!" Let's break that statement down:

1. I have a goal.
2. My goal is to change.
3. The change will take some work.
4. After some work, eventually, that change will occur.

You're talking about a few things here: your overall goal, your desired outcome, and the steps you'll need to take to achieve that goal. While you might think that goals and outcomes are the same thing, the truth is that the journey to achievement starts with a goal and finishes with a desired result or outcome.¹

The main differences between goals and desired outcomes are:

GOALS:	OUTCOMES:
<ul style="list-style-type: none">• Broad/general• Long-term• Serve as a foundation for action• Usually not measurable	<ul style="list-style-type: none">• Specific and precise• Short-term• Include observable and measurable action steps



Need a little more clarification? The next sections will break down both goals and outcomes and guide you through how to set meaningful goals with specific outcomes. See Appendix B for an example of Goal Setting after the self-assessment.

A goal is a broad statement about the long-term expectation of what should happen because of your actions. It serves as the foundation for developing your outcomes. Goals should align with a statement of need. Goals should be only one sentence.

The characteristics of practical goals are:

- Goals address outcomes, not the steps to achieve outcomes.
- Goals describe the behavior or condition expected to change.
- Goals describe who will be affected by the actions.
- Goals lead clearly to one or more measurable results.
- Goals are brief.

By now, you've probably been thinking of possible goals and how you want to be successful in producing your desired outcome or intended result. What you've just defined here is a goal that is "effective."

To achieve the results you want, you need to set yourself up for success by creating an effective goal. To do this, you need to first engage in some planning. "A goal without a plan is just a wish." (Antoine De Saint Exupery)

Setting the Stage

Why this goal?

- Reflect on the results of your self-assessment. What would you like to improve or strengthen based on these results?
- Think about gaps, problems, dreams, or ambitions that have led you to this goal.

Who is impacted by this goal?

Identify the person, people, or organization(s) that this goal will impact

Result or Outcome

- What do you want to happen because of this goal? Think about what the result will be. What will it look like (not how you will make it happen - that is the next step)? The outcome or result is what you are trying to achieve. Behavior/Condition Change.
- What do you need to change or do to achieve this goal? Here you will state the behavior or condition that needs to change. Think about what you need to learn, apply or implement as you work to achieve your goal.

How to Create a Goal Statement

Now that you've thought more deeply about your goal, you are ready to formulate a brief Goal Statement.

A Goal Statement is a clear description of the desired result or outcome and the changes needed to achieve it. It outlines the result you want and the steps to get there, including changes in behavior, skills, knowledge, or conditions. You can have multiple outcomes to address a single goal if needed.

Goal statements using the Self-Assessment sample provided above could include:

	[RESULT OR OUTCOME]	[BEHAVIOR/CONDITION CHANGE]
Example 1	Increase family involvement	by hosting family events.
Example 2	Earn my CDA	by completing required coursework and demonstrating my knowledge and experience.
Example 3	Create opportunities for nature play and exploration	by building a more natural outdoor play area.

STEP THREE Action Planning

You have created your goal statement. Now what?

In the sections below, you will learn how to create clear *Action Steps* that show you exactly what you need to do to make your goal a reality. To be effective, *Action Steps* should be clear and leave no room for interpretation.

S.M.A.R.T. Brainstorming

Well-written action plans help set priorities and targets for progress and accountability. A helpful strategy for developing well-written action steps is to make them S.M.A.R.T.

Use the table below to think about the pieces of a S.M.A.R.T. action step.

Specific	<ul style="list-style-type: none">• Includes both “who” and “what”.• Uses only one action verb to avoid issues with measurement success.
Measurable	<ul style="list-style-type: none">• Indicate how much change is expected.• It must be possible to count or otherwise quantify an activity or its results.• Includes a method for data collection.• Measure at the beginning and end to document change.
Achievable	<ul style="list-style-type: none">• Outcomes reflect the time, are attainable, and realistic given resources (i.e., financial, staffing, technology, etc.).
Relevant	<ul style="list-style-type: none">• Align outcomes with the goal.• Include logical steps that lead to achieving the outcome.• Include reasonable actions that are necessary to reach the goal.
Time-Bound	<ul style="list-style-type: none">• Provide a time indicating when the outcome will be measured (e.g., weekly, monthly, quarterly).• Decide when the final outcomes should be achieved.



Now you need to break your plan down into S.M.A.R.T. action steps to accomplish your goal. These steps should include: 1) an action verb, 2) a measurement, 3) an observable action, and 4) a timeframe. The S.M.A.R.T. steps should be relevant to your overall goal, and, importantly, they should be achievable.

