

Early Childhood Educator Competencies:
A Literature Review of Current Best Practices,
And an Online Survey Process to Gather Input on Next Steps for California

A project of the Center for the Study of Child Care Employment,
Institute for Research on Labor and Employment,
University of California at Berkeley

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Table of Contents

Introduction

1. What Are Competencies?.....3
2. Other Early Childhood Educator Projects in California.....4
3. Our Research.....5
4. Giving Your Input.....7

Early Childhood Educator Competencies: General Issues

1. Levels of Competency.....8
2. Domains of Competency.....10

Early Childhood Educator Competencies: Sample Treatments of Eight Domains

1. Child Growth and Development.....11
2. Child Observation and Assessment.....16
3. Learning Environments and Curriculum.....22
4. Positive Interaction and Guidance.....32
5. Family and Community.....37
6. Health, Safety and Nutrition.....41
7. Professionalism, Professional Development and Leadership.....48
8. Administration and Management.....57

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Dear colleague,

We appreciate your interest in this project. Please review the following information before completing any of the online survey forms that we have designed to receive your input on early childhood educator competencies for California.

Introduction: What Are ‘Competencies’?

In recent years, growing knowledge of the critical importance of early childhood development for lifelong learning and growth had led to increased calls for the professionalism of early childhood educators, including higher standards for their training and education. As part of this renewed attention to professional development, more than half the states have established a set of *competencies* for the early care and education (ECE) field, with the goal of assuring that all educators of young children have the necessary knowledge and skills to meet children’s developmental needs.

Flowing from an understanding of the “domains” or areas of children’s early learning and development, *competencies* focus on what educators need to know and be able to do, to demonstrate that they are well-rounded and well-prepared to educate and care for young children. While no single set of early childhood educator competencies has been adopted universally in the United States, broad agreement is emerging. Competencies are increasingly seen as a cornerstone of assuring professionalism and stability for the early care and education workforce.

To date, according to the [National Child Care Information Center](#), 26 states have undertaken some kind of process to define early childhood educator competencies. The motivations for doing so have varied. Competencies have served as a basis for creating more coherent ECE training and education systems, clearer career ladders, and/or ECE teacher/provider registries that document and coordinate professional growth. Some states also specifically link their early childhood educator competencies to learning standards or guidelines for young children. Ideally, competencies serve to inform all aspects of a state’s ECE professional development system.

Now, by request from First 5 California, and with support from the David and Lucile Packard Foundation, we at the [Center for the Study of Child Care Employment](#), University of California at Berkeley, have been charged with conducting a three-stage project in 2007 on early childhood educator competencies. We are using the term “educator” in order to be as inclusive as possible of all practitioners in the ECE field,

including center-based teachers, home-based providers and program administrators, at all levels of training, education and experience.

The three stages of the project are the following:

- An extensive literature review to examine the current “state of the art” and best practices across the United States for developing such competencies;
- A statewide input process to solicit feedback as broadly as possible from California’s early care and education field on the appropriate structure and content for early childhood educator competencies for our state;
- Preparation of a final report, reflecting this input from California’s ECE field, to be delivered to the Child Development Division, California Department of Education (CDD/CDE), in January 2008.

We wish to emphasize that this current project is *not* an effort to develop early childhood educator competencies ourselves, but rather to conduct background research in order to best inform CDD/CDE about relevant groundwork that has already been completed by other states and national organizations. It is fortunate that California does not need to start an ECE competencies process from zero, since a great deal of significant, successful work has already been done. For this online presentation and survey process, we have strived to identify a representative sampling of the current best thinking from around the country in defining what excellent ECE practitioners should know and be able to do.

Our public input process includes this online presentation, which will remain online until September 30, 2007 to receive feedback from individuals, and a series of stakeholder meetings in August and September to receive feedback from organizations.

Other Early Childhood Educator Projects in California

The foremost previous effort in California to develop early childhood educator competencies came with the creation of the Child Development Permit Matrix. In 1999, the Advancing Careers in Child Development project at Pacific Oaks College released a brief set of [Competencies for the Various Levels of the Child Development Permit](#), linked to the six Permit Matrix job titles: assistant, associate teacher, teacher, master teacher, site supervisor, and program director. Our current project is an effort to expand on this groundbreaking work.

Our project also seeks to enhance and coordinate with the following related efforts now underway in California:

- [California Community Colleges’ Early Childhood Curriculum Alignment Project \(CCCECAP\)](#), developing a standardized, statewide, 24-unit core program of study for early childhood educators at the community college level.
- The Project for Integrated Preparation for Early Development, Care and Education (IPEDCE), a similar alignment project led by California State

University faculty, to develop a standardized, statewide upper-division core program of study for early childhood educators. (No online link available at this time.)

- [The California Preschool Learning Foundations](#), a research-based effort by the Child Development Division, California Department of Education, to describe the knowledge and skills that most children ages 3-5 can be expected to exhibit, indicating healthy development and successful movement toward school readiness.
- [The CDE/ECE Faculty Initiative](#), a project to align and integrate key CDE/CDD materials and initiatives with core early childhood education curriculum of the California Community College (CCC) and the California State University (CSU) systems. These materials include the following:
 - *The Desired Results Developmental Profile-Revised*
 - *The Prekindergarten Learning and Development Guidelines*
 - *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning – Resource Guide.*

Our Research

Our literature review has sought to include all major efforts by states and national organizations to develop a set of early childhood educator competencies. After a preliminary scan of the 26 states listed by the National Child Care Information Center as having done such work, we narrowed our in-depth research to nine states that had carried out the most recent and extensive processes in developing ECE competencies. These states are:

- [Illinois](#)
- [Kansas/Missouri](#) (competencies developed jointly by neighboring states)
- [Kentucky](#)
- [Nevada](#)
- [New Jersey](#)
- [New Mexico](#)
- [New York](#)
- [Pennsylvania](#)
- [West Virginia](#)

We have also reviewed relevant work by the National Association for the Education of Young Children (NAEYC), and the National Board of Professional Teaching Standards (NBPTS):

- *Preparing Early Childhood Professionals: NAEYC's Standards for Programs* (Washington, DC: National Association for the Education of Young Children, 2003; Marilou Hyson, Editor). While it does not exactly define early educator competencies per se, this document defines student learning outcomes for ECE teacher education programs at the associate, bachelor's, and advanced degree

levels, and it has served to inform a number of states in defining their ECE competencies.

- *NBPTS Early Childhood/Generalist Standards* (Arlington, VA: National Board of Professional Teaching Standards; download at <http://www.nbpts.org>). While these are linked to a specific, voluntary certification system that is not widely used by educators at the pre-elementary-school level in California or in most states, these Early Childhood/Generalist Standards are the foremost *national* effort thus far to define competencies for early childhood educators.

We have been particularly interested in states that explicitly link teacher competencies with learning guidelines for children, since CDD/CDE is now engaged in developing Preschool Learning Foundations for California. These states include Illinois, Nevada, Pennsylvania, and West Virginia.

We have also sought out models that divide ECE educator competencies into the clearest, simplest categories, and that use the clearest, most practitioner-friendly presentation, with a minimum of repetition or redundancy. But at the same, we recognize that there are interconnections and overlaps among the categories of knowledge and skill.

Since no two states have been entirely the same in their approach to developing early childhood educator competencies, it has been necessary for us to make a series of choices in order to present this material for your review. The first section of our online survey solicits your input about three general questions, and we especially urge you to complete this part of the survey:

- How many *domains* or areas of competency should be used?
- How many *levels* of competency should be defined?
- What *age group of children* should early childhood educator competencies encompass?

Finally, we have sought to pay particular attention to the diversity of California's young children in terms of culture, language, and ability or disability. Wherever possible, we have included language from other states or organizations that specifically describes competencies in working with children and families from a variety of cultures, children who are dual language learners, and children with special needs. We also have repeatedly asked for your input on whether this language is sufficiently descriptive and comprehensive, or needs to be developed further in California.

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Giving Your Input

To allow you to offer as much or as little feedback as you choose, we have divided this online survey into separate sections, for the various domains of educator competency. It is not necessary to review the entire competencies document. Rather, you can choose which domains you are most interested in or feel most qualified to comment on. For each domain, we present the language that one or more states have developed, and give you the opportunity to comment on it. For each domain, we have also posed several open-ended questions, and have provided a space where you can post brief answers.

As noted earlier, you also have the opportunity to give more ‘global’ input about competencies, answering general questions such as: your preferences among different ways to define and separate the *domains*; different ways to define competency *levels*; and what *age group of children* early childhood educator competencies should cover.

Your participation in this survey is entirely anonymous. For the purposes of statistical reporting, we ask you to name your county of residence and to state your professional role, but it is not necessary to provide your name or other identifying information. If you would like to receive further updates about this project, however, you may choose to provide an e-mail address.

Please be assured that we will review all online input carefully, and it will serve as the basis for a revised literature review on early childhood educator competencies to be prepared in Fall 2007, with a final report delivered to CDD/CDE in January 2008.

Thank you again for participating in this project.

Early Childhood Educator Competencies: General Issues

1. Levels of Competency

States have numbered and defined the *levels* of early childhood educator competency in a variety of ways. You will have an opportunity on the survey form to comment on these definitions and categories.

State	Document	Levels of Competency
California	<i>Competencies for the Various Levels of the Child Development Permit (1999)</i>	Six levels, to match six levels or job titles on the Child Development Permit Matrix: 1. Assistant 2. Associate Teacher 3. Teacher 4. Master Teacher 5. Site Supervisor 6. Program Director
Illinois	<i>Early Childhood Career Lattice Core Content (2006)</i>	Competencies not divided into more than one level.
Kansas/Missouri (developed jointly by neighboring states)	<i>Core Competencies for Early Care and Education Professionals (2001)</i>	Five levels: 1. New to early care and education field, with minimal specialized training/education. 2. Child Development Associate credential, certificate in child development, or equivalent training/education. 3. Associate degree in early childhood education or child development (ECE/CD). 4. Bachelor's degree in ECE/CD. 5. Advanced degree in ECE/CD.
Kentucky	<i>Early Childhood Core Content (Revised, 2004)</i>	Five levels: 1. Initial level, including entry into field and Commonwealth Child Care Credential 2. Child Development Associate credential 3. Associate degree 4. Bachelor's degree 5. Above bachelor's degree
Nevada	<i>Core Knowledge Areas and Core Competencies for Early Care and Education Professionals (2007)</i>	Three levels: 1. Beginning 2. Intermediate 3. Advanced*

State	Document	Levels of Competency
New Jersey	<i>New Jersey Professional Development Center for Early Care and Education, Core Knowledge and Competency Areas</i> (2001)	Six levels: 1. Aide or paraprofessional: Entry-level position in the field 2. Assistant teacher: Holds a Child Development Associate credential or is a Certified Childcare Professional, and has experience working with children. 3. Associate teacher: Associate degree or some formal coursework in early childhood education. 4. Classroom teacher: Bachelor's degree in education or a P-3 endorsement. 5. Master teacher: Master's degree and a minimum of three years' teaching experience. 6. Leadership: Master's degree, extensive experience in working with young children, and in supervision of others.
New Mexico	<i>Common Core Content and Areas of Specialization</i> (2002)	Three levels: 1. Entry level 2. Certificate/Associate degree 3. Bachelor's degree
New York	<i>The New York State Early Care and Education Core Body of Knowledge Framework</i> (Second edition, 2001)	Three levels: 1. Entry level 2. Intermediate 3. Advanced
Pennsylvania	<i>Core Body of Knowledge for Early Childhood and School-Age Practitioners</i> (Revised, 2006)	Three levels, not labeled.
West Virginia	<i>Core Knowledge and Core Competencies for Early Care and Education Professionals</i> (2004)	Competencies organized into Tier I, Tier II, and Tier III.**

* Nevada notes that these three levels are meant to describe "a continuum of growth that occurs over time through formal education, training and experience." The state's ECE Professional Career Ladder System defines seven levels, from entry level through doctorate.

