

CIS-EI Individual Professional Development Plan (IPDP)

This IPDP is a requirement of holding a CIS EI Certification.

This template is intended to support Children’s Integrated Services providers to reflect on and document their present level of functional skills and to identify areas in which they would like to gain additional skills, knowledge, and experience. The 2020 Division for Early Childhood’s Council of Exceptional Children’s Preparation Standards for EI/Early Childhood Special Education are embedded for reflection.

Please review the [DEC EI/ECSE Standards](#) website for more information.

	WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?	I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:
<u>DEC Standard</u>	<p><u>EXAMPLE</u></p> <ul style="list-style-type: none"> • Interact well with other CIS team members to develop and plan services for families. • Support families to connect with other community resources. 	<p><u>EXAMPLE</u></p> <ul style="list-style-type: none"> • Facilitate families to invite non-CIS community resources to team meetings in order to supporting ‘warm connections’ with those families and providers, building greater engagement from those families and supporting them to develop personal agency.
<p>STANDARD 1: Child Development and Early Learning</p> <p>Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children’s development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.</p>		
	WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?	I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:

<p>STANDARD 2: PARTNERING WITH FAMILIES</p> <p>Standard 2: Partnering with Families Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children’s development and learning</p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p> <p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>		
<p>STANDARD 3: COLLABORATION AND TEAMING</p> <p>Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.</p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p> <p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>		
<p>STANDARD 4: ASSESSMENT PROCESS</p> <p>Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.</p>		

	WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?	I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:
<p>STANDARD 5: APPLICATION OF CURRICULUM FRAMEWORKS IN THE PLANNING OF MEANINGFUL LEARNING EXPERIENCE</p> <p>Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth</p>		
	WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?	I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:
<p>STANDARD 6: USING RESPONSIVE AND RECIPROCAL INTERACTIONS, INTERVENTIONS, AND INSTRUCTION</p> <p>Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children’s learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.</p>		
	WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?	I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:

<p>STANDARD 7: PROFESSIONALISM AND ETHICAL PRACTICE</p> <p>Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates</p>		
<p>WHAT DO I ALREADY KNOW? WHAT SKILLS DO I HAVE?</p> <p>I PLAN TO INCREASE MY KNOWLEDGE OR SKILLS IN EACH OF THESE AREAS:</p>		
<p>OTHER AREA(S) OF PROFESSIONAL PRACTICE:</p>		

SECTION 2: GOALS, STRATEGIES, & TIMELINE

Identify what you will do next to act upon your Self-Assessment to set your professional development **Goals**. Goal statements should summarize your plans and have observable or measurable results. Be specific about what you plan to accomplish in your work. Your **Strategies** are specific tasks you will complete to accomplish your goals. **Resources** will detail what you need to do it (e.g. web resources, reading material, trainings, etc). Finally, set a **Timeline** for achieving your professional goals (month and year). Keep your IPDP updated recording your progress in **Status**.

GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS
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<p><u>EXAMPLE</u> Collaboration and Teaming <i>Build my skills and scripts for talking with families about inviting other, non-CIS providers to team meetings improving their self-advocacy skills, personal agency, and ability to navigate community resources independently.</i></p>	<p><u>EXAMPLE</u> <i>Mentor under the Strong Families nurse to learn more about the Family Partnership Model.</i> <i>Begin with clients we share. Practice skills with other families. Receive consultation on my skills from the nurse, as well as my supervisor.</i></p>	<p><u>EXAMPLE</u> <i>Time with the nurse to learn FPM scripting/skills. (2 hours)</i> <i>Shared meetings with the nurse (3-4 meetings).</i> <i>Ongoing consultation from the nurse as needed (phone/email communication)</i></p>	<p><u>EXAMPLE</u> <i>Begin with upcoming plan review meetings for the 3 clients we share – August 2019. Proficiently incorporating the skill into my practice by March 2020.</i></p>	<p><u>EXAMPLE</u> <i>First joint meeting scheduled for 8/21/19.</i> <i>Scheduled 2-hour orientation with nurse on 7/11/19</i></p>
GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS
Goal #1				
GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS
Goal #2				
GOALS	STRATEGIES	RESOURCES	TIMELINE	STATUS
Goal #3				

Date Completed (must be updated for the Initial Full EI Certification and Renewal EI Certifications): _____

Date Reviewed: _____

Employee Signature & Date: _____

Supervisor Signature & Date: _____