Creating S.M.A.R.T. Action Steps

Action Verb

You will use an action verb when creating your action steps (see the "S" in S.M.A.R.T. on the previous page). An action verb describes how learners will demonstrate what knowledge or skills they have obtained. These behaviors are spelled out in terms that are precise and clearly observable or measurable.

Sample Action Verbs

Achieve	Determine	Implement	Participate	Spearhead
Adapt	Develop	Improve	Perceive	Specialize
Advance	Document	Incorporate	Perform	Streamline
Apply	Earn	Increase	Plan	Structure
Assess	Educate	Initiate	Prepare	Succeed
Assist	Encourage	Inspire	Prioritize	Supervise
Budget	Enforce	Justify	Provide	Support
Build	Explain	Lead	Recommend	Target
Change	Explore	Locate	Recruit	Teach
Clarify	Facilitate	Maintain	Request	Train
Collaborate	Focus	Manage	Research	Transfer
Collect	Generate	Mentor	Review	Unify
Communicate	Guide	Modify	Revise	Update
Complete	Head	Negotiate	Schedule	Use
Contribute	Hire	Obtain	Select	Verify
Coordinate	Identify	Organize	Serve	Volunteer
Decide				

Measurement

Each S.M.A.R.T. action step should also be measurable. Counting or otherwise quantifying the action or its results should be possible. This part of your action step requires you to determine how you will track if you are making progress toward your goal or not. You often use numbers to describe quantity, percentages, or hours/minutes.

Avoid referencing changes in attitudes, values, or beliefs. These involve a more complex form of learning and are, therefore, also difficult to evaluate. For example, action steps that use terms such as "to understand", "to know", or "to enjoy" are ambiguous and difficult to measure. These behaviors often develop over an extended period and cannot be measured immediately.

This part of your action plan requires you to determine how you will know if you are making progress toward your goal or not. The measurement part of the action step often uses numbers such as quantity or percentages.

Observable Action

Your observable action is reflective of your goal statement. This is the "what" you will do to make progress towards your goal. This will be your first decision; "HOW" will you meet your goal?

Time Frame

The final part of creating your action step is making sure it is time-bound. You will consider when the action will be measured (e.g., weekly, monthly, quarterly) or decide when the outcome meets your goal.



Now let's put this together logically to create your Action Plan with specific, actionable steps that include an Action Verb, Measurement, Observable Action, and Time Frame. See the table below for examples.

Action Plan Example

Goal Statement	Increase family involvement by hosting family events.			
Action Steps	Action Verb	Measurement	Observable Action	Time Frame
1	Complete	1	professional development opportunity	within 6 months
2	Request	2	visits with a Links to Quality Consultant	in the next 4 months
3	Schedule	2	local organizations donate snacks and drinks OR \$200	within the next 6 months
4	Recruit	25%	family attendance at family events	by the end of September
5	Achieve	90%	attendance at family events	by the last event

Let's review: Is this Action Plan S.M.A.R.T.?

<u>S</u>pecific	YES! These steps include detailed information and use action verbs.
<u>M</u>easurable	YES! Each step has a measurement component to quantify progress.
<u>A</u>chievable	YES! These steps are each "doable" and realistic.
<u>R</u>elevant	YES! The steps in the action plan are directly related to the goal statement and Self-Assessment.
<u>T</u>ime-Bound	YES! The action plan includes dates of completion.

Where can I find professional development?

Many organizations and institutions in Kansas offer training, education, and technical assistance opportunities. Visit the websites below to explore organizations that are available to you.

In-Service Training:

- Child Care Aware of Kansas
- Greenbush Kansas Technical Assistance System Network
- Kansas Children's Service League
- Kansas Enrichment Network
- Kansas Inservice Training System
- Kansas Child Care Training Opportunities (KCCTO)
- Kansas TRAIN Learning Resource - KDHE, KS

Higher Education:

- Kansas Association of Community Colleges - Promise Scholarship Institutions
- Kansas Board of Regents - Public Institutions

Technical Assistance:

- Child Care Aware of Kansas
- Kansas Department of Health and Environment Child Care Licensing
- Kansas Child Care Training Opportunities (KCCTO)

Strategies for Success

After setting goals in an Individualized Professional Development Plan (IPDP) consider sharing your IPDP with your supervisor, colleagues, and other professional supports such as a coach or mentor. Below are next steps for continual professional growth:

