



Quality Counts CA Nevada County 2022-23 Professional Development (PD) Stipend Guide



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Eligibility Requirements

You work in the field of early education and care and at the time of the stipend request (May 12th, 2023), you:

- Worked consistently at the same program for a minimum of 10 hours per week and for at least three months
- Have a Workforce Registry ID number

Contact Information

Early Education Services Director

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Program Coordinator

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Coach

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Peer Mentors

Carol Viola: phcarol2014@gmail.com

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Important Dates and Deadlines

College coursework must be completed between.....July 1, 2022 – May 31, 2023

Complete PD activities between..... July 1, 2022 – May 12, 2023

Child Development Permits fully granted between.....June 1, 2022 – May 12, 2023

Submit PD Stipend Application by.....May 12, 2023

Application Process

Step 1: Submit by October 1, 2022

- First, meet with your mentor to create a Professional Growth (PG) Plan.
- Second, complete the [PD Stipend Participant Application](#).

Step 2: Complete by March 10, 2023

- March check in: meet with your mentor to review and update your PG Plan.

Step 3: Submit by May 12, 2023

- Meet with your mentor to review and update your PG Plan to reflect the work you completed this year.
- Complete the Post Participant Survey.
- Complete the PD Stipend Application on the Registry*:
 1. Complete the online steps to apply
 2. Sign and upload your PG Plan
 3. Upload your W9 *only* if your address has changed since last year or this is the first year you are participating – this is the address where your stipend check will be sent
 4. Upload documentation for the PD options you are applying for to the Registry:
 - Option 1: Transcripts (if you are completing spring 2023 classes, upload your transcripts by June 1, 2023)
 - Option 2: Review your Registry Education and Training Report; if not all of your work is already showing there, upload the [CTC Verification of PG Activity](#) form
 - Option 3: Registry Education and Training Report
 - Option 4: [CTC Verification of PG Activity](#)
 - Option 5: [Coaching Verification Form](#)
 - Option 6: Registry Education and Training Report and [Coaching Verification Form](#)
 - Bonus: Proof of CTC issued new or upgraded permit, proof of degree

2022-23 PD Stipend Options Summary

<p style="text-align: center;">2022-23 Professional Development Options</p>	<p style="text-align: center;">Requirements</p> <ul style="list-style-type: none"> • Complete the PD Stipend Participant Application and work with your Peer Mentor to create your PD Plan by Oct 1, 2022. • Stipend amounts may vary depending on the number of applications, PD options completed, and funding availability. 	<p style="text-align: center;">Stipend</p>
<p>Option #1 College Coursework towards a degree in ECE/CD and/or a Permit upgrade</p>	<p>Complete at least one unit of college coursework between 7/1-5/31 with a "C" or better. Courses MUST apply towards a degree in ECE/CD and/or Child Development Permit upgrade.</p>	<p style="text-align: center;">\$200 per one college unit</p>
<p>Option #2A and 2B Professional Development Strand</p>	<p>A. Super Saturdays! Complete two full day in person Super Saturday trainings or four sessions. Each Super Saturday consists of one morning and one afternoon session (three hours each).</p> <p>Day 1: November 2022, Truckee</p> <ul style="list-style-type: none"> • Nurtured Heart with Cindy Maciel: Provides a powerful set of strategies designed specifically to turn the challenging child around to a new pattern of success. Using this approach, it is easy to shift the difficult child to a cooperative child who uses his or her intensity in entirely positive and creative ways. • Healthy Outcomes from Positive Experiences (HOPE): Positive experiences can ease toxic stress and help children and youth grow into more resilient, healthier adults. HOPE identifies ways that our communities and systems of care can better ensure that all children have more positive experiences and that all families have support to nurture and celebrate their strengths. <p>Day 2: April 22, 2023, Grass Valley</p> <ul style="list-style-type: none"> • Social Emotional Learning with the California Preschool Instructional Network (CPIN) • Inclusion Works with a focus on Universal Design for Learning with CPIN <p>B. Mix and Match 21 hours of professional development trainings/workshops that meet QRIS criteria, and/or Permit Matrix elements between 7/1-5/13; must be approved by your Peer Mentor and reflected in your PD plan. Hours obtained completing other PD options on this page may be included to meet the 21 hours.</p>	<p style="text-align: center;">Option 2A – Four Super Saturday Sessions = \$400</p> <p style="text-align: center;">Option 2B – Mix and Match 21 hrs = \$300</p>
<p>Option #3A, 3B, 3C, and 3D Professional Learning Community</p>	<p>Join a QCC Professional Learning Community (PLC)! Complete at least five of six guided group conversations with colleagues (two hours each). Topics include:</p> <p>A. PLC #1: Culturally Responsive Instruction and Practices to Enhance Dual Language Learning. Online with Lorraine Weatherspoon. Possibly Wednesdays 6-8 pm (may change based on group preference):</p> <ul style="list-style-type: none"> • October - Orientation and 1st session • November - 2 sessions • December - 1 session • January - 1 session 	<p style="text-align: center;">\$400 for at least five PLCs</p>