** West Virginia's three tiers "establish a continuum of learning from entry level skills to an advanced level of academic preparation and varied experience." The state's STARS Career Pathway includes eight levels, from high school/entry level to an advanced degree.

2. Domains of Competency

Similarly, states have defined and categorized the *domains* or areas of early childhood educator competency in various ways. You will have an opportunity on the survey form to comment on these definitions and categories.

Early Childhood Educator Competencies: A Comparison of State Definitions of Competency Domains

CALIFORNIA	ILLINOIS	KANSAS/ MISSOURI	KENTUCKY	NEVADA	NEW JERSEY	NEW MEXICO	NEW YORK	PENNSYLVANIA	WEST VIRGINIA
	Child Growth and Development	Child Growth and Development	Child Growth and Development	Human Growth and Development	Child Growth and Development	Child Growth, Development and Learning	Child Growth and Development	Child Growth and Development	Child Growth and Development
	Observation and Assessment	Child Observation and Assessment	Child Assessment	Observation and Assessment	Assessment and Evaluation	Assessment of Children and Evaluation of Programs	Child Assessment	Child Assessment	Child Observation and Assessment
Classroom Environment	Curriculum Development	Learning Environment and Curriculum	Learning Environments and Curriculum	Environment and Curriculum	Curriculum	Learning Environment and Curriculum Implementation	Environment, Curriculum and Content	The Environment, Curriculum and Content	Curriculum
“ “ “	Teaching/Learning Interactions and Environments	Interactions with Children		Positive Interaction and Guidance		Developmentally Appropriate Content	Communication	Communication	Positive Interactions and Relationships
Working with Families and Communities	Family and Community Relationships	Families and Communities	Family and Community Partnerships	Family and Community Relationships	Family and Community Relationships	Family and Community Collaboration	Families in Society	Families in Society	Family and Community
Personal and Professional Behavior	Personal and Professional Development	Professional Development and Leadership	Professional Development/ Professionalism	Leadership and Professional Development	Professionalism	Professionalism	Professionalism and Leadership	Professionalism and Leadership	Professionalism
Health, Safety and Nutrition	Health, Safety and Nutrition	Health, Safety and Nutrition	Health, Safety and Nutrition	Health, Nutrition and Safety		Health, Safety and Nutrition		Health, Safety and Nutrition	Health, Safety and Nutrition
Administration and Management		Program Planning and Development	Program Management and Evaluation	Management and Administration				Prog. Organization and Administration --Director/ Administrator --Home-Based Provider	Program Management

Early Childhood Educator Competencies: Sample Treatments of Eight Domains

1. *Child Growth and Development*

This domain is intended to serve as a benchmark for early childhood educators' knowledge and skill related to the ways in which young children grow, develop and learn. Repeatedly, the states we reviewed highlighted certain key aspects of child growth and development that educators should understand thoroughly:

- The various domains of children's growth and development—cognitive, physical, social-emotional, linguistic, and so on—are interrelated and interdependent, especially in the earliest years.
- Child growth and development is sequential.
- Child growth and development happens within a continuum—i.e., individual children develop differently, at their own pace, and some children experience delays in development, or have special needs.
- Play has a central importance in child growth and development.
- A child's relationships—with family, with peers, and with other caring adults—are key to healthy growth and development.

States have divided the “Child Growth and Development” domain into different sub-categories or “performance areas.” Five examples are provided in the chart below. You will have an opportunity on the survey form to comment on these categories.

Child Growth and Development: Performance Areas

Nevada	Pennsylvania	Illinois	Kentucky	West Virginia
Developmental Domains	Interdependence of aspects of development and learning	Uses knowledge of child development and learning, prenatal-age 8, to develop and provide a developmentally, culturally, and individually appropriate teaching/learning environment.	Knowledge of Theory and Development	Characteristics and needs of young children
Developmental Stages and Milestones	Growth, development and learning are sequential; children develop and learn at different rates & in various ways	Recognizes and interprets behavioral signals of typical and atypical development and learning (birth to age 8).	Application of Theory and Development	Multiple influences on development and learning
Development Through Play	Play provides the opportunity to grow and learn			Learning environments that support development

Nevada	Pennsylvania	Illinois	Kentucky	West Virginia
Individual Needs and Differences	Families are the first and most enduring teachers			
Children with Identified Special Needs	Importance of positive, nurturing environments, mutual respect among adults and children			
Effects of Cultural Differences	Importance of effective communication among children and adults			
	Additional aspects of middle childhood development			

Before completing the survey form, please review the following early childhood educator competencies in the domain of “Child Growth and Development,” as presented by Nevada.

Human Growth and Development (Core Knowledge Area 1)
Nevada

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for Early Care and Education professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult’s role in supporting each child’s growth and development is imperative for Early Care and Education professionals.

Developmental Domains

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Defines terms describing developmental domains: cognitive, physical, language, social-emotional and creative development. • Gives examples of each domain as demonstrated by children. 	<ul style="list-style-type: none"> • Articulates theories within the developmental domains. • Articulates that the developmental domains are inter-related. • Plans curriculum and experiences that address the needs of young children within the developmental domains. 	<ul style="list-style-type: none"> • Articulates, analyzes, evaluates and applies current theory and policies on child growth and development. • Uses theories to explain how children learn and develop within the domains. • Uses knowledge of developmental theories to meet children’s individual needs in the group setting. • Models and shares information about developmental domains with staff and families.

Developmental Stages and Milestones

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Articulates that development is continuous and generally sequential • Defines the terms developmental stages and milestones. • Gives an example of developmental stages and milestones appropriate to the age group they work with. 	<ul style="list-style-type: none"> • Plans curriculum and experiences that address the needs of young children within the developmental domains. • Articulates that patterns of development vary within developmental domains. • Describes “typically developing” children. • Recognizes and makes referrals for suspected developmental delays. 	<ul style="list-style-type: none"> • Uses individual patterns of development among children in care to guide planning. • Sets goals for individual children using their developmental level. • Provides information about the developmental stages and milestones within the developmental domains to staff and families.

Development Through Play

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Articulates specific concepts children learn through play (e.g., play with puzzles helps children practice fine motor skills). • Promotes learning by participating in child-initiated play. • Utilizes learning centers (or interest areas) to encourage learning and development through play. 	<ul style="list-style-type: none"> • Designs, adapts, and utilizes learning centers to encourage learning and development through play. • Provides a responsive environment where children initiate and extend their learning through play. 	<ul style="list-style-type: none"> • Develops strategies that support children's role in planning curriculum. • Demonstrates through examples to staff and families that children learn and develop through play.

Individual Needs and Differences

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Interacts with children as individuals. • Articulates developmental differences and unique characteristics of children. 	<ul style="list-style-type: none"> • Relates theories within developmental domains to individual children. • Defines "individually appropriate" practice. • Adapts the program to address each child's needs, temperament, interests and learning styles. 	<ul style="list-style-type: none"> • Articulates the ranges of development in young children. • Integrates information on growth, development and learning patterns of individuals and groups and applies to practice. • Establishes the program to address each child's needs, temperament, interests and learning styles.

Children with Identified Special Needs

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Is informed about and can name children with identified special needs. • Consistently follows specific requirements for children in their care. For example, those with Individual Education Plans (IEP), Individual Family Service Plans (IFSP), medical or nutritional needs, etc. 	<ul style="list-style-type: none"> • Incorporates assistive technology for children with special needs. • Participates in the planning team for children with special needs. • Articulates the basic understanding of the special needs and disabilities laws and the rights of children and families. • Articulates possible limitations and adaptations for children with special needs. 	<ul style="list-style-type: none"> • Demonstrates knowledge of inclusive philosophy and practices. • Develops activities to meet individual requirements of children with special needs.

Effects of Cultural Differences

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Speaks positively about cultural differences as they arise in the classroom. • Allows children to make non-stereotypical play choices (e.g., boys wearing dresses in dramatic play). • Consistently follows established adaptations for children with cultural or religious needs (e.g., makes sure snack selections are Kosher). 	<ul style="list-style-type: none"> • Provides materials and activities that affirm and respect cultural/ ethnic/linguistic diversity. • Models acceptance for cultural differences. 	<ul style="list-style-type: none"> • Communicates with parents and staff regarding non-stereotypical play choices. • Communicates with parents and staff the variety of cultural values and traits represented within the program.

Source: <http://www.nevada-registry.org/CoreCompetenciesFINALforWebsiteandDownload3.5.07.pdf>

2. *Child Observation and Assessment*

Every state and national organization reviewed for this project includes a domain of early childhood educator competency related to observation and assessment. The emphases, however, differ significantly. Some place a stronger emphasis than others on *observation* of children. Some place a stronger emphasis than others on *assessment* and/or *evaluation* of a child’s learning and development, and the possible identification of special needs, leading to referrals to outside professionals and/or the use of diagnostic tools. Several states combine *child* assessment and evaluation, and the assessment and evaluation of *programs* and even *personnel*, as one competency category. To some degree, this variation is reflected in the variety of names that states give to this domain:

- Child Observation and Assessment (Kansas/Missouri, West Virginia)
- Observation and Assessment (Illinois, Nevada)
- Child Assessment (Kentucky, New York, Pennsylvania)
- Observing, Documenting and Assessing (NAEYC, *Preparing Early Childhood Professionals: Standards for Programs*)
- Assessment of Children and Evaluation of Programs (New Mexico)
- Assessment and Evaluation (New Jersey)

On the survey form, you will have an opportunity to comment on these labels and categories.

States have also divided this domain into different sub-categories or “performance areas.” Six examples are provided in the chart below. You will also have an opportunity on the survey form to comment on these categories.

