

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 20. STAFF**

SUBCHAPTER 19. LOCAL PROFESSIONAL DEVELOPMENT PROGRAMS

210:20-19-6. Professional Development programs for early childhood educators and administrators [NEW]

Professional Development programs for early childhood educators and administrators should focus on the importance of child-centered, play-based learning as the most rigorous and most developmentally appropriate way for children in the early childhood grade levels to learn literacy, science, technology, engineering, art and math academic concepts. Such programs can include, but should not be limited to, asynchronous or synchronous virtual learning, in-person training, or on-going mentoring and support.

The Professional Development should:

- (a) Highlight the importance of play in the early grades
- (b) Provide research to support the use of play-based learning as a way to develop student's academic and personal skills
- (c) Include research on the impact of play on the developing brain
- (d) Include pedagogical concepts, such as:
 - (1) Types of play and the continuum of play-based learning
 - (2) Defining the teacher role before, during, and after play
 - (3) Intentional planning for playful learning experiences
 - (4) Connecting academic standards to play
 - (5) Creating an environment conducive for playful learning