	<p>B. PLC #2: Eliminate Implicit Bias to Reduce Challenging Behaviors and Exclusionary Discipline. Online with Lorraine Weatherspoon.</p> <ul style="list-style-type: none"> • February - Orientation and 1st session • March - 2 sessions • April - 2 sessions <p>C. PLC #3: Art. In person in Nevada City and Truckee with Morgan Best.</p> <p>D. PLC #4: Wellness and Restorative Care. In person in Nevada City with Morgan Best.</p>	
<p>Option #4 Leadership Development</p>	<p>Follow your passion and share it with others! Work with your Peer Mentor on an approved topic of your choice to create a special project (i.e. become trained as a trainer for CPIN, ERS, CLASS, etc.) or lead a training/coaching session for other QCC participants. Must demonstrate at least 21 hours of participation approved by your Peer Mentor.</p>	<p>\$400</p>
<p>Option #5A and 5B Instructional Coaching</p>	<p>A. Site-Based Onsite: Sites must consent to and/or apply on behalf of employees/classrooms to allow on-site coaching to take place. Stipends will go directly to participants who complete up to six coaching cycles to deepen the connection of teaching strategies and apply the strategies in the classroom. Coaching sessions are based on CLASS, ERS, DRDP, developmentally appropriate curriculum, or preparing for your QRIS Rating. Coaching sessions are tailored to your schedule and individualized to support you. Coaching and observations will take place during program hours; follow-up conversations and planning may be completed remotely by phone, video, or online individually or with a group. It is recommended that all teachers in a classroom or site participate together.</p> <p>B. Online: Virtual coaching using Zoom and Coaching Companion. Coaching Companion is a video sharing and coaching feedback application based on CLASS™ for early care and education staff and providers. It helps coaches and teachers work together, even between coach visits or from a distance. Share video files, ask questions, and exchange feedback. Develop individualized coaching plans that support quality teaching and positive outcomes for young children. All teachers from a classroom or site may participate together as a group.</p>	<p>Option 5A – Six onsite coaching cycles = \$900</p> <p>Option 5B – 12 virtual coaching cycles = \$900</p>
<p>Option #6 Teaching Pyramid <i>*Requires participation from all teachers in a classroom/site</i></p>	<p>Teaching Pyramid developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Complete Teaching Pyramid trainings and corresponding coaching sessions. to implement positive behavioral management strategies and improve the social and emotional outcomes of young children.</p>	<p>\$900</p>
<p>BONUS: Rewarding Advancement and Retention</p>	<p>You have done at least one of the following:</p> <ol style="list-style-type: none"> 1. Received a <i>new or upgraded</i> Child Development Permit Level through the CA Commission on Teaching Credentialing (CTC) between June 1, 2022 – May 12, 2023. 2. Completed a higher education degree in ECE/CD between July 1, 2022 – June 1, 2023. 3. Demonstrated commitment to ECE advancement by successfully completing QCC’s Professional Development Program for at least two years (including 2022-23). 	<p>\$TBD (based on leftover amount allocated for stipends)</p>



QCC 2022-23 Professional Development Descriptions



Option 1: College Coursework

\$200 per one college unit towards an ECE/CD degree and/or Permit upgrade

Objective: Teachers are life-long learners. The College Coursework component is designed to support early childhood professionals pursuing a college degree in Early Childhood Education, Child Development (or equivalent), or taking coursework to obtain or upgrade a Child Development Permit.