Child Observation and Assessment: Performance Areas

Kentucky	Nevada	New York	Pennsylvania	West Virginia	NAEYC
Record keeping tools	Observation and assessment	Observations of children in a variety of situations, using a variety of techniques	Use of variety of appropriate assessment procedures, over a period of time	Principles of observation and assessment of children	Knowledge of the goals, benefits and uses of assessment
		Periodic review of each child’s progress	Periodic reviews to assist in decisions about planning, intervention, referrals &/or teaching strategies	Documentation methods	Observation, documentation, and other tools and approaches

Kentucky	Nevada	New York	Pennsylvania	West Virginia	NAEYC
Assessment and team collaboration, including work with families		Interpretation of assessment information, through collaboration among all persons involved with the child	Collaboration with families, other ECE practitioners & specialists, to analyze assessment information	Reporting methods	Assessment partnerships with families and other professionals
		Confidentiality of records and information	Evaluation of children's progress; emphasis on respect for children's abilities and cultures, and objectivity & accuracy	Observation and assessment findings and uses	Responsible assessment (confidentiality, avoidance of bias, and other ethical standards)
	Children with special needs		Seeking of expert advice about formal testing when necessary		

Before completing the survey form, please review the following early childhood educator competencies in the domain of “Child Observation and Assessment,” as presented by West Virginia, followed by additional material from Pennsylvania.

***Child Observation and Assessment (Core Knowledge/Core Competencies Area 5)
West Virginia***

Early care and education professionals must know about the goals, the uses, and the variety of assessment approaches to promote positive benefit to children and families. Responsible and ethical early educators understand effective assessment strategies, how to use them responsibly, and how to involve families and other professionals. Use of ongoing observation, documentation, and assessment to direct curriculum development is critical to each child’s learning and development.

The core competency areas are organized into three tiers that establish a continuum of learning from entry-level skills to an advanced level of academic preparation and varied experience. Each tier encompasses the knowledge base and competencies of the previous level. Individuals progress from one tier to another through a combination of formal study and experience. Tier 1 competencies are intentionally written in clear, specific language to support beginning levels.

5.1 Principles of Observation and Assessment of Children

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Acknowledges that children develop at their own rate. • Follows appropriate procedures of child observation. • Identifies differences in development and skills among children. • Seeks guidance and support from other professionals as needed (such as: behavioral problems, atypical behavior). • Recognizes that observation is an on-going process. 	<ul style="list-style-type: none"> • Accommodates for the range of development and skills among children. • Observes children continually and applies basic principles of observation and assessment. • Recognizes environmental factors that may place children at risk. • Selects appropriate observation and assessment methods for the individual child and the situation. • Applies basic elements of child development theory to observation. • Involves families and other professionals, when appropriate, as partners in observation and assessment. 	<ul style="list-style-type: none"> • Analyzes and evaluates observation and assessment findings and applies this knowledge to practice. • Articulates and applies current theory, research, and policy on assessment.

5.2 Documentation Methods

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Assists with collection of information about each child's developmental progress. • Maintains confidentiality between the program and the child's family regarding each child's observation and assessment. • Recognizes appropriate documentation methods. 	<ul style="list-style-type: none"> • Collects and organizes information about each child utilizing age-appropriate assessment tools. • Ensures confidentiality of individual child's assessments. 	<ul style="list-style-type: none"> • Establishes criteria, procedures, and documentation methods for assessment. • Plans and utilizes culturally diverse assessment methods. • Utilizes a variety of appropriate assessment tools to record child observations.

5.3 Observation and Assessment Findings and Uses

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> Recognizes that findings in child observation and assessment assist in planning classroom curriculum. Recognizes that findings in child observation and assessment guide each individual child's development plan. 	<ul style="list-style-type: none"> Modifies classroom curriculum to meet individual needs of young children based on observation and assessment findings. Develops and implements individual plans based on observation and assessment findings. Ensures that results of assessments are used responsibly and to benefit the child and family. 	<ul style="list-style-type: none"> Communicates major theories, research, and issues relevant to findings in observation and assessment. Works cooperatively and collaboratively with assessment and health care teams for children with special needs. Refers children for further assessment when appropriate. Based on assessment results, establishes next steps for individual children.

5.4 Reporting Methods

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> Recognizes the importance of confidentiality in reporting child observation and assessment results. Identifies appropriate reporting methods for child observation and assessment. Plans for communicating observation to families. 	<ul style="list-style-type: none"> Communicates observation in written and oral form. Explains the importance of ongoing assessment to staff and families. Communicates assessment results to families in a clear and supportive manner. 	<ul style="list-style-type: none"> Based on assessment results, communicates next steps for individual child to families in a clear and supportive manner. Communicates assessment results with appropriate staff and administration.

Source: <http://www.wvearlychildhood.org/CoreCompetencies.pdf>

Additional material from other states:

- Pennsylvania:

Child assessment encompasses those procedures used to obtain valid and reliable information about an individual child's development. It includes information about growth, achievement levels, levels of acquired knowledge, learning styles, interest, experiences, understandings, skills and dispositions. Assessment provides the information needed for appropriate curriculum planning. It will influence decisions about strategies for fostering the development and learning of children. Developing skill in gathering information including observing children and evaluating assessment information requires familiarity with developmental assessment techniques and opportunities to gain experience in assessment procedures. The assessment process should also allocate time

for sharing with the family and others involved with the child at which time family perspectives are acknowledged.

- A. Assessments of children are based on information gathered through a variety of procedures, conducted over a period of time, and appropriate to the developmental age, abilities, and interests of the child.
- Daily objective observations of the child in a variety of situations use a number of techniques including:
 - running records;
 - anecdotal records;
 - time samplings;
 - event samplings;
 - developmental observational checklists;
 - child health records.
 - Samples of the child's work and play that are created and collected over a period of time provide material to be assessed. These materials can include:
 - drawings, paintings, constructions, or other art work;
 - journals, stories, or other samples of writing;
 - examples of projects related to the child's interests or play;
 - examples of projects related to content areas;
 - photos or videotapes of the child's projects, the child engaged in activities, or the child interacting with other children and adults in work and play;
 - audio or written records of conversations with the child.
 - Information about a child's background and experiences can be obtained from the child's family. This information includes:
 - the child's activities, interests, and behavior;
 - the child's development and health records from birth to the present;
 - family background information.
- B. Evaluation of children's progress respects children's abilities and culture, and produces objective, accurate results that are useful to families and practitioners.
- Assessment information is confidential.
 - Procedures for guaranteeing the confidentiality of information must be developed and implemented.
 - Families need to be involved in the process and must provide consent when consultation with other professionals is sought to address questions about a child's development.
- C. Analysis of assessment information is subject to interpretation and requires collaboration among all persons involved with a child. These persons include:
- Parents and/or family members.

- The adults(s) providing care and education.
 - Specialists providing medical treatment, special education, physical therapy, counseling, or other resource help.
- D. Assessments coupled with periodic reviews of children’s progress assist in making decisions about future planning, intervention, referrals, and/or teaching strategies.
- Older children can be engaged in self-assessment activities.
 - Children’s progress and continuing development must be thoughtfully considered and each child’s achievements and any concerns should be discussed with the child’s family.
 - These observations and insights are to be used to make decisions about the curriculum and teaching strategies.
 - Community resources and agencies are sources of referral for parents that need support, professional assessment, or general information.
- E. Expert advice about whether formal testing is necessary or appropriate to assess children’s progress should be sought when appropriate.
- Assessment information is provided by the practitioner who participates in the development of IFSP and IEP goals and objectives for children with special needs. Participation helps to broaden the practitioner’s knowledge base and enhances the ability to use and develop a variety of assessment procedures.
 - Formal, standardized, and/or curriculum-based instruments must be administered by properly trained or certified personnel, when appropriate.
 - Assessments must be developmentally appropriate and used in conjunction with other assessment information, especially special education information.
 - Only authentic, performance-based or curriculum-based, family-centered assessment methods are used when recommended by a specialist.
 - Permission of the family is obtained before testing, and testing results are always shared with the family.
 - When necessary, families are advised to seek an evaluation from a special education agency.

Source: <http://www.pakeys.org/docs/cbk.pdf>

3. *Learning Environments and Curriculum*

The domain of “Learning Environments and Curriculum” is intended to include early childhood educator competencies related to the design of classroom or home ECE settings for young children, and to the content of learning programs. States have used a variety of names for this domain. For example:

- Curriculum (New Jersey and West Virginia)
- Curriculum Development (Illinois)
- Curriculum Development and Implementation (New Mexico)
- Environment and Curriculum (Nevada)
- The Environment, Curriculum, and Content (New York and Pennsylvania)
- Learning Environments and Curriculum (Kansas/Missouri and Kentucky)

We also note that—especially when caring for and educating young children—the curricular “content” of learning cannot be easily divided from the social-emotional climate of the classroom or home setting, the relationships among children and between children and adults, and the many opportunities for interaction, communication and guidance that occur throughout the day. Nevertheless, taking the lead from a number of states, we are presenting such material separately under the domain heading of “Positive Interactions and Guidance,” at [link](#). [link to that spot in the main document] On the survey form, you will have an opportunity to comment on these categories.

States have also divided the “Learning Environments and Curriculum” domain into different sub-categories or “performance areas.” In the charts below, you will see that three states (Kansas/Missouri, Nevada, and West Virginia) take a similar approach, and that two other states (Kentucky and Pennsylvania) each take very different approaches. You will have an opportunity on the survey form to comment on these categories as well.

Learning Environments and Curriculum: Performance Areas

Kansas/Missouri	Nevada	West Virginia
Creating the Learning Environment and General Curriculum	Planning Framework	Learning Environment
Promoting Physical Development	Physical Development and Health	Health Practices and Physical Development
Promoting Cognitive Development	Science	Scientific Thinking
	Math	Mathematical Thinking
Promoting Language/Communication Development	Language and Early Literacy	Language and Literacy Development
Promoting Social Development	Socio-Emotional Development	Social Development
		Emotional Development
Promoting Creative Expression	Creative Development	Creative Expression of the Arts

Kentucky
Space and Furnishings
Personal Care and Routines
Language and Literacy
Activities and Materials
Activities and Materials: Motor
Activities and Materials: Sensory
Activities and Materials: Social/Emotional
Cognitive
Interaction: Adult/Child and Child/Child
Interpersonal Interaction and Guidance
Program Structure and Management (Individual Needs)
Program Structure and Management (Adult Interaction)
Family/Staff

Pennsylvania
A responsive environment and its associated curriculum, within the context of family and culture
Children vary in socio-economic and cultural background, development, learning style, and interests. Importance of an environment that supports play and maximizes the potential for children to acquire and construct knowledge, skills, and understandings.
Supportive and healthy environments conducive to learning
Knowledge encompasses the content areas of language, the arts, mathematics, social sciences, health and physical education, and independent living skills.
Children from one another and from adults in the way they acquire knowledge in the content areas.
Activities and content need to be selected to help children achieve their individual learning goals and the program's objectives.
Children need to feel valued and respected in the group, and learn social skills for getting along with each other.
Fostering school-age children's competence in community building skills

Before completing the survey form, please review the following early childhood educator competencies in the domain of “Environment and Curriculum,” as presented by Nevada, supplemented by additional material from Kansas/Missouri, Kentucky, and New Mexico.

