THE FOUNDATION OF EXCELLENCE

South Carolina's Core Competencies for Early Childhood Teachers/Caregivers and Program Administrators

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Acknowledgements

South Carolina's Core Competencies for Early Childhood Teachers/Caregivers and Program Administrators was initially developed through a yearlong collaboration by early childhood professional development organizations and providers from throughout the state. This initiative was led by Herman T. Knopf, Ph.D., University of South Carolina, and was coordinated by Janet Marsh, Ph.D., Institute on Family and Neighborhood Life, Clemson University. Organizations represented in the South Carolina Early Childhood Professional Development System Committee included:

ABC Child Care Program

Benedict College

Clemson University

Columbia College

EdVenture Children's Museum

Furman University

Head Start Collaboration Office

Richland County First Steps

South Carolina Department of Social Services

South Carolina Center for Child Care Career Development

State Department of Education, Office of Early Childhood

South Carolina State University

University of South Carolina

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Introduction

The Foundation of Excellence: South Carolina's Core Competencies for Early Childhood Teachers/Caregivers and Program Administrators outlines the knowledge, skills, and dispositions needed by early childhood professionals working with children from birth to school age in any early care and education setting.

This document is built on the knowledge that all children:

- Develop best in environments that provide meaningful and relevant learning opportunities;

- Construct their knowledge of the world through activities, experiences and interactions with others;

- Thrive when their needs are recognized, respected and addressed;

- Develop to their fullest potential when adults form nurturing relationships and create environments and experiences that are inclusive of their cultures and differing needs and abilities.

Rationale

Why define core competencies?

The quality of care and education services impacts children's academic and social outcomes (Abbott-Shim, Lambert, & McCarty, 2000; Burchinal et al., 2000; Burchinal & Cryer, 2003; Ceglowski, 2004; Kreisman, 2003; NICHD Early Child Care Research Network, 2002; Peisner-Feinberg et al., 1999; Phillips, Mekos, Scarr, McCartney, & Abbott-Shim, 2000; Tzuriel, Kaniel, & Kanner, 1999). Children who participate in high quality care and education programs are better prepared to begin formal schooling with the knowledge, skills, and dispositions needed for success.

Teacher preparation/professional development is one of the most important contributors to the quality of programs. Teachers with degrees specific to early childhood education or participation in ongoing professional development provide better outcomes for the children they serve (NICHD Early Child Care Research Network, 2002) and create classrooms with higher global ratings of quality (Blau, 2000; de Kruif, McWilliam, Ridley, & Wakeley, 2000; Howes, Whitebook, & Phillips, 1992; NICHD Early Child Care Research Network, 2002; Scarr, Eisenberg, & Deater-Deckard, 1994).

Methodology

To inform this work a survey on core knowledge priorities was completed by hundreds of individuals who represented a wide variety of stakeholders, including parents, grandparents, infant/toddler teachers and assistants,preschool teachers and assistants, family child care providers, nannies, program administrators, and others. The surveys were distributed at local early childhood conferences and professional development training sessions through the South Carolina Early Childhood Association, South Carolina Association for the Education of Young Children, and through the State Department of Education Office of Early Childhood.

The survey data was aligned with the South Carolina Department of Social Services Child Care Licensing Regulations, ABC Program Standards and the professional development standards from the National Association for the Education of Young Children. The content areas were then refined through reviewing other state's core knowledge/competencies documents, best practices in teacher preparation, and current research and recommendations related to teacher preparation from various sources. Dr. Sharon Lynn Kagan reviewed the initial document and provided important direction for the revision.

Content reviewers included:

- Dr. Floyd Creech, Florence School District One
- Mrs. Donna Davies, Center for Child Care Career Development
- Dr. Nancy Freeman, University of South Carolina
- Dr. Janet Marsh, Clemson University
- Ms. Ann Pfeiffer, Center for Child Care Career Development
- Dr. Louester Robinson, Trident Technical College
- Dr. Abby Thorman, Thorman Strategy Group
- Dr. Linda Weaver-Griggs, York Technical College

Organization

The Core Competencies are divided into five content areas:

I. Child Development
    A. Characteristics of Development
    B. Observation and Assessment

II. Curriculum
    A. Curriculum and Learning Environment
    B. Promoting Social and Emotional Development
    C. Promoting Physical Development
    D. Promoting Cognitive Development
    E. Promoting Language and Literacy Development

III. Health, Safety and Nutrition
    A. Health
    B. Safety
    C. Nutrition

IV. Guidance
    A. Interactions with Individual Children
    B. Group Experiences

V. Professional Development
    A. Family and Community Relationships
    B. Advocacy and Leadership
    C. Professionalism
    D. Ethics

To help young children arrive at school prepared for success, South Carolina must provide high quality early childhood professional development with content that increases participants' levels of expertise.