Required Activities: Participants must complete the following required activities to qualify for a stipend:

- Complete at least one unit of college coursework with a passing grade of 'C' or higher; Courses must apply towards a new/upgraded Child Development Permit and/or a degree in ECE/CD and/or degree to Site Director Qualifications indicated in the QRIS Rating Matrix
- Coursework must be completed between July 1, 2022 – May 31, 2023
- Proof of final grades must be submitted by June 1 to be eligible for a stipend

Resources:

- [Child Development Permit Matrix](#)
- [ECE Student Career Education Program](#)
- [Sierra College - Child Development Program](#)
- [Child Development Training Consortium](#)

For more information and to determine if your college coursework is eligible, contact:

- Lucia Stewart at lstewart@nevco.org

Option 2: Professional Development

\$300-400

Objective: The Professional Development component is designed to support early childhood professionals in working towards the following goals:

- Become better observers of their own teaching practices
- Understand and describe quality teacher-child interactions
- Better prepared to implement effective interactions with children
- Intentionally create more learning opportunities for children
- Improve implementation of curricula and lessons

Required Activities:

- Complete the designated number of professional development hours between July 1, 2022 and May 13, 2023
- Choose from the Nevada County Training Schedule, trainings that meet QRIS criteria, and/or Permit Matrix elements
- Hours must be approved by your QCC Peer Mentor
- Professional Development activities must be based on your Professional Development Plan
- Trainings and workshops must go beyond the requirements of your employment/job position
- Trainings and workshops repeated the previous year are not eligible for this option

Professional Development Activities include the following:

- Attending conferences, workshops, institutes, academies, symposia, teacher center programs, or staff development programs based on the QRIS and/or Permit Matrix Core Elements:
 - Element 1: Child Development and School Readiness
 - Child Observation: Desired Results Developmental Profile (DRDP)
 - Developmental and Health Screenings: Ages and Stages Questionnaire/Social Emotions (ASQ/ASQ-SE)
 - Social-Emotional Development, Health, Nutrition and Physical Activity
 - Element 2: Teachers and Teaching
 - Effective Teacher-Child Interactions: CLASS™
 - Advanced CLASS™ Coaching by Focus Area (arts, math, science, language/literacy, etc.)
 - Curriculum Planning and Implementation: CPIN, Foundations and Framework, research-based developmentally appropriate curriculum
 - Element 3: Program and Environments
 - Environmental Rating Scales: ECERS, FCCERS or ITERS
 - Program Administration and Leadership: Director Qualifications and Professional Development
- EQM Coaching using the CLASS™ and/or Environmental Rating Scale (ERS) lens
 - You have a personal coach and cheerleader to help you stretch and improve your teaching practice and recognize what you do well!
 - You receive individualized, regular and supportive feedback based on valid and reliable tools of CLASS™ and ERS. This helps you reflect on your teaching and increase the intentional and positive qualities of your interactions with children
 - Coaching is flexible – on-site/off-site, video/phone consult, with a goal of helping you identify and create learning opportunities for children. This results in improved instruction, behavior management, new ideas about alternate behavior guidance, teaching approach and activities
- Conducting educational research and innovation
 - Must be based on your Professional Development Plan and approved by your Peer Mentor, QCC Coach and/or QCC Manager; A reflective essay must be completed for this activity.
 - Examples of acceptable activities are:
 - Time spent planning and evaluating a field test of curriculum or curriculum materials;
 - Time spent planning and evaluating a research project in the field of early childhood education, such as a program focusing on early literacy based on current research or a program aimed at helping young children cope with the effects of violence;
 - Time spent in participating and implementing creative endeavors. This is acceptable if you either create a tangible product that exhibits originality of thought and execution, or exhibit a creative talent while participating in a group production, and provided that the activity relates to early childhood education. Examples of acceptable activities are membership in a storytelling group, participation in a puppet theater production, writing bilingual children’s books, and editing a newsletter for early childhood educators.
 - Time spent participating in a program of independent study. This is acceptable if you investigate a specified aspect of education, such as creating a classroom environment that supports literacy, produce a written report or other tangible product, and evaluate the study and its product

Resources:

Visit www.caregistry.org, www.4cnevco.org or www.sncs.org

Online trainings:

- Early Childhood Investigations Webinars: <https://www.earlychildhoodwebinars.com/>
- California Early Childhood Online (CECO): <https://www.caearlychildhoodonline.org/>
- National Association for the Education of Young Children: <https://www.naeyc.org/>
- Program for Infant Toddler Care: <https://www.pitc.org/training/calendar>
- Desired Results for Children and Families: <https://www.desiredresults.us/>
- The Outdoor Classroom Project: <https://outdoorclassroomproject.org/training-services/webinars/>

For more information, contact:

- Lucia Stewart at lstewart@nevco.org

Option 3: Professional Learning Community (PLC)
\$400

Professional Learning Community: Guided group conversation with a limited number of participants.