Environment and Curriculum (Core Knowledge Area 4)
Nevada

Early Care and Education professionals need to understand and utilize strategies that are characteristic of high quality early childhood environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children’s learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school. They should also be able to integrate Nevada Pre-Kindergarten Content Standards into curriculum planning.

Planning Framework

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> ❖ Follows daily schedule. ❖ Gives children choices. ❖ Encourages children's learning through play. ❖ Is familiar with and assists with implementing planned curriculum. ❖ Supports and encourages children's participation in a variety of activities. ❖ Provides an interesting and secure environment that encourages play, exploration, and learning using space, relationships, materials and routines as resources. ❖ Is aware of the Nevada Pre-Kindergarten Content Standards. 	<ul style="list-style-type: none"> ❖ Develops an appropriate schedule that includes a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities. ❖ Uses observations to provide appropriate choices and adapt environments for children. ❖ Ensures that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative and social-emotional. ❖ Uses various teaching approaches along a continuum from child-initiated exploration to adult-directed activities or modeling. ❖ Bases planned and spontaneous interactions with children on the child's assessed interests and needs (intentional teaching). ❖ Uses appropriate materials, activities and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and movement. ❖ Plans and adapts curricula and environments, including the selection of materials, appropriate to the levels of all children ❖ Develops curriculum that promotes the goals of the Nevada Pre-Kindergarten Content Standards. <ul style="list-style-type: none"> • Language and Early Literacy • Mathematics • Social Studies (including social-emotional) • Science • Creative Arts • Physical Development and Health 	<ul style="list-style-type: none"> ❖ Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches. ❖ Plans, implements, and evaluates learning environments and curricula to maximize learning potential. ❖ Teaches others about developmentally appropriate curricula and learning environments. ❖ Advocates for appropriate curricula and learning environments. ❖ Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology. ❖ Plans environment and adapts curriculum for children with special needs or learning styles. ❖ Develops strategies that support children's role in planning curriculum. ❖ Designs curriculum and shares curriculum designs with others. ❖ Consults with parents and appropriate professionals to address developmental or environmental concerns. ❖ Assesses curriculum and individual progress of children based on Nevada Pre- Kindergarten Content Standards.

Physical Development and Health

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> ❖ Interacts appropriately with children during physical activities both indoors and outdoors. ❖ Incorporates a variety of equipment, activities and opportunities to promote the physical development of all children. ❖ Carries out learning opportunities that promote healthy living habits and hygiene (e.g., hand-washing, tooth-brushing, healthy eating). ❖ Models healthy living habits. 	<ul style="list-style-type: none"> ❖ Plans activities that integrate physical development with all other curriculum areas. ❖ Adapts activities for children with special needs. ❖ Supports and guides children as they engage in activities that refine their physical abilities. ❖ Plans and implements intentional experiences that promote healthy living habits. ❖ Uses on-going assessment of children to adapt activities to meet specific physical development and health needs/objectives of individual children. 	<ul style="list-style-type: none"> ❖ Articulates, analyzes, evaluates and applies current theory and research on promoting physical development and positive health practices. ❖ Evaluates the appropriateness of physical development activities for individual children. ❖ Explains how physical development and other areas of development are related. ❖ Designs and fosters alternative approaches to learning for children with limited mobility or other physical disabilities. ❖ Works collaboratively with other agencies to research and communicate information about promoting physical development and health. ❖ Evaluates the effectiveness of physical development and health practices in curriculum and modifies as needed.

Science

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> ❖ Engages children in activities that support scientific thinking and inquiry (e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, and reporting). 	<ul style="list-style-type: none"> ❖ Plans age appropriate science exploration in response to children’s emerging interests. ❖ Encourages children to observe and describe what they experience using all their senses. ❖ Revisits science activities with children so they can reflect and build on previous learning to develop and refine thinking skills. ❖ Uses on-going assessment of children to adapt activities to support scientific thinking. 	<ul style="list-style-type: none"> ❖ Articulates, analyzes, evaluates and applies current theory and research on promoting scientific knowledge and inquiry. ❖ Evaluates the effectiveness of the science curriculum and modifies as needed.

Math

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> ❖ Familiarizes children with mathematical language in daily experiences (e.g., bigger than, more than, as many as, etc.). ❖ Engages children in activities that support mathematical thinking (e.g., counting, sorting, measuring, matching, comparing, charting, and moving in space, etc.). 	<ul style="list-style-type: none"> ❖ Plans and implements age appropriate learning opportunities to support mathematical development. ❖ Revisits mathematical activities with children so they can reflect and build on previous learning to develop and refine thinking skills. ❖ Provides appropriate materials so children can explore properties related to mathematical concepts. ❖ Uses on-going assessment of children to adapt activities to support mathematical thinking. 	<ul style="list-style-type: none"> ❖ Articulates, analyzes, evaluates and applies current theory and research on promoting mathematical thinking. ❖ Evaluates the effectiveness of mathematics curriculum and modifies as needed.

Social-Emotional Development

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> ❖ Engages in everyday conversations with children to promote their positive self-concept. ❖ Models and supports children in learning self-help skills (e.g., putting blocks away, pouring juice, using soap when washing hands, etc.). ❖ Models recognition and expression of feelings. ❖ Recognizes and responds to children as individuals with their own strengths and needs. ❖ Encourages children to interact positively with one another. ❖ Helps children problem-solve in daily classroom interactions. ❖ Recognizes differences and treats everyone respectfully. ❖ Supports children's participation in group activities. ❖ Assists children in separating from family and integrating into the classroom. 	<ul style="list-style-type: none"> ❖ Plans and implements strategies that support the development of a positive self-concept. ❖ Plans and provides opportunities for children to communicate, form friendships, and to interact with each other respectfully. ❖ Guides children in resolving conflicts through negotiations and communication. ❖ Embeds developmental guidance into the curriculum. ❖ Designs and implements a child-centered environment that encourages autonomy, responsibility, and positive social skills through spontaneous and planned activities. ❖ Plans and provides opportunities for children to identify their roles as members of a family, a group and a community. ❖ Incorporates social studies into curriculum in accordance with Nevada Pre-Kindergarten Content Standards. 	<ul style="list-style-type: none"> ❖ Articulates, analyzes, evaluates and applies theory and current research to create a community in the classroom that fosters social and emotional development and social studies in the curriculum. ❖ Communicates to others the process for developing curricula that promotes social development.

Language and Early Literacy

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> ❖ Talks with and listens to children to stimulate conversation. ❖ Offers formal and informal book reading experiences that encourage children to listen and talk. ❖ Provides opportunities for children to see writing and to use beginning writing skills. ❖ Encourages children to ask questions and actively listens to their answers. ❖ Uses age appropriate techniques to support language and literacy development. <ul style="list-style-type: none"> • Reading • Singing • Talking • Labeling • Music and movement • Sign Language • Word and Picture Recognition • Rhythm and Rhyme • Recognizing Common Words and Signs in the Environment 	<ul style="list-style-type: none"> ❖ Plans and provides experiences to stimulate emerging verbal and written communication skills. ❖ Plans and implements book reading experiences to support learning goals for children. ❖ Uses concrete experiences and play to enhance and extend young children’s language development and early literacy. ❖ Immerses children in a print rich environment. ❖ Uses on-going assessment of children to adapt and modify activities to meet needs of individual children. ❖ Implements activities designed to support second language learners. 	<ul style="list-style-type: none"> ❖ Articulates, analyzes, evaluates and applies current theory and research on promoting language and literacy development. ❖ Evaluates the effectiveness of language and literacy curriculum and modifies as needed. ❖ Develops strategies to support second language learners.

Creative Development

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> ❖ Encourages individuality which includes unique individual expression. ❖ Provides children with opportunities to be creative, without a predetermined outcome, emphasizing the process rather than the product. ❖ Accepts cultural differences that may affect children's ways of expressing themselves creatively. ❖ Models and encourages creativity through language, music, dramatic play and art. 	<ul style="list-style-type: none"> ❖ Fosters imagination and creativity as the foundation for new ideas. ❖ Elicits the creative spirit of each child by offering opportunities for expression through artistic representation. ❖ Encourages and integrates creative expression throughout the curriculum. ❖ Uses on-going assessment of children to adapt and modify interactions to support creativity of individual children. ❖ Ensures that children are exposed to a variety of creative expression. <ul style="list-style-type: none"> • Music • Movement • Dramatic Play • Visual Arts 	<ul style="list-style-type: none"> ❖ Explains, using specific examples, how children represent their thoughts, feelings and ideas through creative outlets. ❖ Articulates, analyzes, evaluates and applies current theory and research on promoting creative experiences.

Source: <http://www.nevada-registry.org/CoreCompetenciesFINALforWebsiteandDownload3.5.07.pdf>

Additional material from other states:

- Kansas/Missouri:

Under “Creating the Learning Environment and General Curriculum” (p. 7):

Levels 2 (CDA or certificate) through 5 (advanced degree):

“Uses materials that demonstrate acceptance of all children’s gender, family, race, language, culture, and special needs.”

Under “Promoting Language/Communication Development” (p. 9):

Levels 4 (bachelor’s degree) and 5 (advanced degree):

“Recognizes and responds to the general warning signs of communication/language delays and communication/language disorders for children of various ages.”

Sources: http://www.kaccrra.org/story_files/203/203_ss_file1.pdf OR http://www.openinitiative.org/core_overview.htm

- Kentucky:

“Under Language and Literacy,” p. 19:

Levels II (CDA) through V (Master’s degree):

“Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.”

Source:

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Professional+Development.htm>

- New Mexico

Under “Curriculum Development and Implementation”:

- E. Develop, implement, and evaluate an integrated curriculum¹ that focuses on children’s development and interests, using their language, home experiences, and cultural values.

Entry Level

- a. Discuss, in general terms, components of an integrated curriculum.

Certificate/Associate Degree Level

- a. Identify and discuss ways that developing needs/interests, language, and home experiences of all children can be used in developing an integrated curriculum.
 b. Develop an integrated curriculum based on children’s needs/interests, language and culture, and home experiences.

Bachelor’s Degree Level

- a. Communicate to others the importance of an integrated curriculum that is based on children’s development, interests, and experiences.
 b. Continually evaluate and modify as appropriate the integrated curriculum.
 c. Analyze current research about practices that use an integrated curriculum to meet all children’s needs.

