



EARLY INTERVENTION PROFESSIONAL DEVELOPMENT RECORD

Staff Name: ----- Agency/Contractor: -----

Job Title: ----- Assessment: ----- to -----
Period

Signatures: ----- Date

EI Staff: -----

Supervisor: -----

Purpose

The **Professional Development Record (PDR)** is designed to assist Early Intervention professionals to plan and account for all their professional development activities – both activities required by the County MRS department and those completed by professionals through agency or outside training programs. The PDR is designed for personal record keeping as well as for ongoing discussions with supervisors to plan for career growth through use of a **Training Action Plan**. Your accomplishments are summarized and recorded on each year on this plan. This plan along with evidence of your accomplishments will be turned into TLC each year that you work in the Philadelphia EI system.

The **Professional Development Record (PDR)** is organized according to nine Knowledge/Skill Areas that are considered essential for Early Intervention professionals:

1. **Early Childhood Growth & Development (typical & atypical)**
2. **Child & Family Health, Safety & Prevention**
3. **Professionalism, Advocacy & Leadership**
4. **EI Best Practices -- Intervention, Methods & Curriculum**
5. **Assessment, Planning & Evaluation**
6. **Relationships and Interactions with Child, Family and Community**
7. **Team Work & Service Continuity**
8. **Early Intervention Procedures**
9. **Supervision (Optional)**

These areas and the behavioral indicators listed underneath each one were adapted from a review of professional development standards and literature on early childhood and early intervention personnel development (see references on last pages).

Begin the **PDR** by **self-assessing** your needs for information and/or training regarding the indicators listed under each of the nine Knowledge/Skill Areas using the scale shown below. If you wish, add other indicators that are specific to your own professional needs in the blank rows. In the column titled, **Would Like to Help Other Staff**, check any indicators for which you feel especially competent in daily practice and for which you would be willing to consult or provide technical assistance to other EI staff. Next, review your self-ratings and talk with your supervisor in order to check the **Selected Focus Areas** in which you would like to plan to concentrate your professional development activities

(e.g., course, workshop, consultation, targeted supervision, mentorship, technical assistance) during the next year. Record the selected knowledge/skill area(s) and behavioral indicators on which you plan to focus your professional growth on the **Training Action Plan** at the back of the guide. In the column labeled **Action Plan**, describe the professional development activities in which you plan to participate. In the next column, record the **Evidence of Accomplishment** (e.g., certificate, transcript, mentorship summary, project report, videotape) that will document your professional development. Keep these items organized together so that you have ongoing documentation of your professional growth. Review your PDR each year with your supervisor ensure strategic life-long learning and professional growth in Early Intervention.

Assessment Scale

- 0 = Training in this area is not a priority for me at this time.
- 1 = I need introductory information/training; I don't know a lot about this area.
- 2 = I need advanced level training in this area to build on previous training/experience.
- 3 = I need opportunities for daily application & feedback in this area.

NA = Does not apply to my job.

Selected Focus Area (/)	1. Early Childhood Development	Self-Assess	Supervisor Assess	Would Like to Help Other Staff (/)
	Describes & understands typical progression of child development (birth - 5yrs.) including the process of how infants and young children learn	0 1 2 3 NA	0 1 2 3 NA	
	Gives examples of biological factors that influence a child's development and learning (prenatal - 5 yrs.) with examples of ways in which these factors are most likely to influence development	0 1 2 3 NA	0 1 2 3 NA	
	Gives examples of factors in the child's environment that influence development and learning with examples of ways in which these factors are most likely to influence development	0 1 2 3 NA	0 1 2 3 NA	
	Uses whole-child perspective to interpret an individual child's abilities and behaviors within a cultural and family context.	0 1 2 3 NA	0 1 2 3 NA	
	Summarizes the implications of recent brain research on child growth, development, and learning opportunities.	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	