The five content areas each have three levels of expertise based on training, education and experience. The levels establish a continuum from the preliminary skills necessary to begin work with young children to a mastery of early childhood knowledge and competencies. Early childhood teachers/caregivers and program administrators move from one level to another through a combination of formal study, training and reflection on practice. The levels are:

Level 1: Knowledge and skills expected from someone who may be new to the field or who has little formal training in early care and education. The South Carolina Early Childhood Credential or the South Carolina Director Credential provide training in all competencies at this level.

Level 2: Knowledge and skills expected from someone who has at least a year of experience, possesses the knowledge and skills of the previous level AND holds an associate's degree in Early Care and Education or Program Management.

Level 3: Knowledge and skills expected from someone who has at least two years of experience, possesses the knowledge and skills of the two previous levels AND holds a bachelor's degree or above in Early Childhood Education or a closely related field.

Using this Document

This core competencies document provides another important step in the development of a strong early childhood professional development system in South Carolina. There are many different ways to use this document:

Teacherand caregivers can use the Core Competencies to:
- Assess current knowledge and skills
- Identify areas for personal professional growth and development
- Design a professional development plan

Program administrators can use the Core Competencies to:
- Assess current knowledge and skills
- Identify areas for personal professional growth and development
- Identify areas for professional growth and development for individual staff and program overall
- Plan training content for staff

Trainers and training organizations can use the Core Competencies to:
- Plan training content
- Work with programs to tailor trainings to meet individual and program needs

Higher education institutions can use the Core Competencies to:
- Evaluate and refine course content
- Coordinate articulation agreements

Early childhood agencies can use the Core Competencies to:
- Coordinate interagency communication
- Plan training, technical assistance, or other supports
- Connect stakeholders around common goals

I. Child Development

A. Charactistics of Development

I-A. LEVEL 1-TC

a Demonstrates general understanding of child growth and development.

b Identifies major developmental milestones.

c Articulates how children learn and develop through play.

d Develops a caring relationship with each child.

e Supports each child's personality, temperament and culture.

I-A. LEVEL 2-TC

a Recognizes the range of physical, social/emotional, language and cognitive skills in children.

b Adapts program schedule and activities to meet all children's needs in a group.

c Identifies risk factors or delays for individual children; works with others to respond as needed.

d Promotes primary caregiving as a best practice for all ages.

e Identifies major developmental theories.

I-A. LEVEL 3-TC

a Shares general information about child development with families and children; responds to individual child or family needs.

b Promotes inclusive practices to meet the needs of all children.

c Applies major child development theories; uses this information in program planning and implementation.

d Helps other teacher/caregivers understand and apply child development principles.

e Advocates for small group size to meet children's needs.

I-A. LEVEL 1-PA

a Helps staff understand the value of play and how play supports development.

b Provides ongoing training for staff on child growth and development.

c Provides assistance and support in identifying children with unmet needs.

I-A. LEVEL 2-PA

a Helps families understand the value of play and how play supports development.

b Helps staff see relationship between development and behavior.

c Provides training for staff on inclusive practices, cultural/ linguistic diversity and culturally sensitive practices.

d Connects families to community resources if delays are suspected.

I-A. LEVEL 3-PA

a Keeps informed about current research on development and delays.

b Communicates to community and others about the value of play and how play supports development.

B. Observation and Assessment

TEACHER/CAREGIVER (TC)

I-B. LEVEL 1-TC

a Records daily information about each infant's routines (diapering, sleeping, eating) and activities to share with parents.

b Recognizes that all children develop at their own pace.

c Helps collect information about each child's development.

d Keeps assessment information confidential.

I-B. LEVEL 2-TC

a Collects and shares with each family samples of:
  – Children's work
  – Photographs
  – Informal observations
  – Formal assessments
  – Other information to record development

b Uses observation and assessment results to inform daily activities and curriculum.

c Shares results of observations and assessments with families at least twice a year.

I-B. LEVEL 3-TC

a Explains strengths and weaknesses of different assessment instruments.

b Helps choose assessment instruments and observation strategies used in program.

c Helps other teacher/caregivers observe and assess children's development and use results well.

d Assists teacher/caregivers in using assessment results to identify developmental delays.

PROGRAM ADMINISTRATOR (PA)

I-B. LEVEL 1-PA

a Provides training to staff on how to complete child observations and assessments.

b Seeks training/assistance on using assessment results to adapt environment and curriculum to meet identified special needs.