- G. Provide and use anti-bias² materials/literature and experiences in all content areas of the curriculum.

Entry Level

- a. Defines the term “anti-bias.”
 b. Discuss examples of bias in society.

¹ Integrated curriculum – An integrated approach to curriculum recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities.

² Anti bias – Actively confronting, transcending, and eliminating personal and instructional barriers based on culture, race, sex, or ability.

Certificate/Associate Degree Level

- a. Discuss the effect of bias on children, families and communities.
- b. Identify and discuss methods through which early childhood programs and environments can reduce the effect of bias on young children, families, and communities through early childhood programs and services.
- c. Describe a variety of anti-bias materials, literature, and experiences appropriate for young children.
- d. Evaluate various early childhood materials, literature, and experiences for possible bias.
- e. Implement a curriculum that is reflective of each child culture and community.

Bachelor's Degree Level

- a. Communicate to others the value of a curriculum that respects diversity and content that is free of bias.
- b. Analyze current research and practices regarding the use of materials/literature and experiences in all content areas that are free of bias.

Source: <http://www.newmexicokids.org/Educators/>

4. *Positive Interactions and Guidance*

The domain of “Positive Interactions and Guidance” is intended to include early childhood educator competencies related to relationships and communication between adults and children in ECE programs. States have used a variety of names for this domain. For example:

- Communication (New York and Pennsylvania)
- Interactions with Children (Kansas/Missouri)
- Positive Interactions and Guidance (Nevada)
- Positive Interactions and Relationships (West Virginia)
- Teaching/Learning Interactions and Environments (Illinois)

Alternatively, some states, including Kentucky, New Jersey, and New Mexico, have folded all material on this subject within the domain of “Learning Environments and Curriculum,” which we have presented as a separate domain. On the survey form, you will have an opportunity to comment on these labels and categories.

States have also divided the “Positive Interactions and Guidance” domain into different sub-categories or “performance areas.” The chart below provides the categories used by Kansas/Missouri, Nevada, and West Virginia. You will have an opportunity on the survey form to comment on these categories as well.

Positive Interactions and Guidance: Performance Areas

Kansas/Missouri	Nevada	West Virginia
Providing Individual Guidance	Relationships with Individual Children	Relationships with Individual Children
	Developmentally Appropriate Guidance	Developmentally Appropriate Guidance
Enhancing Group Experiences	Managing Groups and the Environment	Managing Environmental Design
		Relationships with Others

Before completing the survey form, please review the following early childhood educator competencies in the domain of “Positive Interactions and Guidance,” as presented by Nevada, followed by additional material from Pennsylvania and West Virginia.

Positive Interactions and Guidance (Core Knowledge Area 2)
Nevada

Early Care and Education professionals need to have realistic expectations regarding children’s behavior and understand developmentally appropriate guidance techniques in accordance with children’s ages and developmental levels. They investigate

factors that may impact children’s behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills, and positive interactions with their peers and adults

Relationships with Individual Children

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Provides physical and emotional security to build trusting relationships by interacting positively with children. • Interacts positively with children in ways that are responsive, consistent, encouraging and nurturing. <ul style="list-style-type: none"> ❑ Gives one-on-one attention ❑ Talks about children’s interests ❑ Respects each child’s uniqueness ❑ Listens to children ❑ Uses children’s names ❑ Communicates at children’s eye level ❑ Responds consistently ❑ Smiles at children ❑ Speaks at children’s level of understanding • Treats all children with fairness and consistency. • Accepts physical, social, emotional, cultural, and developmental differences in children and families. • Encourages children to express emotions positively. 	<ul style="list-style-type: none"> • Relates guidance practices to knowledge of children’s personalities and levels of development. • Recognizes and responds to individual behavioral problems related to developmental or emotional stress. • Moderates interactions with each child based on the child’s specific characteristics, strengths, interests and needs. • Conveys acceptance of children’s diverse ethnic and cultural backgrounds, abilities or learning challenges. • Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences. • Solicits information from parents regarding effective strategies to support individual children. • Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions. 	<ul style="list-style-type: none"> • Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions. • Adapts interactions to include each child individually, accommodating for his/her temperament, personality, strengths, interests and development pattern. • Uses child observation and assessment to individualize and improve interactions. • Articulates the principles for intervention and conflict resolution in children’s play and learning. • Develops and implements written policies for effective interactions.

Developmentally Appropriate Guidance

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Avoids actions that would cause physical or emotional harm. • Participates in developmentally appropriate guidance approaches (e.g., choices, appropriate limits, redirection, ignoring, positive feedback and encouragement, and giving effective directions). • Bases expectations for behavior on age and developmental level of children. • Responds to children's behaviors in ways that encourage self-control. • Demonstrates awareness that challenging behaviors have different causes. • Seeks to find reasons for challenging behavior and responds with positive guidance techniques. • Refers to problem behaviors or situations, rather than labeling the child. 	<ul style="list-style-type: none"> • Practices and models developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control. • Models behavior expectations based on children's age and developmental level. • Observes children and adapts guidance approaches to knowledge of individual children and levels of development. • Communicates with families regarding areas of concern and develops cooperative strategies to manage behavior. 	<ul style="list-style-type: none"> • Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children. • Uses observation and assessment to modify and adapt guidance strategies. • Designs written policies for using effective positive child guidance. • Collaborates with families to develop individually appropriate expectations for children's behavior. • Develops individual guidance plans, accessing appropriate professionals as needed.

Managing Groups and the Environment

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Provides appropriate supervision and interventions to keep children safe. • Establishes and communicates limits for acceptable behavior. • Leads activities in a positive, relaxed, and pleasant atmosphere. • Follows strategies that encourage positive behaviors and reduce challenging behaviors. <ul style="list-style-type: none"> ❑ Provides consistent schedules and routines ❑ Alerts children to and facilitates transitions from one activity to another ❑ Provides interesting materials and activities ❑ Articulates how physical environment affects behavior 	<ul style="list-style-type: none"> • Plans, implements and adapts a supportive learning environment that promotes positive interactions and behaviors and minimizes risk. • Observes children and makes modifications and adaptations to support individual children and the group. • Facilitates positive support of children and families through times of change and transition. • Anticipates and diffuses disruptive behavior. 	<ul style="list-style-type: none"> • Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies. • Uses child observation and assessment to individualize and improve environmental management. • Designs and implements policy and practice that support needs of children and families through environmental design. • Plans for times of change and transition that support children and families.

Source: <http://www.nevada-registry.org/CoreCompetenciesFINALforWebsiteandDownload3.5.07.pdf>

Additional material from other states:

- Pennsylvania:

The following language is included in Pennsylvania’s treatment of the “Communication” domain:

“Staff of early childhood or school-age programs should include or have access to people who communicate in the primary languages of the children or who sign (or who use alternative methods of communication) if there are children or family members who need them.”

Source: <http://www.pakeys.org/docs/cbk.pdf>

- West Virginia:

As part of the domain it calls “Positive Interactions and Relationships,” West Virginia includes the adult work environment (including relationships with one’s co-

workers and adult peers) as an area of competency, for the reason that “relationships with co-workers, families and others impact children.”

3.4 Relationships with Others

Tier 1	Tier II	Tier III
<ul style="list-style-type: none"> • Realizes that relationships with coworkers, families and others impact children. • Treats coworkers, parents and others with respect. • Respects confidentiality of coworkers, parents and others. • Shares appropriate information and resources. • Cooperates with and participates as a member of the team. • Uses appropriate channels for conflict resolution per program policies and/or code of ethical conduct. 	<ul style="list-style-type: none"> • Models relationships of respect, trust and cooperation with coworkers, parents and others. • Promotes teamwork and positive communication. • Practices constructive conflict resolution strategies. 	<ul style="list-style-type: none"> • Establishes a work environment that supports and promotes teamwork and trusting, respectful interactions. • Implements policies and procedures that support effective communication and conflict resolution.

Source: <http://www.wvearlychildhood.org/CoreCompetencies.pdf>

5. Family and Community

The domain of “Family and Community Relationships” is intended to include early childhood educator competencies related to the role of the family in the growth and development of the child, and the role of the community in providing essential services to children and their families. States have used a variety of names for the domain. For example:

- Family and Community (West Virginia)
- Family and Community Relationships (Nevada, Illinois, New Jersey)
- Family and Community Partnerships (Kentucky)
- Family and Community Collaboration (New Mexico)
- Families in Society (Pennsylvania, New York)

You will have an opportunity to comment on these titles on the survey form.

States have also divided the “Family and Community Relationships” domain into different sub-categories or “performance areas.” In the chart below, you will see that two states (West Virginia and Nevada) take a similar approach, and two states (Pennsylvania and Illinois) each take very different approaches. You will have an opportunity on the survey form to comment on these categories.

Family and Community Relationships: Performance Areas

West Virginia	Nevada
Family Characteristics and Influences	Respect for families
Respectful and Reciprocal Relationships with Families	Child and Family Relationships
	Positive Communication (with Families)
	Respect for (Family) Diversity
Family Involvement	Parent Involvement
Community Collaborations and Relationships	Community Resources to Support Families
	Collaboration (with Volunteers and the Community)

Illinois
Employs communication approaches and skills that form the basis of collaborative relationships on behalf of young children, birth-age 8, and their families
Collaborates with families and provides multiple opportunities for program-family interaction and partnership, as appropriate to the age of the child and to the priorities and choices of families of young children, birth-age 8
Establishes and maintains positive team relationships with program, school, and agency personnel in order to support the development, learning and well-being of children, birth-age 8 and their families.
Collaborates across agency lines to enhance the well-being of children, birth-age 8, and their families, and builds relationships within the community to assess and address community-wide issues and needs, shares experiences, and generate new ideas.

Pennsylvania
Families are the primary context for children
Children grow, learn, and develop in a variety of family structures and cultures
All families depend on the support and assistance of others in child rearing
Effective communication with families is characterized by mutual trust and respect for values, attitudes, expectations, and the culture of other individuals
Many families encounter stress and crisis situations.

Before completing the survey form, please review the following early childhood educator competencies in the domain of “Family and Community Relationships” as presented by West Virginia, supplemented by some additional material from other states.

***Family and Community (Core Competencies Area 6)
West Virginia***

Early care and education professionals must know and understand that the family and community are integral to each child’s optimal learning and development. Knowledge and understanding of diverse family structures and influences enable early educators to support individual children and families in positive ways. Critical to young children’s development is the knowledge of how to build respectful and reciprocal relationships with families, as well as, how to provide meaningful family and community involvement. Early educators must be aware of community resources and opportunities, and know how to make collaborative connections to benefit children and families.