Selected Focus Area (/)	2. Child & Family Health, Safety & Prevention	Self-Assess	Supervisor Assess	Would Like to Help Other Staff (/)
	Describes common prenatal and early childhood infections and diseases and can advise families about how to take care of them.	0 1 2 3 NA	0 1 2 3 NA	
	Refers families to appropriate support services to prevent child abuse or neglect.	0 1 2 3 NA	0 1 2 3 NA	
	Identifies and appropriately reports concerns regarding child abuse or neglect to designated authority.	0 1 2 3 NA	0 1 2 3 NA	
	Uses universal precaution procedures in home & community settings, modeling these for families.	0 1 2 3 NA	0 1 2 3 NA	
	Identifies major home, toy, child equipment and community safety issues and, with families, can identify or problem solve strategies for addressing them.	0 1 2 3 NA	0 1 2 3 NA	
	Facilitates problem solving with families when working in homes and communities challenged by multiple risks.	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
Selected Focus Area (/)	3. Professionalism, Advocacy & Leadership	Self-Assess	Supervisor Assess	Would Like to Help Other Staff (/)
	Follows required federal and state legislation and local policies regarding EI services.	0 1 2 3 NA	0 1 2 3 NA	
	Follows codes of ethics that apply to EI and are appropriate to one's own professional discipline.	0 1 2 3 NA	0 1 2 3 NA	
	Plans and carries out annual professional development plan.	0 1 2 3 NA	0 1 2 3 NA	

Selected Focus Area (/)	3. Professionalism, Advocacy & Leadership	Self-Assess	Supervisor Assess	Would Like to Help Other Staff (/)
	Belongs to professional organization(s) and reads information distributed by those organizations.	0 1 2 3 NA	0 1 2 3 NA	
	Attends local, regional, and/or national professional conferences.	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
Selected Focus Area (/)	4. EI Best Practices -- Intervention, Methods & Curriculum	Self-Assess	Supervisor Assessment	Would Like to Help Other Staff (/)
	Facilitates active participation of families in intervention strategies with child.	0 1 2 3 NA	0 1 2 3 NA	
	Develops strategies for intervention based on individual child and family strengths and needs.	0 1 2 3 NA	0 1 2 3 NA	
	Integrates intervention strategies within each family's routines and activities as they occur in home and community settings	0 1 2 3 NA	0 1 2 3 NA	
	Selects, designs or adapts materials and/or environments to fit developmental and cultural abilities and needs of child and family.	0 1 2 3 NA	0 1 2 3 NA	
	Incorporates adaptive or assistive technology as appropriate to child and family abilities and needs.	0 1 2 3 NA	0 1 2 3 NA	
	Seeks and applies current information on research and best practices regarding EI and professional discipline.	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	

	5. Assessment, Planning & Evaluation Process	Self-Assessment	Supervisor Assessment	Would Like to Help Other Staff (✓)
	Continually gathers information from family on their typical routines and activities in order to assess child progress, adapt interventions to the daily family context, and discuss child learning and performance	0 1 2 3 NA	0 1 2 3 NA	
	Periodically requests and reviews information from EI, health, social service, child care and other providers.	0 1 2 3 NA	0 1 2 3 NA	
	Prepares family with information in advance of transitions and facilitates informed decision-making and adjustment during transition processes.	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
Selected Focus Area (✓)	6. Relationships and Interactions with Child, Family and Community	Self-Assessment	Supervisor Assessment	Would Like to Help Other Staff (✓)
	Communicates in a person-first, family-friendly manner with child and family during all types of contact and in all documentation.	0 1 2 3 NA	0 1 2 3 NA	
	Enables informed family decision-making by two-way discussion of child progress, respecting parental goal-setting and providing information on EI and community resource options.	0 1 2 3 NA	0 1 2 3 NA	
	Suggests and promotes opportunities for family to expand their activities with their child into other community settings and activities.	0 1 2 3 NA	0 1 2 3 NA	
	Knows health, child care, education, library, recreation, parenting, and respite resources within geographic area served.	0 1 2 3 NA	0 1 2 3 NA	

Selected Focus Area (/)	6. Relationships and Interactions with Child, Family and Community	Self-Assessment	Supervisor Assessment	Would Like to Help Other Staff (/)
	Gives families information and support to build and use formal and informal networks of support and resources in the community beyond EI.	0 1 2 3 NA	0 1 2 3 NA	
	Understands the differences between adult-directed and child-directed and uses child-directed activities and interests on which to build interventions	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
Selected Focus Area (/)	7. Team Work & Service Continuity	Self-Assessment	Supervisor Assessment	Would Like to Help Other Staff (/)
	Supports the family as the primary member of the EI team in assessment, planning, decision-making, intervention, and review of progress.	0 1 2 3 NA	0 1 2 3 NA	
	Serves as a resource/consultant to the family and to other team members regarding discipline-specific information to promote the optional development of the child.	0 1 2 3 NA	0 1 2 3 NA	
	Communicates continually with EI Team to adapt intervention to child=s and family=s changing abilities, needs, life circumstances, and resources.	0 1 2 3 NA	0 1 2 3 NA	
	Takes responsibility for participating in effective team and staff meetings by managing time, communicating constructively, and negotiating conflicts.	0 1 2 3 NA	0 1 2 3 NA	
	Consistently evaluates with team members the effectiveness of services being provided and adapts to any family or child changes.	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	