- 1. Professional Development Activities:** Engage in various professional development activities such as attending workshops, seminars, conferences, pursuing further education, participating in online courses, or seeking mentorship opportunities.
- 2. Networking and Collaboration:** Build a professional network within the early childhood care and education community. Collaborate with colleagues, attend networking events, and join relevant professional associations to stay updated on industry trends and best practices.
- 3. Reflect and Adjust:** Regularly reflect on your progress toward your goals. Assess what is working well and what needs adjustment. Be open to feedback and be willing to adapt your plan as needed.
- 4. Document Progress:** Keep a record of your professional development activities and achievements. This documentation will be valuable for tracking progress, assessing growth, and potentially for future career opportunities.
- 5. Seek Feedback and Evaluation:** Solicit feedback from supervisors, mentors, or peers to gain insights into areas for improvement and validation of progress. Use evaluations to refine your development plan and set new goals as needed.
- 6. Celebrate Milestones:** Acknowledge and celebrate the milestones and achievements reached along the way. Recognizing progress can help maintain motivation and momentum towards your long-term goals.
- 7. Continual Learning and Growth:** Embrace a mindset of continual learning and growth. Stay curious, seek out new opportunities for development, and remain committed to refining your skills and knowledge as an Early Childhood Care and Education Professional.

By following these steps, you can effectively implement your Individual Professional Development Plan and work towards achieving your career goals in Early Childhood Care and Education.

References

Kansas Department for Children and Families [n.d.] *S.M.A.R.T. Goals Packet for Strategic Planning*.

National Association for the Education of Young Children and Child Care Aware (2023). *Early Care and Education Professional Development: Training and Technical Assistance Glossary*.

Supplemental Resources

The supplemental resources listed below are available to you. You can also request additional printed versions from the agency supporting you with completing your IPDP, or you can download and print these documents at <https://kccto.instructure.com/courses/3600>

Identifying Your Goal Statement after Self-Assessment

Individualized Professional Development Plan

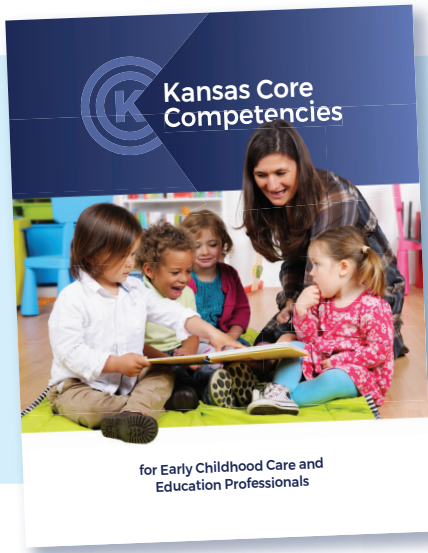
Kansas Core Competencies for Early Childhood Care and Education Professionals Comprehensive Self-Assessment Domains:

- Child Growth and Development (CGD)
- Health, Safety and Nutrition (HSN)
- Learning Environments (LE)
- Planning, Learning Experiences, and Curriculum (PLEC)
- Relationships and Social-Emotional Guidance (RSEG)
- Observation, Documentation, and Assessment (ODA)
- Partnerships with Families and Communities (PFC)
- Professionalism and Leadership (PL)
- Administration, Program Planning and Development (APPD)

Templates

The following pages contain both examples and templates for:

- Self-Assessment
- Goal Setting after the Self-Assessment
- Individualized Professional Development Plan



Below is an example of a Partnerships with Families and Communities Self-Assessment based on the *Kansas Core Competencies for Early Childhood Care and Education Professionals*.

Domain: Partnerships with Families and Communities (PFC)

PFC: A. Family Engagement and Relationships

Competency	Always	Sometimes	Not Yet	N/A
1.a. I understand the need to support and respect the diversity of families and be responsive to the family's concerns, priorities, and changing life circumstances.	X I respect diversity. I use a variety of ways to communicate with families.			
1.b. I understand how to support the families' critical role in their children's lives and respect families' choices, goals, and decisions for their children.		X		
2.a. I provide encouragement, support, and appropriate information to develop trust with families.		X		
2.b. I involve families in planning learning activities.			X I do not know how to involve my families in my activity planning.	
2.c. I support and respect the diversity of families and am responsive to the family's concerns, priorities, and changing life circumstances.		X Family partnership course I took - referred to this but I don't know how to make it happen.		