- 6.1 Family Characteristics and Influences
- 6.2 Respectful and Reciprocal Relationships with Families
- 6.3 Family Involvement
- 6.4 Community Collaboration and Relationships

The core competency areas are organized into three tiers that establish a continuum of learning from entry-level skills to an advanced level of academic preparation and varied experience. Each tier encompasses the knowledge base and competencies of the previous level. Individuals progress from one tier to another through a combination of formal study and experience. Tier 1 competencies are intentionally written in clear, specific language to support beginning levels.

6.1 Family Characteristics and Influences

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Supports and respects strengths and differences in all families. • Recognizes that culture, language, socioeconomic factors, support systems, and special needs may influence how families nurture their children. • Follows rules of confidentiality. 	<ul style="list-style-type: none"> • Designs and implements an environment that reflects sensitivity and acceptance of diverse family structures, values, cultures and languages. • Builds on families' strengths and supports diverse needs. • Involves families in contributing to the diversity of the environment. 	<ul style="list-style-type: none"> • Establishes policy and practice that ensures respect and acceptance of diverse families and situations. • Articulates, analyzes, evaluates, and applies current theory and research on family systems and the effects of stress on families. • Analyzes children's behaviors as they relate to family stress, collaborates with parents to respond to behaviors, and accesses appropriate community resources.

6.2 Respectful and Reciprocal Relationships with Families

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Follows established communications mechanisms for building positive relationships. • Supports children's relationships with their families. • Accepts and follows adaptations/changes designed to meet the needs and preferences of individual children and families. 	<ul style="list-style-type: none"> • Builds partnerships with families through frequent, effective communication about their child's experiences and development. • Establishes a variety of communication mechanisms. • Adapts and/or modifies appropriate teaching strategies to reflect individual children's and families' needs. • Collaborates with families to resolve problems and issues. 	<ul style="list-style-type: none"> • Develops and implements policies and practice that facilitate respectful and reciprocal relationships with families. • Articulates, analyzes, evaluates, and applies current theory and research on relationships with families.

6.3 Family Involvement

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Respects the family as the child's first teacher. • Respects and supports practices that nurture parent involvement in their child's care and education. 	<ul style="list-style-type: none"> • Designs and provides a variety of meaningful opportunities for parents to participate and influence their child's care and education. • Incorporates, on a routine basis, opportunities for families to share strengths, skills, and talents. • Supports and respects families' decision-making related to their child's development and learning. • Engages families in planning curriculum, evaluating program and planning transitions. 	<ul style="list-style-type: none"> • Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program. • Assesses, plans, and conducts diverse opportunities for family support and participation.

6.4 Community Collaboration and Relationships

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Develops an awareness of community resources to support families. • Works cooperatively with volunteers and community representatives. 	<ul style="list-style-type: none"> • Connects families to appropriate community resources. • Promotes interaction between children and community. • Utilizes services for children in the community (ex. library story time, field trips, etc.). • Provides families with appropriate information, referrals, and assistance to access and coordinate appropriate community resources and services. 	<ul style="list-style-type: none"> • Works collaboratively with community agencies to meet the needs of individual children and families. • Develops a partnership with the larger community to develop resources that support children and families. • Advocates for needed services and resources for families. • Develops and maintains relationships with other disciplines and specialties in related fields.

Source: <http://www.wvearlychildhood.org/CoreCompetencies.pdf>

Additional material from other states:

Several states, in their treatment of the “Learning Environments and Curriculum” domain, touch on issues of home language and culture that also have relevance for the “Family and Community” domain.

- Kansas/Missouri (“Learning Environment and Curriculum” domain):

Under “Creating the Learning Environment and General Curriculum” (p. 7):
Levels 2 (CDA or certificate) through 5 (advanced degree):

“Uses materials that demonstrate acceptance of all children’s gender, family, race, language, culture, and special needs.”

Sources: http://www.kaccrra.org/story_files/203/203_ss_file1.pdf OR
http://www.openinitiative.org/core_overview.htm

- Kentucky (“Learning Environments and Curriculum” domain):

“Under Language and Literacy,” p. 19:

Levels II (CDA) through V (Master’s degree):

“Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.”

Source:
<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Professional+Development.htm>

- New Mexico (“Learning Environment and Curriculum Implementation” domain):

- F. Develop, implement, and evaluate an integrated curriculum³ that focuses on children's development and interests, using their language, home experiences, and cultural values.

Entry Level

- b. Discuss, in general terms, components of an integrated curriculum.

Certificate/Associate Degree Level

- c. Identify and discuss ways that developing needs/interests, language, and home experiences of all children can be used in developing an integrated curriculum.
d. Develop an integrated curriculum based on children's needs/interests, language and culture, and home experiences.

Bachelor's Degree Level

- d. Communicate to others the importance of an integrated curriculum that is based on children's development, interests, and experiences.
e. Continually evaluate and modify as appropriate the integrated curriculum.
f. Analyze current research about practices that use an integrated curriculum to meet all children's needs.

³ Integrated curriculum – An integrated approach to curriculum recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities.

6. Health, Safety and Nutrition

The domain of “Health, Safety and Nutrition” is intended to include early childhood educator competencies related to the implementation of sound health and safety practices, and the provision of nutritional meals and snacks.

States have divided this domain into different sub-categories or “performance areas.” In the chart below, you will see that three states (Kansas/Missouri, Nevada and West Virginia) take a similar approach, and that three others (Illinois, New Mexico and Pennsylvania) each take very different approaches. You will have an opportunity on the survey form to comment on these categories.

Health, Safety and Nutrition: Performance Areas

Illinois	Kansas/Missouri	Nevada	New Mexico	Pennsylvania	West Virginia
Safe indoor and outdoor space	Environmental safety	Environmental safety	Indoor and outdoor learning environments	Identify hazards in and around the facility	Indoor and outdoor safety
Promotes good nutrition and healthy eating habits	Nutrition	Nutrition			Nutritional needs of children
Complies with safety and health regulations	Knowledge of regulations	Knowledge of regulations	Appraisal and management procedures	Comply with government regulations; health records maintained	Health appraisal and management
	Responds to health needs of children	Health	Promotes practice of healthy behavior	Reduce the spread of disease; promotion of daily health habits	Health promotion
			Recognizes and responds to child’s needs		
			Recognizes signs of distress, abuse and neglect	Recognizing and reporting child abuse	Child abuse and neglect
			Consistent rest/sleep schedule		
			Implements health education activities for families	Physical well being of children and families is promoted	
			Assist families in making healthy choices	Positive relationship with families	
				Emergency preparedness	

Before completing the survey form, please review the following treatment by Kansas/Missouri of the “Health, Safety and Nutrition” domain, supplemented by additional competencies for this domain that have been developed by Nevada, New Mexico, Pennsylvania, and West Virginia.

***Core Competencies for Early Care and Education Professionals
Kansas/Missouri***

The levels of competency establish a continuum from the preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience. Professionals progress from one level to another through a combination of formal study and reflection on practice. Depending on the professional’s role, setting, or experience, she or he may have skills at varying levels in the different areas.

The five levels are intended to be cumulative. For example, a professional working at Level 3 has knowledge and skills to meet the competencies at Levels 1, 2, and 3. At all levels, adults who care for and educate young children continue their participation in professional development activities and increase their knowledge and skills within each of the content areas.

- **Level 1** includes the knowledge and skills expected of a professional new to the early care and education field, with minimal specialized training/education.
- **Level 2** includes level 1 plus the knowledge and skills commensurate with a Child Development Associate credential, a certificate in child development, or equivalent training/education.
- **Level 3** includes levels 1 and 2 plus knowledge and skills commensurate with an associate’s degree in early childhood education or child development.
- **Level 4** includes levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor’s degree in early childhood education or child development.
- **Level 5** includes levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in early childhood education or child development.

Early care and education professionals become increasingly specialized as they achieve higher levels of formal education. Therefore, these professionals are expected to demonstrate a general set of competencies with a specific area of specialization. In addition, these professionals are expected to assume a leadership role in the field, collaborating with other professions to promote awareness about early childhood care and education.

Source: <http://www.openinitiative.org/pdfs/Core%20Competencies/CoreCompetencies.pdf> (p. 4)

***Health, Safety, and Nutrition (Content Area V)
Kansas/Missouri***

Knowledge of Regulations

Level 1

- a. Releases children only to authorized persons.
- b. Demonstrates basic pediatric first aid and CPR.
- c. Follows regulations regarding health and safety.
- d. Maintains emergency supplies and equipment.
- e. Carries out disaster plans and drills.
- f. Verbalizes and adheres to ratio requirements.
- g. Explains and performs the mandated reporter role for child abuse and neglect.

Level 2

- a. Ensures safety equipment, such as smoke detector and fire extinguisher, is in place and operable.
- b. Demonstrates the use of safety equipment.
- c. Uses diagrams, pictures, and words understood by children and adults to post instructions for emergency procedures.
- d. Practices procedures for fires and other emergencies, including safety procedures for children with disabilities.
- e. Identifies and reports problems regarding staff/child ratios.
- f. Follows regulations regarding inclusion.
- g. Assists in self-assessments.

Level 3

- a. Verbalizes and adheres to emergency, illness, and injury procedures.
- b. Informs others of emergency procedures.

Level 4

- a. Uses code of ethics to monitor violations of regulations.
- b. Articulates and adheres to laws pertaining to children and families.
- c. Participates in the revision of regulations and standards to meet program's needs.
- d. Designs and documents emergency procedures.
- e. Develops/documents contingency plans to meet ratio requirements in all situations.
- f. Assesses how regulations affect the quality of the program.

Level 5

- a. Conducts self-assessments of facility for licensing and accreditation.
- b. Articulates, analyzes, evaluates, and applies current theory, research, and policy on safety.
- c. Participates on an accreditation visitation team.

Environmental Safety

Level 1

- a. Maintains all areas, following regulations for safety.
- b. Selects safe toys.
- c. Actively supervises and interacts with children to ensure safety both indoors and outdoors.

Level 2

- a. Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.
- b. Adapts the indoor and outdoor environments to maximize the independence of children with special needs.
- c. Teaches simple safety precautions and rules to children and enforces rules consistently.
- d. Keeps informed about and shares safety information and resources with families.

Level 3

- a. Designs and assesses safe environments inside and outside.

Level 4

- a. Advocates for environmental safety.

Level 5

- a. Participates in community groups to develop and implement strategies for improving the environmental safety of facilities serving children.
- b. Identifies opportunities to fund environmental safety improvements.
- c. Articulates, analyzes, evaluates, and applies current theory, research, and policy on environmental safety.

Responding to Health Needs of Children

Level 1

- a. Practices appropriate hand-washing techniques.
- b. Helps children practice appropriate hand-washing techniques.
- c. Practices safe diapering procedures.
- d. Implements practices to avoid/control blood-borne pathogens to ensure safety of adults and children.
- e. Responds to children's injuries and fear of injuries, documents any injuries and notifies families, while assuring the comfort and care of other children.
- f. Checks children daily for signs of illness and possible signs of abuse and neglect.