Selected Focus Area (/)	8. Early Intervention Procedures	Self-Assessment	Supervisor Assessment	Would Like to Help Other Staff (/)
	Gathers child and family information and documents appropriately and in a timely manner for intake to the EI system.	0 1 2 3 NA	0 1 2 3 NA	
	Helps family identify desired outcomes for child that are most important to family, recognizing that the child's development and learning may be only one of many types of outcomes identified by the family.	0 1 2 3 NA	0 1 2 3 NA	
	Participates actively in writing IFSPs that are timely, complete, reflect family concerns, and are linked to family daily routines and activities.	0 1 2 3 NA	0 1 2 3 NA	
	Discusses multiple options with families to help them select services and intervention strategies that are most likely to be successful for them.	0 1 2 3 NA	0 1 2 3 NA	
	With the family, jointly prepares a written intervention (or services) plan that describes the ways in which an individual service provider (e.g., discipline) will help contribute to outcome(s) listed on the IFSP.	0 1 2 3 NA	0 1 2 3 NA	
	Discusses the parent/provider agreement with families.	0 1 2 3 NA	0 1 2 3 NA	
	Completes the session contact logs by writing practical information in clear and family friendly language; includes information about plans for the next session.	0 1 2 3 NA	0 1 2 3 NA	
	Participates actively in periodic and annual reviews of IFSPs to document current progress, plan future interventions, and adjust EI services as appropriate.	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	

Selected Focus Area (/)	9. Supervision – Optional (to be completed by supervisors or those who would like to acquire skills in supervision)	Self-Assessment	Supervisor Assessment	Would Like to Help Other Staff (/)
	Provides orientation and mentoring for new staff regarding EI policies, procedures, and best practices.	0 1 2 3 NA	0 1 2 3 NA	
	Guides and supports planning and implementation of EI staff professional development.	0 1 2 3 NA	0 1 2 3 NA	
	Supervises EI staff regarding EI policies, practice and procedures using 2-way communication, respect for individual styles, and adult learning principles.	0 1 2 3 NA	0 1 2 3 NA	
	Develops procedures and monitors follow through in provider agencies and across EI system to provide cohesive, high quality EI services and maximize child & family outcomes.	0 1 2 3 NA	0 1 2 3 NA	
	Provides mechanisms and encourages EI staff to share information from trainings, conferences & publications on best practices.	0 1 2 3 NA	0 1 2 3 NA	
	Collects and applies formative and summative evaluation information to improve quality of program services for children, families, and communities.	0 1 2 3 NA	0 1 2 3 NA	
	Monitors and provides feedback to EI Staff on quality of child and family evaluations, IFSPs, contact sheets, and progress reports.	0 1 2 3 NA	0 1 2 3 NA	
	Collaborates with other EI agencies to ensure uniform standards and meaningful content of evaluations, IFSPs, contact sheets, and progress reports.	0 1 2 3 NA	0 1 2 3 NA	
	Supports staff time and mechanisms for internal and interagency EI teams to communicate and coordinate services to families.	0 1 2 3 NA	0 1 2 3 NA	
	Models constructive communication, conflict resolution, and mediates conflicts among EI staff.	0 1 2 3 NA	0 1 2 3 NA	
	Implements interagency agreements and establishes informal collaborations with agencies serving children & families	0 1 2 3 NA	0 1 2 3 NA	
		0 1 2 3 NA	0 1 2 3 NA	

Training Action Plan for _____ (fill in current years)

Staff Name: _____ Supervisor Name: _____ Date Planning Review : _____ Date Final Review: _____

Knowledge/ Skill Area	Indicator On Which I Want to Focus	How Will I Do This? (Action Plan)	How Will I Document My Accomplishment?

Knowledge/ Skill Area	Indicator On Which I Want to Focus	How Will I Do This? (Action Plan)	How Will I Document My Accomplishment?