



PDAS – Professional Development Approval System

Guiding Principles

The goal of the training, trainer and technical consultant approval in Wisconsin is to improve the quality and content of training and education for the early care and education workforce. The system is based upon the following Guiding Principles:

1. The Approval system is a supportive process that assures quality standards for professional development and provides assistance in meeting standards.
2. The key to quality early care and education programs lies in an effective on-going process of professional development.
Training shall be:
 - a. Coherent, cumulative, comprehensive, and integrated with the WI Early Care, Education Core Knowledge Areas and Wisconsin Early Learning Standards identified by content, specific objectives, levels of training and specialty areas so that trainers can plan and potential participants can identify offerings appropriate to their needs.
 - a. Designed based on professional needs, values, and goals of participants.
 - b. Based on developmentally appropriate practice and theories of child development which are understood by participants and directly linked to practical implementation.
 - c. Designed so that knowledge and competencies can be realistically used in the participant's work, including all early practitioners, support staff and management.
 - d. Provide for the acquisition and maintenance of knowledge and competencies that shall be demonstrated by the student or participant. This demonstration of competency shall be determined by the trainer's evaluation.
3. Researched based theories of adult learning recognize that participants:
 - a. Are involved in the planning of the training
 - b. Learn best when new information validates and builds on their prior knowledge and experience
 - c. Are more motivated to learn if they are active participants in the learning process and viewed as a partner with the trainer in the learning experience.
 - d. Will apply their learning to daily practice
4. Professional development must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families and settings.
Professional development:
 - a. Provides opportunities to understand content and have respect for a variety of cultural perspectives.
 - b. Supports the development of optimal learning experiences that can be adapted in response to the individual developmental patterns of children.
 - c. Does not perpetuate prejudice or stereotypes.

Adapted from these sources: The Georgia Child Care Training Approval Project Guiding Principles (1994); Training Approval Systems (1994) Joan Costley and Gwen Morgan, The Center for Career Development in Early Care and Education; McLaughlin and Marsh (1978); and the MT Early Care and Education Career Development Training Committee.