

Professional Levels and Competencies (PLC) Task Force

Questions for Stakeholders

As part of the State's efforts to create a comprehensive early care, health, and education professional development system, the Iowa Department of Education and the Iowa Early Childhood Initiative (ECI) Professional Development Steering Committee convened an 18-member Professional Levels and Competencies (PLC) Task Force.¹ Their charge is to identify performance levels for teaching staff (teachers and assistant teachers/teacher aides) and core competencies (see Glossary of Terms) associated with each performance level, organized by the developmental level of the child with whom the teaching staff is interacting. The five standards that organize the teaching staff core competencies are based on *Preparing Early Childhood Professionals: NAEYC's Standards for Programs* (2003).

As the PLC Task Force nears the conclusion of its work and prepares its final recommendations, it would like the benefit of your input. In particular, the Task Force is seeking input on five questions, which are listed below.

1. Are there glaring omissions in the core competencies for teachers? For assistant teachers? If so, please be specific.
2. Are the core competencies for teaching staff clearly articulated and practice-oriented?
3. Are the proposed core competencies truly *core* to the effective practice of teaching staff?
4. Do the core competencies align with the child's developmental level, the teaching role, and the performance level with which they are associated – for teachers? For assistant teachers?
5. Three performance levels have been identified:
 - Progressive Professional
 - Skilled Professional
 - Mastery Professional

How do you respond to these three performance levels? Do they adequately capture differences in the performance levels of teaching staff?

6. Are there any competencies of concern? If so, please explain.