Level 2

- a. Promotes good health and provides an environment that contributes to the prevention of illness.
- b. Seeks information on and demonstrates good practice for children with health care needs.
- c. Plans and guides self-help activities.
- d. Follows procedures to avoid transmission of communicable diseases.
- e. Follows instructions for administration of medicine and approved medical treatments, including related documentation.
- f. Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children in an immediate and appropriate way.
- g. Recognizes children's interest in bodies and integrates interest into curriculum.

<p>Level 3</p> <ul style="list-style-type: none"> a. Designs and assesses sanitary environments inside and outside. b. Models and provides direction on sanitation. c. Talks with and provides resource information to families about health. d. Identifies causes of stress and trauma and assesses children's resiliency. e. Plans and implements safe field trips.
<p>Level 4</p> <ul style="list-style-type: none"> a. Designs and documents sanitation procedures. b. Works with health care professionals in community to ensure that the needs of the children are met. c. Establishes procedures for documentation and notification of suspected abuse and neglect. d. Helps others (families, staff) recognize and report abuse and neglect. e. Designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.
<p>Level 5</p> <ul style="list-style-type: none"> a. Collaborates with community groups to identify health issues or concerns, including sanitation. b. Articulates, analyzes, evaluates, and applies current theory, research, and policy on the health needs of all children.

Nutrition

<p>Level 1</p> <ul style="list-style-type: none"> a. Practices safe food handling and observes general sanitation practices. b. Maintains sanitary environments. c. Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently. d. Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.
<p>Level 2</p> <ul style="list-style-type: none"> a. Provides appropriate food and snacks in a pleasant environment. b. Communicates with families about the food children need and prefer. c. Plans and guides cooking experiences with children. d. Teaches children about nutrition.
<p>Level 3</p> <ul style="list-style-type: none"> a. Recognizes nutritional concerns. b. Plans and evaluates menus. c. Includes foods from diverse cultures. d. Plans activities in which children learn to make healthy food choices.
<p>Level 4</p> <ul style="list-style-type: none"> a. Assesses program's nutritional plan and adapts practices accordingly. b. Coordinates food activities with cultural calendar.
<p>Level 5</p> <ul style="list-style-type: none"> a. Articulates, analyzes, evaluates, and applies current theory, research, and policy on nutrition. b. Collaborates with community groups to identify issues or concerns. c. Advocates for policies and procedures that affect the nutritional welfare of the broader community.

Source: <http://www.openinitiative.org/pdfs/Core%20Competencies/CoreCompetencies.pdf> (pp. 15-17)

Additional material from other states:

- Nevada:

Under “Knowledge of Regulations” (p. 19):

Beginning level:

“Knows and follows mandated child abuse and neglect reporting laws.”

Source: <http://www.nevada-registry.org/CoreCompetenciesFINALforWebsiteandDownload3.5.07.pdf>

- New Mexico:

C. Use appropriate health appraisal and management procedures and make referrals when necessary.

Entry Level

- a. Discuss the role of the early childhood professional and program in facilitating children’s health.
- b. Identify and discuss possible signs of wellness and illness in children.
- c. Recognize signs of illness, distress, and possible risks to children’s health and alert appropriate program personnel.

Certificate/Associate Degree Level

- a. Respond to young children’s individual health needs by conducting regular health screenings and recording growth and development in checklists.
- b. Identify and use appropriate resources for referral for a variety of conditions and situations.

Bachelor’s Degree Level

- a. Identify and articulate appropriate intervention methods and procedures for addressing physical and emotional health, nutritional, and safety needs.
- b. Facilitate optimal health of infants, toddlers, preschoolers, and school-age children by:
 - Establishing and/or following policies for conducting appropriate appraisal and health management procedures;
 - Collaborating with health professionals to appraise and manage young children’s health; and
 - Informing others about the importance of facilitating young children’s health through the use of appropriate health appraisal and management procedures.

G. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.

Certificate/Associate Degree Level

- a. Plan, in collaboration with families and other professionals, developmentally and culturally appropriate health and nutrition activities for children from infancy through age eight.

Source: <http://www.newmexicokids.org/Educators/>

- Pennsylvania:

Under “Emergency Preparedness”:

H. Emergency preparedness involves the development of policies and procedures to be prepared for emergencies.

Knowledge area 7, Level 1: “Define and perform the elements of an emergency preparedness plan.” (p. 43)

Knowledge area 7, Level 3: “Evaluate the program setting’s emergency preparedness plan to determine relevance, scope, and feasibility.” (p. 44)

Under “Relationships with Families”:

F. Positive relationships with families support the emotional growth and health of children and their families.

Knowledge area 7, Level 1: “Identify ways to support the emotional growth and health of children and their families.” (p. 43)

Knowledge area 7, Level 2: “Determine what health information must be shared with families and staff”, and “Prepare and encourage families to utilize community health resources when needed.” (p. 43)

Knowledge area 7, Level 3: “Assess the effectiveness of relationships with families in dealing with health issues.” (p. 44)

Source: <http://www.pakeys.org/docs/cbk.pdf>

- West Virginia:

Child Abuse and Neglect

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none">• Recognizes signs and symptoms of child abuse and neglect.• Knows and follows state and federal mandated Child Abuse and Neglect regulations.• Follows programmatic procedures for reporting child abuse and neglect.	<ul style="list-style-type: none">• Ensures that state and federal mandated Child Abuse and Neglect regulations are followed.	<ul style="list-style-type: none">• Acts as a resource and advocate for public education for prevention of child abuse and neglect.• Advocates for child abuse and neglect prevention.• Designs and plans a risk management procedure that reduces the risk of potential abuse or neglect.

Source: <http://www.wvearlychildhood.org/corecompetencies.pdf>, p. 13

7. Professionalism, Professional Development and Leadership

The domain of “Professionalism, Professional Development and Leadership” is intended to include early childhood educator competencies related to ethical standards and professional guidelines, professional development and reflective practice, advocacy, and collaborative partnerships. States have used a variety of names for this domain. For example:

- Leadership and Professional Development (Nevada)
- Professionalism (New Mexico; New Jersey; and West Virginia)
- Personal and Professional Development (Illinois)
- Professional Development/Professionalism (Kansas/Missouri)
- Professionalism and Leadership (New York; Pennsylvania)
- Professionalism and Professional Development (Kentucky)

States have also divided this domain into different sub-categories or “performance areas.” In the chart below, you will see that only two states (Nevada and West Virginia) take a similar approach. You will have an opportunity on the survey form to comment on these categories as well.

Professionalism, Professional Development and Leadership: Performance Areas

Kansas/ Missouri	Kentucky	Illinois	Nevada and West Virginia	New Jersey	New Mexico	New York	Pennsylvania
Displaying professionalism in practice	Follow code of ethics	Professional conduct consistent with code of ethics and legal standards	Ethical standards and professional guidelines	Commitment to a code of ethics	Adheres to a professional code of ethics	Commitment to ethical standards	Demonstrate awareness of and commitment to profession's code of ethical conduct
	Recognize and prevent burnout				Demonstrates professional work habits		
Ongoing professional growth	Participate in professional development	Engages in reflection, lifelong learning and advancement of the profession	Reflective practice	Commitment to continuing learning for all staff	Utilizes self-assessment techniques	Commitment to lifelong learning	Demonstrate commitment to personal growth and reflection
Leadership and advocacy	Demonstrate commitment to child advocacy		Advocacy	Advocates for high-quality programs	Advocates for quality programs	Commitment to high-quality early care and education;	Advocate to improve the quality of programs and services, and enhance professional status and working conditions
				Integrates reflective practice into daily program operations			
	Demonstrate responsible behavior including teamwork		Continuous, collaborative learning	Engages in effective communication with staff, parents/guardians and community	Works cooperatively with colleagues, the community and families		Understand various supervisory, learning and management styles
	Relationship to professional organizations; awareness of other disciplines; knowledge of professional and community resources		Collaborative partnership		Demonstrates knowledge of other disciplines and ability to access resources	Demonstrates professionalism and leadership	

Kansas/ Missouri	Kentucky	Illinois	Nevada and West Virginia	New Jersey	New Mexico	New York	Pennsylvania
	Express philosophy of early education reflecting knowledge of theories of developmentally appropriate learning and principles of inclusion	Employs knowledge of early childhood field in all interactions		Knowledge in all areas of child development, educational strategies and implementation and management of programs	Personal philosophy of early care and education based on early childhood theory and best practices	Program planning and practice based on best professional standards, practice and information available	Demonstrate competence in a specialized body of knowledge and skills, and can articulate a philosophy and rationale for their work
				Ability to explain professional practice			
	Demonstrate awareness of other disciplines and community resources	Articulates and practices personal philosophy that values human diversity			Supports linguistic and cultural diversity through actions and attitudes		
	Engage in action research (Masters-level or higher only)			Understands legal and regulatory requirements for programs	Knowledgeable about regulations regarding special education services		
				Ability to build authentic relationships			
				Knowledge of business and fiscal management			
					Demonstrates competencies in a variety of field settings		

Before completing the survey form, please review the following early childhood educator competencies in the domain of “Leadership and Professional Development,” as presented by Nevada. After reading the Nevada competencies, please also review the supplementary material we have provided, which includes additional competencies for this domain that have been developed by Illinois, New Mexico, and Pennsylvania, and by the National Board of Professional Teaching Standards.

Leadership and Professional Development (Core Knowledge Area 7)
Nevada

Early Care and Education professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

Ethical Standards and Professional Guidelines

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Conducts self in a professional manner. <ul style="list-style-type: none"> • Enjoys working with children and models a positive attitude. • Exhibits good hygiene and personal appearance. • Demonstrates good work habits. • Is aware of and complies with regulations and licensing standards. • Performs well as a team member. • Maintains confidentiality and impartiality. • Is aware of the difference between a professional Code of Ethics and personal values. • Is aware of the NAEYC Code of Ethical Conduct for Early Care and Education. 	<ul style="list-style-type: none"> • Practices and promotes the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC, etc.). • Discusses applicable sections of the code with colleagues in relation to workplace issues. • Behaves ethically and recognizes potentially unethical practices. • Identifies ethical dilemmas. • Articulates the rationale for a Code of Ethics. • Articulates the difference between a Code of Ethics and personal values. 	<ul style="list-style-type: none"> • Analyzes ethical dilemmas and determines appropriate course of action. • Integrates the ethical code into practice, policies and instruction.

