Comments to be included in a preamble, based on information taken from other HEC/CIP documents regarding competencies’ purpose, stakeholders, etc.

- Need to clarify that comments are about the tool and not about the competencies themselves.
- Need to define “professional development” and clarify that it includes coursework as well as trainings/workshops.
- Measurable learning outcomes that are tied to assessment are the standard for evaluating whether professional development experiences meet the competencies.
- Purpose of this tool is not evaluation of personnel.

1. We endorse the development of a tool and procedures to map professional development to competencies. This tool should:
   a. Be electronic.
   b. Be user-friendly.
   c. Support the development and assessment of programs.
   d. Align with and consolidate other program assessment and development efforts.
   e. Facilitate identification of professional development needs.

2. The tool will promote high-quality professional development. It will support
   a. A cycle of curriculum review, revision, and development.
   b. The connection of learning outcomes and assessments.
   c. Integration across the different aspects of CA’s professional development system.

3. The tool will be comprehensive, addressing all contexts for all competencies.
   a. No single professional development experience/course can address all competencies or all contexts.
   b. It is highly unlikely that any single professional development experience could effectively support all contexts of a competency.

4. The tool identifies the link between learning outcomes and professional competencies.
   a. Learning outcomes will be measurable.
   b. Learning outcomes will be tied to assessment.

5. We recognize that gaps may exist in the relationship between the competencies addressed in professional development and those competencies that practitioners display in the field.
   a. This mapping project is visionary.
   b. Some contexts of some competencies can best be assessed in the workplace.

6. A major benefit of the tool is the production of data. The data will be used for planning, program development, assessment, public policy, and communication with stakeholders.

7. The tool is a catalyst for statewide dialog about the Early Care and Education field that
   a. Assists campuses/programs and practitioners/students.
   b. Promotes professionalism of the field.
   c. Raises the visibility and accountability of the field.
   d. Advances our understanding of the competencies and the contexts.

8. Quality assurance criteria and processes must be established to determine the degree to which a program/training addresses each competency.

9. The application and structure of the tool will emphasize the importance of partnerships and collaboration.

10. The use and development of the tool will be informed by continuous, strategic, and proactive stakeholder input.

11. The tools’ mapping process will be applied to all professional development for the early care and education field in CA.