

PLP Competencies

Competency 1: Promoting Child Development and Learning

ECE1.1 - Using knowledge of young children's characteristics, culture and linguistic backgrounds, and their needs to plan appropriate and responsive learning experiences.

ECE1.2 - Using knowledge of the multiple influences on development and learning to create inclusive and responsive learning environments.

ECE1.3 - Using developmental knowledge to create healthy, respectful, supportive, and stimulating learning environments and relationships.

ECE1.4 - Creates emotionally and physically safe environments for children.

Competency 2: Building Family and Community Relationships

ECE2.1 - Fostering family engagement in the child's educational experiences.

ECE2.2 - Developing partnerships with families.

ECE2.3 - Utilizing community resources.

Competency 3: Observation, Assessment, and Developmental Screening

ECE3.1 - Using observations and assessments to plan learning experiences.

ECE3.2 - Using developmental screenings to support development, growth, and learning.

ECE3.3 - Sharing, reporting, and communicating assessment, observation, or developmental screening data while maintaining supportive and respectful family partnerships.

Competency 4: Using Developmentally Effective Approaches to Connect with Children

ECE4.1 - Developing positive relationships with each and every child.

ECE4.2 - Using a broad repertoire of developmentally responsive teaching and learning approaches, guided by applicable learning and development standards and individualized for each and every child.

ECE4.3 - Intentionally planning and preparing a learning environment that nurtures each and every child's initiative, encourages active exploration of materials, supports engagement with activities, and encourages interactions with others.

Competency 5: Using Content Knowledge to Build Meaningful Learning Experiences

ECE5.1 - Utilizing the GELDS as a framework for growth and development.

ECE5.2 - Utilizing content knowledge in the GELDS Physical Development and Motor Skills domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs.

ECE5.3 - Utilizing content knowledge in the GELDS Social and Emotional Development domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs.

ECE5.4 - Utilizing content knowledge in the GELDS Approaches to Play and Learning domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs.

ECE5.5 - Utilizing content knowledge in the GELDS Communication, Language, and Literacy domain, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs.

ECE5.6 - Utilizing content knowledge in the GELDS Cognitive Processes and General Knowledge domain, as well as all sub-domains, selects, implements, and evaluates developmentally appropriate activities for each and every child, taking into consideration cultural context, home language, and individual needs.

Competency

6: Professionalism

ECE6.1 - Engaging in professional and ethical behavior.

ECE6.2 - Demonstrating a commitment to ongoing professional learning.

ECE6.3 - Building collaborative relationships.

ADMINISTRATION

ADM-1 - To develop and maintain an effective organization.

ADM-2 - To plan and implement administrative systems that provide effective education and support programs.

ADM-3 - To market the program to parents and the community.

ADM-4 - To administer effectively a program of personnel management and staff development.

ADM-5 - To maintain and develop the facility and equipment.

ADM-7 - To foster good community relations and to influence child-care policy that affects the program.

ADM-8 - To practice responsible financial management.

ADM-9 - To maintain a commitment to ongoing personal/professional growth and development.

If selecting a training from GaPDS see sample below for Competency goals.

1. Find training interested in

Find OLLI Scheduled Training Session

Quick Search

Training Name:

Training Code:

Keyword:

Training Level:
 Beginner
 Intermediate
 Advanced


Training Format:
 Face-to-Face

Welcome to OLLI
The Online Learning Library Initiative (OLLI) provides free online trainings to Georgia's early learning workforce. Topics include a variety of content areas and are available to anyone with a GaPDS account. All trainings are BFTS approved to count toward Georgia's annual licensing requirements.

Click on the **Class Title** to view additional details and schedule for the selected class.

"Big Three" of the Environment Rating Scales

The goal of the *"Big Three" of the Environment Rating Scales* course is to provide early learning professionals an overview of the Environment Rating Scales (ERS), focusing on the three core components of the ERS for optimal child development and success... >>

Upcoming Schedule: 

Online

Format:	Hours:	Language:
Online	2.00	English

(*See below for more)

2. Click on Training Name to see Training Details

Training Details

SEEDS Behavior Expectations and Classroom Rules

The goal of Georgia's Social Emotional Early Development Strategies (**SEEDS**): **Behavior Expectations and Classroom Rules** course is to help Georgia's early learning professionals understand children's behavior and how that relates to setting clear behavior expectations and creating classroom rules to promote positive behaviors.

Audience: Beginner

Training Format: Online

Clock Hours: 2.00

Language: English

Division: Instructional Supports

Focus:

- Center-Based Care
- Georgia's Pre-K 4 Years
- Home-Based Care
- Inclusion
- Infant 0-12 months
- Preschool 3-4 years
- School Age 5+ years
- Toddler 13-36 months

*Workforce Knowledge and Competencies:

Competency 1: Promoting Child Development and Learning

ECE1.3 - Using developmental knowledge to create healthy, respectful, supportive, and stimulating learning environments and relationships.

Competency 4: Using Developmentally Effective Approaches to Connect with Children

ECE4.1 - Developing positive relationships with each and every child.

ECE4.3 - Intentionally planning and preparing a learning environment that nurtures each and every child's initiative, encourages active exploration of materials, supports engagement with activities, and encourages interactions with others.

Prerequisites:

***Workforce Knowledge and Competencies will list the competency codes to add to PLP**

Workforce Competencies Retrieved from:

Workforce Knowledge and Competencies Introduction and the Development of WKC's. (2017).
<https://qualityrated.decal.ga.gov/Content/Documents/EarlyLearningSchoolAgeWKC's.pdf>

*Georgia Early Care and Education Georgia Early Care and Education Professional Development System-
The Georgia Early Care and Education Professional Development Competencies.*
https://qualityrated.decal.ga.gov/Content/Documents/PDR_ADMCompetencies.pdf