Reflective Practice

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Seeks input from supervisors and colleagues about own practice. • Discusses experiences and practices with colleagues identifying areas of strength and weakness. 	<ul style="list-style-type: none"> • Uses reflections to modify and improve work with young children, families and colleagues. • Develops personal goals based on reflections of current practice. • Participates in evaluation of program related to quality standards (e.g., program accreditation). 	<ul style="list-style-type: none"> • Examines own work, sources of professional knowledge, and the Early Care and Education field. • Encourages the expression of multiple perspectives. • Supports and teaches reflective approaches to current practices. • Investigates and works toward professional certification.

Continuous Collaborative Learning

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Joins The Nevada Registry. • Demonstrates awareness of professional resources (e.g., community agencies, NAEYC state and local affiliates, professional journals, higher education institutions, Nevada Registry, State Office of Early Care and Education, etc.). • Knows initial and ongoing requirements for professional development. • Participates in opportunities for professional growth and development (e.g., Apprenticeship, T.E.A.C.H., The Nevada Registry, etc.). • Participates in the statewide Early Care and Education professional development system. • Shows familiarity with current research-based practices in Early Care and Education. • Knows about professional Early Care and Education professional organizations. 	<ul style="list-style-type: none"> • Uses professional resources including formal higher education to improve practices. • Uses resources available through participation in professional organizations. • Develops and implements a personal professional development plan. • Explores current trends and research-based practices in Early Care and Education. • Is a member of an Early Care and Education professional organization. 	<ul style="list-style-type: none"> • Evaluates and applies current research and trends presented in professional resources. • Participates in professional organizations or groups in a leadership capacity. • Supports and facilitates professional development and formal education opportunities for others. <ul style="list-style-type: none"> • Supports pursuit of formal education. • Provides release time or flexible schedules to support providers in pursuing education. • Shares knowledge with others (e.g., presenting at conferences, teaching, etc.). • Mentors others in professional growth.

Advocacy

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Articulates that quality Early Care and Education experiences are important. • Recognizes how caring for and educating young children differs from care and education of older children. • Recognizes Early Care and Education as a profession. 	<ul style="list-style-type: none"> • Understands that national, state and local legislation and public policy affects children, families, programs and the Early Care and Education profession. • Discusses the significance of the early years and the value of Early Care and Education programs to families in the community. • Promotes culturally sensitive practices for children and families. 	<ul style="list-style-type: none"> • Informs others about current research, trends, and most effective practice. • Actively participates in promoting appropriate services and legislation for young children and families. • Advocates for recognition of Early Care and Education as a profession. • Understands how public policies are developed and uses strategies to influence public policy.

Collaborative Partnership

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i>)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i>)
<ul style="list-style-type: none"> • Identifies various services available to children birth through eight years of age. • Describes the importance of collaboration in Early Care and Education settings. • Cooperates with a variety of agencies and professionals who provide programs and services for young children and families in early childhood settings. 	<ul style="list-style-type: none"> • Communicates the value of collaborative relationships to others. • Links with community agencies to develop collaborative relationships. • Participates on collaborative teams. 	<ul style="list-style-type: none"> • Develops and implements policies designed to facilitate collaborative relationships. • Fosters effective relationships within collaborative teams. • Practices strategies for advocacy and collaboration on a current issue. • Facilitates collaborative teams.

Source: <http://www.nevada-registry.org/corecompetencies.html>, pages 23-25

Additional material from other states and organizations:

- Illinois
Under performance area relating to diversity:

Performance Area G1

Articulates, continually refines, and puts into practice a personal, professional philosophy consistent with values about human diversity that are contained in early childhood and family policy and in early childhood professional guidelines, birth-age 8

Knowledge, Skills, and Dispositions

G1.1 Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society
G1.2 Potential influences of differences in family structure and in social, cultural and linguistic backgrounds on what people value and what they do
G1.3 Strategies to recognize, learn about and demonstrate respect and sensitivity for the varied, individual talents and strengths of children, families, and team members, as well as for the multiple perspectives and actions that reflect differences in socioeconomic, ethnic, cultural and linguistic heritages and contexts
G1.4 Strategies to examine and understand one's own values and actions from a socio-cultural perspective, including potential influences of own family, social, cultural and linguistic background on interactions with others

Source: <http://www.ilgateways.com/credentials/CPK.aspx>, page 17

- New Mexico
Under “Diversity”:
“Supports linguistic and cultural diversity through actions and attitudes.”

Source: <http://www.newmexicokids.org/Educators/>

- Pennsylvania
Under “Advocacy”:
“Professionals in early childhood education or school-age programs serve as advocates for children and families, improve the quality of programs and services for children, and enhance professional status and working conditions.”

Source: <http://www.pakeys.org/docs/cbk.pdf>
- National Board of Professional Teaching Standards:
Under “Professional Partnerships”:

Accomplished Teachers Are Skilled at Working with Others in Providing Effective Early Childhood Education

Accomplished early childhood teachers know how to give and receive support, advice, feedback, and criticism from one another. They work collaboratively to construct curricula, implement instruction, and design assessments. They know what is involved in training and coordinating the variety of adults who often fall under their supervision in early childhood programs. They work to develop regular forums for talking with peers about how to improve their collective efforts. They are able to articulate to supervisors and parents the knowledge base for their practices.

Accomplished teachers are skilled in identifying and celebrating successes as well as reconciling conflicts with colleagues, parents, and administrators. Using a professional knowledge base and ethical standards for practice, teachers are able to challenge people whose behavior is detrimental to children or other adults. They contribute effectively to assessment teams and processes with other professionals and related service providers.

Accomplished teachers can contribute their observations and insights about the classroom and draw implications from the insights of staff from other disciplines. To coordinate the school program better, they consult with teachers of other grade levels for background information on how children have been prepared and to understand how well they are preparing children to move ahead.

Accomplished Teachers Contribute to the Professional Development of Colleagues and Support Staff

In many early childhood programs with differentiated and multiple staff roles, teachers are responsible for planning and supervising the work of an instructional team while continuing to work directly with children. Accomplished teachers are effective in training, managing, monitoring, and mentoring other staff members who want or need their guidance or assistance. They are capable of assessing the knowledge, abilities, and strengths of team members; creating appropriate assignments; encouraging and contributing to their professional growth; and providing appropriate feedback and support as they work with children.

Accomplished teachers show skill in communicating their knowledge of child development and early childhood teaching principles to paraprofessionals, assistant teachers, and volunteers in the context of everyday work. They use a variety of techniques and resources to promote the development of other staff. These include reading, discussing, modeling, observing, providing feedback, working jointly to develop materials or carry out an activity, group planning, and making use of more formal evaluation and training activities provided through the school program.

Accomplished Teachers Understand and Participate in Shaping Policies That Influence Their Work with Children

Because of the vulnerability of young children and the variety of programs and institutions that provide early childhood education, early childhood teachers face special challenges in their work. Accomplished teachers understand how various factors have a major impact on their work and on the children they teach.

Among others, these factors include the following:

- curriculum, testing, grouping, and promotion standards;
- time for planning, developing materials, and analyzing assessment information on children;
- time and opportunities for meaningful professional development;
- adult-to-child ratios and class size;
- physical space, equipment, and materials; and
- the way teacher evaluations are conducted.

Accomplished teachers seek an active role in and contribute productively to the formulation of such policies. Early childhood teachers work in a wide variety of contexts (ranging from highly favorable and supportive environments to settings with many barriers), so there is often no single ideal stance for teachers to assume in responding to policy influences. However, in all cases accomplished teachers work to educate policymakers, parents, and citizens about the underlying principles of excellence in early childhood education and to help them understand how these principles might best be translated into programmatic initiatives within their own particular context.

Accomplished teachers understand the basic policy structure and sources that affect the learning environment, including mechanisms such as licensing standards for childcare centers, the Head Start performance standards and monitoring system, major federal education programs such as Title I, and legislation governing services to young children with exceptionalities.

Source: http://www.nbpts.org/for_candidates/certificate_areas1?ID=17&x=48&y=6, pages 55 -56

8. Administration and Management

The domain of “Administration and Management” is intended to include early childhood educator competencies related to program operations, fiscal and personnel management, staff relations, and other aspects of administration. Many states embed Administration and Management competencies within other domains, while several states address them as a freestanding domain. States have used a variety of names for this domain. For example:

- Management and Administration (Nevada)
- Administration and Supervision (Colorado)
- Managing an Effective Program (Connecticut)
- Administration and Team Processes (Georgia)
- Program Management (West Virginia)
- Program Management and Evaluation (Kentucky)
- Program Planning and Development (Kansas/Missouri)
- Program Organization and Administration (Pennsylvania)
- Program Operation and Administration (Idaho)
- Program and Business Practices (North Dakota)

You will have an opportunity to comment on these titles on the survey form.

States have also divided the Administration and Program Management domain into different sub-categories or “performance areas.” In the chart below, you will see that two states (Kansas/Missouri and Nevada) take a similar approach, and that three other states (Kentucky, Pennsylvania, and West Virginia) each take different approaches. You will have an opportunity on the survey form to comment on these categories as well.

Administration and Management: Performance Areas

Kansas/Missouri	Kentucky	Nevada	Pennsylvania	West Virginia
Program planning and evaluation	Adhering to program policies and regulations	Program planning and evaluation		Organizational management
	Conducting program evaluation		Sustaining philosophical base and striving toward goals of organization	Program philosophy and evaluation
	Maintaining child records			
Personnel management	Personnel management	Personnel management		Human resource management
			Understanding and collaborating with families and the community	Professional interactions
Financial management		Financial management	Program financing	Financial management
	Following program policies and regulations		Areas of law that apply to early childhood programs	Regulation, policy and quality standards

Before completing the survey form, please review the following early childhood educator competencies in the domain of “Program Management,” as presented by West Virginia. After reading the West Virginia competencies, please also review the supplementary material we have provided, which includes additional competencies for this domain that have been developed by Pennsylvania.

Note that West Virginia identifies Administration and Management competencies across levels, without specifying job titles, while Pennsylvania articulates Administration and Management competencies specifically for center directors and family child care providers.

Program Management (Core Competencies Area 7)
West Virginia

Critical to providing an optimal environment for young children’s growth and development is effective and efficient program management and evaluation. Early care and education professionals should understand the importance of personal interactions and leadership in creating a nurturing environment for children and adults. Early educators must understand effective management of human and financial resources. Knowledge of regulations, policies, and quality standards that apply to the program and how to organize, evaluate, and implement regulations and standards enables a quality environment.

- 7.1 Professional Interactions
- 7.2 Leadership
- 7.3 Organizational Management
- 7.4 Financial Management
- 7.5 Human Resource Management
- 7.6 Regulations, Policies and Quality Standards
- 7.7 Program Philosophy and Evaluation

The core competency areas are organized into three tiers that establish a continuum of learning from entry-level skills to an advanced level of academic preparation and varied experience. Each tier encompasses the knowledge base and competencies of the previous level. Individuals progress from one tier to another through a combination of formal study and experience. Tier 1 competencies are intentionally written in clear, specific language to support beginning levels.