Objective: Foster collaborative learning among colleagues around one of the following possible topics:

- ECE Curriculum
- Successful transition to kindergarten
- Child centered environments
- Inclusion
- Administrator/Leadership
- FFN – health and safety, ACES, Parent Cafés, Watch Me Grow
- Nurtured Heart Approach
- Culturally Responsive Instruction and Practices
- Supporting Dual Language Learners
- Eliminate Implicit Bias to Reduce Challenging Behaviors and Exclusionary Discipline
- Art
- Wellness and Restorative Care

Required Activities:

- Attend and actively participate in the required number of meetings (meetings can be joined online and/or in person)
- Complete all required outside of meeting work
- Dates, location, and topics TBD

For more information, contact:

- Lucia Stewart at lstewart@nevco.org

Option 4: Leadership Development
\$400

Objective:

- Encourage professional growth and engagement in the early childhood education field.
- Recognize individuals' unique skills and contributions.
- Support individuals' interested and passions in the field.

Required Activities:

- Work with your Peer Mentor on an approved topic of your choice to create a special project (i.e. become trained as a trainer for CPIN, ERS, CLASS, etc.) or lead a training/coaching session for other QCC participants.
- Must demonstrate at least 21 hours of participation approved by your Peer Mentor.

Option 5: Instructional Coaching
\$900 for six onsite coaching cycles or 12 virtual coaching cycles

Objective:

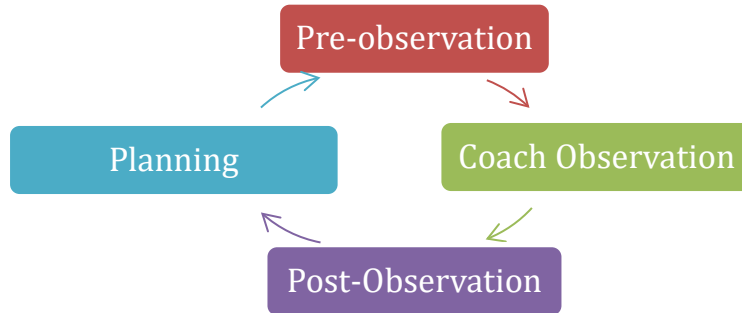
- Recognize the impact of teachers' interactions with children on children's learning and development
- Understand how using the QRIS elements provides a shared framework for observing the key interactions that make a difference for children's health, learning and social development
- Gain teaching strategies to interact with children intentionally to make the most of interactions with children
- Deepen the connection in applying teaching strategies in your classroom/program.
- The series of trainings build on each other for higher impact, are engaging, and fun!

Required Activities:**Online**

- Virtual coaching using Zoom and Coaching Companion. Coaching Companion is a yearlong collaboration where teachers/providers and coaches come together in reflective dialogue as they look at improving their practice through the use of evidence-based resources using Coaching Companion. Each coaching cycle starts with a shared goal and moves through action plan steps ending in a focused observation where the participants will share short classroom videos with their coach.
- Coaching Companion is a video sharing and coaching feedback application based on CLASS™ for early care and education staff and providers. It helps coaches and teachers work together, even between coach visits or from a distance. Share video files, ask questions, and exchange feedback. Develop individualized coaching plans that support quality teaching and positive outcomes for young children. All teachers from a classroom or site may participate together as a group.
- Complete 12 virtual coaching cycles.

