



Understanding How to Identify Courses that are Aligned to Professional Development Indicators in Great Start to Quality

Purpose

This document should be used to understand the purpose, importance, and impacts of identifying topics during course entry as they relate to Great Start to Quality (GSQ) Professional Development Indicators. Definitions of each topic are included at the end of the document for trainers to reference as they complete course entries to ensure they are including all applicable topics. Please note that more than one topic can be added to a course but should only be added if the content of the course clearly indicates the topic is covered in detail.

How to use the 'Applies toward' section of course entry to identify topics aligned to a PD Indicator?

The 'Applies toward' section of course entry lists the various topics that can be attached to courses as they are entered into MiRegistry. These topics are related to GSQ Professional Development Indicators.

Why is it important to indicate the course is aligned with the topic?

Utilization of topics during course entry supports an individual's understanding of which courses meet the requirements for GSQ when searching the training calendar in MiRegistry. GSQ uses these topics to understand the professional development that providers have taken in alignment with GSQ Professional Development Indicators.

What are the impacts?

As GSQ does not receive a list of the training courses taken by each individual, we rely on the topics attached to training courses to be correct. If the incorrect topic is added, Validators will be unable to confirm the program is meeting the intent of the indicator resulting in families searching for child care receiving incorrect data when reviewing the Child Care Program Quality Guide.

Definitions of GSQ Professional Development Topics

Anti-Bias: learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping, and all forms of discrimination against people based on race, religion, ethnicity, etc.

Business Practices: learning designed to increase understanding relating to business operations including financial information, services, business sustainability, costs, marketing plans, advertising plans, sales, profits, pricing methods, personnel, business relationships, etc.

Challenging Behaviors: learning designed to increase understanding of patterns of behavior that interfere with or cause risk of interfering with the child's optimal learning and could include behaviors like biting, aggression, or defiance.

Classroom Assessment Scoring System (CLASS): learning designed to promote understanding of the CLASS observation tool. CLASS is a program observation tool used to support quality improvement with the specific goal of improving child outcomes.

Cultural Competence/Inclusive Practices: learning designed to promote awareness of cultural beliefs, values, and disabilities and being able to learn about and honor the different cultures and disabilities of those you work with.

Environment Rating Scales (ERS): learning designed to promote the understanding of the ERS observation tool. ERS is designed to assess process quality in early childhood groups. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves. It also includes the interactions children have with the many materials and activities in the environment as well as features such as space, schedule, and materials that support these interactions.

Family Engagement: learning designed to promote the importance of positive, interactive relationships between program staff and families, increase the decision-making power of families, and access to the program.

Infants and Toddlers (birth to 3): learning designed to increase understanding around the development of children ages birth to three years old.

Mental Health: learning designed to increase understanding of the healthy social, emotional, and behavioral well-being of children.

Preschool (3 to 5): learning designed to increase understanding around the development of children ages three to five.

Schoolage: learning designed to increase understanding around the development of children ages five to 12.

Social Emotional Health: learning designed to increase understanding around a child's ability to express and regulate emotions, form trusting relationships, explore, and learn.

Social and Emotional Learning Program Quality Assessment (SEL PQA): learning designed to promote understanding of the SEL PQA observation tool. The SEL PQA is a tool used in programs serving children in Grades K-12. It measures research-identified best practices that support programs to be safe, supportive, interactive, and engaging for schoolagers and youth.

Strengthening Families Protective Factors: learning designed to increase understanding of how to support families to build the five key protective factors. The five protective factors are parent resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children.

Suspension/Expulsion: learning designed to increase understanding of the negative impacts of suspending or expelling children and supporting programs to adopt policies that aim to reduce suspension and expulsion.

Trauma Informed Practices/ACES: learning designed to increase understanding of how to promote the resilience of children and their families who have experienced trauma or adverse experiences.

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