The Vermont Guiding Principles in Action for **Professional Development (PD) Providers**

In 2017, after input from diverse stakeholders and a statewide validation process, Vermont endorsed the ***Supporting Each and Every Young Child and Family’s Full and Equitable Participation: Vermont Guiding Principles***. The Vermont Guiding Principles describe what individuals, organizations, and communities understand and do to realize the promise of each and every child (birth to Grade 3). This self-reflection tool is for individuals who teach, train, and provide technical assistance and their institutions/organizations. Use the tool to reflect acknowledge the practices you are currently using and to identify changes that would more fully embrace the Vermont Guiding Principles.

**Assess the content of your professional development offerings**

* Do your offerings provide learning opportunities and encourage dialogue and reflection about culturally appropriate methods of interaction, assessment, teaching, and intervention?
* Do your offerings provide learners with opportunities to increase their knowledge of their own culture, heritage, values, and biases?
* Do your offerings provide learning opportunities and encourage dialogue and reflection about equity, anti-racist and anti-bias curricula and approaches?
* Do your offerings support learners to understand how a child’s culture, race, ethnicity, abilities, language, socioeconomic status, and other factors influence their learning and development?
* Do your offerings provide opportunities to learn about and from families of diverse cultures, languages, configurations, and circumstances?
* Do your offerings promote evidence and research based practices that support the full participation of each and every child in inclusive settings?

**Assess the content of your practical and field experiences**

* Do required experiences occur in a variety of home and community settings serving diverse children and families?
* Do required experiences include time in settings that effectively include children with disabilities?
* Do required experiences include time in settings with children who are culturally, linguistically, and individually diverse, and their families?

**Assess the content of your pedagogy**

* Are your verbal and non-verbal messages free of stereotypes and hidden biases?
* Do your materials (photos, PowerPoints, handouts) reflect differences in race, class, gender, family structure, ability, sexual orientation, and other aspects of diversity?
* Do you differentiate instruction and use multiple methods of communication to support individual learning styles and abilities?

Additional information and resources for using the Vermont Guiding Principles are available at [**https://fpg.unc.edu/presentations/full-and-equitable-participation-principles**](https://fpg.unc.edu/presentations/full-and-equitable-participation-principles)