Site-Based Onsite

- Meet with QCC Coach for an orientation on coaching sessions and schedule
 - Orientation also covers the website, technical requirements, and provides you with materials
- Coaching sessions can be based on CLASS, ERS, and DRDP using/creating a curriculum based on developmentally appropriate practices and/or preparing for your QRIS Rating
- Complete coaching cycles:
 - One cycle is defined as:
 1. Pre-observation: Teacher and Coach meet and plan focus of observation based on PD plan or action plan
 2. Coach Observation: Coach take notes and/or video in preparation to share reflections
 3. Post-observation: Teacher and Coach share reflections - What instructional practices/teaching strategies did I try? How did it work?
 4. Planning: Teacher and Coach plan next steps; what will I try next time?



- ☑ Coaching strategies can include a combination and variety of activities such as:
 - Collaborative Goal Setting and Reflection:
 - Joint planning of classroom activities and lessons, shared development of action plans, focused observation and feedback, modeling and demonstrations.
 - Role-playing, identifying and sharing resources, exploration of teachers’ beliefs and how those beliefs are applied in practice, and discussion of child development and best practices in working with young children.
 - Site Visits:
 - Site Visits to teachers and follow up in person or remotely via telephone.
 - Regular check-ins:
 - The coach may set up monthly phone calls with the teacher(s)/program to discuss lesson planning, answer questions, and review materials sent by email.
 - Video:
 - The Coach may ask teachers to videotape certain interactions, and post or send them online so they can discuss and review what occurred. Likewise, the coach may videotape a demonstration lesson or activity and send it to the teachers for discussion.
 - Note: Make sure to get proper permissions from children and their families. Videos are privately stored and available for authorized viewing only with the coach.

For more information, contact:

- Kelly Spaulding at kelly.spaulding6@gmail.com

Option 6: CSEFEL Teaching Pyramid
\$900

CSEFEL (this option requires participation from all teachers in a program)

Objective: Educators will use the CSEFEL Pyramid Model by building relationships and creating supportive environments to support and improve the social and emotional outcomes of young children.

Required Activities:

- ☑ All teachers in a program must participate and complete at least eight (8) of ten (10) workshops and follow up coaching to learn ways of promoting the social and emotional development of children as a means of preventing challenging behaviors.
- ☑ Dates and location will be sent out once registration to this option is complete.
- ☑ Activities include:
 - Designing environments, schedules and routines to support children’s success
 - Establishing rules, modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities
 - Providing encouragement and descriptive praise to children

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving
- Teaching children to recognize and express emotions
- Teaching anger management

For more information, contact:

- Lucia Stewart at lstewart@nevco.org

Bonus: Rewarding Advancement and Retention
TBD

Objective: Reward advancement and retention in the early childhood education field.

Complete at least one of the following:

1. Received a *new or upgraded* Child Development Permit Level through the CA Commission on Teaching Credentialing (CTC) between June 1, 2022 – May 12, 2023.
2. Completed a BA or MA degree in ECE/CD between July 1, 2022 – June 1, 2023.
3. Demonstrated commitment to ECE advancement by participating in QCC’s Professional Development Program for at least two years (including 2022-23).

Child Development Permit

Objective:

Child Development Permits are credentials awarded by the State of California Commission on Teacher Credentialing (CTC). A Child Development Permit is a mark of professional stature and a document that authorizes service in the care, development and instruction of children in a child care and development program. It verifies that you have fulfilled the requirements established by CTC for assisting, teaching or supervising in a child development program in the state of California.

You must have a permit to be eligible for child care and development teaching or administration positions funded by California Department of Education/Child Development Division. Other programs may choose to require the permit to document educational progress and/or may find employees with permits highly desirable.

Permits are available at various levels. Each level has one or more ways to qualify. Individuals must meet all of the requirements listed in one of the available options. Individuals should review all available options and complete the one that best reflects their own education and/or experience.

Required Activities:

- Receive your fully granted Child Development Permit between June 1, 2021 and May 13, 2022

For support and more information, contact:

- Child Development Training Consortium (CDTC) – www.ctc.ca.gov; email: cdtc-permit@yosemite.edu, phone: (209) 572-6080

Resources:

- [Child Development Permit Matrix](#)
- [Child Development Training Consortium – Permit Information](#)
- [Child Development Permit Application 41-4 \(pdf\)](#)

Completed a higher education degree in ECE/CD

between July 1, 2022 – June 1, 2023

Demonstrated commitment to ECE advancement by participating in QCC's Professional Development Program for at least two years (including 2022-23)

Approved by mentor