Goal Setting after Self-Assessment

Name Jane Smith Date May 20, 20XX

Self-Assessment Summary Reflection Questions

List a few strengths you identified in the self-assessment.	I respect diversity. I use a variety of ways to communicate with families.
Write a statement that broadly encompasses the idea of what you want to accomplish. You may have many goals, but list your number 1 priority here.	I really want my families to be more actively involved.
Why this goal? Think about your self-assessment and/or gaps, problems, dreams, or ambitions that have led you to this goal.	Through the self-assessment on the Core Competencies in the Partnerships with Families and Communities domain, I realize that I need to find ways to partner with my families and encourage families to know each other better.
Who is impacted by this goal?	Families and their children
What do you want to happen because of this goal? Think about what the result will be. What will it look like, not how you will make it happen.	[RESULT OR OUTCOME] Increase family involvement.
What do you need to change or do to achieve this goal? Think about what you need to learn, apply, or do to achieve this goal.	[BEHAVIOR/CONDITION CHANGE] By hosting family events

Write a brief goal statement using your answers above.

[RESULT OR OUTCOME]	[BEHAVIOR/CONDITION CHANGE]
Example 1: Understand the need to support family involvement in planning learning activities	By completing a professional learning opportunity focused on family engagement
Example 2: Apply strategies to support families' concerns and changing life circumstances	By requesting support through a technical assistance specialist
Example 3: Engage families in opportunities that support their involvement	By hosting a family event

Goal Setting after Self-Assessment

Name _____ Date _____

Self-Assessment Summary Reflection Questions

<p>List a few strengths you identified in the self-assessment.</p>	
<p>Write a statement that broadly encompasses the idea of what you want to accomplish. You may have many goals, but list your number 1 priority here.</p>	
<p>Why this goal? Think about your self-assessment and/or gaps, problems, dreams, or ambitions that have led you to this goal.</p>	
<p>Who is impacted by this goal?</p>	
<p>What do you want to happen because of this goal? Think about what the result will be. What will it look like, not how you will make it happen.</p>	<p>[RESULT OR OUTCOME]</p>
<p>What do you need to change or do to achieve this goal? Think about what you need to learn, apply, or do to achieve this goal.</p>	<p>[BEHAVIOR/CONDITION CHANGE]</p>

Write a brief goal statement using your answers above.

[RESULT OR OUTCOME]	[BEHAVIOR/CONDITION CHANGE]

Individualized Professional Development Plan (IPDP)

Kansas Early Childhood Care and Education Professionals

Name Jane Smith Date May 20, 20XX

Let's break down the steps that are needed to accomplish your goal.

- **Action Verb:** Describes how something will change.
- **Measurement:** How much change is needed (number, percentage, minutes).
- **Observable Action:** Be specific and use strong action verbs or phrases. Avoid vague words like "know more," "enjoy."
- **Time Frame:** By when will this action be accomplished?

<u>Increase family involvement by hosting family events.</u>				<u>May 20, 20XX</u>
GOAL STATEMENT				DATE IPDP CREATED
Kansas Core Competencies for Early Childhood Care and Education Professionals, Domain: Partnerships with Families and Communities				
NAME OF SELF-ASSESSMENT COMPLETED				
Action Steps	Action Verb	Measurement	Observable Action	Time Frame
1	Complete	1	professional development opportunity	within 6 months
2	Request	2	visits with a Links to Quality Consultant	in the next 4 months
3	Schedule	2	local organizations donate snacks and drinks OR \$200	within the next 6 months
4	Recruit	25%	family attendance at family events	by the end of September
5	Achieve	90%	attendance at family events	by the last event

Professional Development and Resources Needed

Do you need professional development (in-service training, higher education, technical assistance) to help you meet this goal? If yes, in what content or topic area?

KCCTO Course "Promoting Family Engagement with Infant and Toddler Families"
"Family Partnerships" course at local 2 year or 4 year college

What resources or materials will you need to support your progress toward this goal?

Contact Links to Quality consultant for ideas and support on family partnerships

Individualized Professional Development Plan (IPDP)

Kansas Early Childhood Care and Education Professionals

Name _____ Date _____

Let's break down the steps that are needed to accomplish your goal.

- Action Verb:** Describes how something will change.
- Measurement:** How much change is needed (number, percentage, minutes).
- Observable Action:** Be specific and use strong action verbs or phrases. Avoid vague words like "know more," "enjoy."
- Time Frame:** By when will this action be accomplished?

GOAL STATEMENT		DATE IPDP CREATED		
NAME OF SELF-ASSESSMENT COMPLETED				
Action Steps	Action Verb	Measurement	Observable Action	Time Frame
1				
2				
3				
4				
5				

Professional Development and Resources Needed

Do you need professional development (in-service training, higher education, technical assistance) to help you meet this goal? If yes, in what content or topic area?

What resources or materials will you need to support your progress toward this goal?
