



Supporting Excellence in Early Education

# Professional Development Quality Indicator by Position

## Purpose









This document is for use as a quick reference tool to help you determine the professional development Quality Indicator topics in the Self-Reflection for each staff position. It may help you as you plan annual staff professional development, search for training in MiRegistry, and prepare for the submission of the Self-Reflection.






















## Importance







Continued learning allows the administrator, program director, schoolage site supervisor, owner, lead, assistant, and schoolage staff to keep up to date on current practices. Understanding these topics supports staff development, staff retention, adult-child interactions, and improves business policies and practices.

## Reminders

- Professional development hours must be taken through MiRegistry.
- Professional development must be taken within the 12 months prior to the Self-Reflection submission date.
- The Administrator/Director is connected to the Organization Profile and the Classrooms Tab.
- All staff must be connected to the Organization Profile.
- All staff must have a Membership Status.
- All staff must have a verified Employment Status.
- Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios. It does not include aides, subs, floats, nonteaching support staff, kitchen staff, bus staff, or emergency backup caregivers. Rather than using the Assistant position, these staff should use the titles Non-Teaching Support Staff, Substitute, Support Staff, Volunteer, or Other.

Indicator Topic(s)	# of Hours	Admin/ Director/ Schoolage Site Supervisor/ Owner	Assistant Director	Lead Caregiver/ Teacher (of children ages birth kindergarten entry)	Assistant Teacher/ Family Child Care Assistant (of children ages birth through age 12)	Schoolage Teacher (of children ages kindergarten entry through age 12)
PD1: Focused on the age grouping served by the staff including: <ul style="list-style-type: none"> <li>• Infants (birth to one year)</li> <li>• Toddlers (one year to 36 months)</li> <li>• Preschool (36 months to kindergarten entry)</li> <li>• Schoolage (kindergarten entry through age 12)</li> </ul>	<b>2</b>					
PD2: Focused on one (1) of the following: <ul style="list-style-type: none"> <li>• Challenging behaviors</li> <li>• Prevention of suspension</li> <li>• Expulsion</li> <li>• Mental health</li> <li>• Trauma-informed practices</li> <li>• Social and emotional health</li> </ul>	<b>2</b>					

Indicator Topic(s)	# of Hours	Admin/ Director/ Schoolage Site Supervisor/ Owner	Assistant Director	Lead Caregiver/ Teacher (of children ages birth kindergarten entry)	Assistant Teacher/ Family Child Care Assistant (of children ages birth through age 12)	Schoolage Teacher (of children ages kindergarten entry through age 12)
PD3: Focused on one (1) of the following: <ul style="list-style-type: none"> <li>• Culture</li> <li>• Diversity</li> <li>• Disabilities</li> <li>• Inclusive practices</li> </ul>	2					
PD4: Focused on family engagement	2					
PD5: Focused on the Strengthening Families™ Protective Factors Framework which contains five (5) main ideas: <ul style="list-style-type: none"> <li>• Parental Resilience</li> <li>• Social Connections</li> <li>• Knowledge of parenting and child development</li> <li>• Concrete support in times of need</li> <li>• Social and emotional competence of children</li> </ul>	2					
PD6: Focused on antibias approaches	2					
PD7: Focused on effective business practices	2					

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PD8: Focused on Environment Rating Scale (ERS), Classroom Assessment Scoring System (CLASS), or Social Emotional Learning Program Quality Assessment (SEL PQA) to prepare for the onsite observation	2					
PD9: Training beyond licensing requirements in areas of interest or that align with individual professional development goals	8					

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