I-B. LEVEL 2-PA

a Trains staff on observation techniques and how to use results to inform curriculum and activities.

b Mentors staff to improve assessment and observation skills.

c Assists staff in using assessment results to adapt environment and curriculum to meet identified special needs.

d Works with families and staff to refer children for further evaluation when identified.

I-B. LEVEL 3-PA

a Shares information on observations and assessment with others.

b Provides information to staff and families on assessment issues and strategies.

II. Curriculum

A. Curriculum and Learning Environment

II-A. LEVEL 1-TC

a Recognizes importance of and follows daily schedule.

b Gives children choices of activities.

c Articulates importance of setting up environment in learning centers.

d Plans for transitions throughout day.

e Makes daily and long-range curriculum plans.

II-A. LEVEL 2-TC

a Plans environment to help children's learning in all domains:
  – Social
  – Emotional
  – Language
  – Cognitive
  – Physical

b Offers children choices that build on their interests and encourage:
  – Exploration and discovery
  – Dramatic/practical life play
  – Gross and fine motor skills
  – Creative expression

c Creates an appropriate daily schedule with long periods for constructive play, both indoors and outdoors.

d Provides diverse activities and materials daily that reflect the changing needs and interests of the children in the group.

e Adapts environment or activities for children with special needs.

II-A. LEVEL 3-TC

a Works with others to plan and implement appropriate materials and activities that address:
  – Language
  – Literacy
  – Math
  – Science
  – Art
  – Music
  – Drama
  – Movement
  – Social and emotional development.

b Involves children in curriculum and activity planning; changes curriculum to build on children's interests.

c Helps others use observations and assessment results to plan daily curriculum and activities.

d Explains how materials and the learning environment promote development and learning; uses this knowledge to meet the needs of diverse learners.

II-A. LEVEL 1-PA

a Works with teacher/caregiver to choose material and equipment and arrange learning environments based on children's development, interests and learning needs.

b Reviews daily schedules and activities to ensure they are developmentally appropriate and reflect children's needs and interests.

c Provides resources for needed materials and equipment.

II-A. LEVEL 2-PA

a Provides ongoing training for staff on curriculum, activities, learning environments, and teaching skills.

b Works with teacher/caregivers to regularly improve learning environments, activities and teaching/caregiving practices based on children's needs and interests.

c Plans for major purchases to enhance learning environments.

II-A. LEVEL 3-PA

a Uses formal assessment tool(s) at least once a year to look at the learning environment, activities, and teaching/caregiving practices.

b Seeks outside expertise to make improvements based on assessment results.

c Helps others design and implement curriculum based on best practices.

d Seeks funds to enhance environment for higher quality rating.

e Invites others in the community to see learning environments and learn from program's curriculum practices.

B. Promoting Social and Emotional Development

TEACHER/CAREGIVER (TC)

II-B. LEVEL 1-TC

a Accepts each child as a unique individual.

b Engages in conversations with children about things that are important to them.

c Helps children develop friendships with each other.

d Helps children work through their own conflicts and solve problems.

e Helps children label and express their feelings.

f Shows and encourages empathy and respect for children and other adults.

g Encourages children as they discover their own sense of self.

II-B. LEVEL 2-TC

a Talks with children about a variety of topics.

b Encourages children to talk with each other and develop friendships.

c Helps children talk about their feelings, assert themselves or express frustration in constructive ways.

d Recognizes how to support healthy social and emotional development and applies this knowledge daily with children; adapts appropriately for children with special needs.

e Plans curriculum that promotes cooperation, relationships and social skills.

f Helps children through difficult times of stress, change and transition.

g Appreciates how children develop a sense of self, particularly as a part of their family; actively includes children's culture and family traditions in the daily life of the program.

h Creates a community in the classroom and ensures children who may be isolated are involved.

i Provides consistent routine to promote self-regulation; coordinates routines with families.

j Models and promotes pro-social behavior throughout the day.

II-B. LEVEL 3-TC

a Shows in-depth understanding of social and emotional development and applies this knowledge in program.

b Helps other teacher/caregivers apply best practices in promoting children's social and emotional development.

c Identifies stages of moral development in young children; plans activities to promote these skills in young children.

d Works with families to address social and emotional concerns in a consistent way.

e Identifies problems in self-regulation, emotional health or social skills that may hinder a child's development. Knows and uses community resources

PROGRAM ADMINISTRATOR (PA)

II-B. LEVEL 1-PA

a Provides ongoing training for all staff on social and emotional development.

b Provides materials for staff and families on social and emotional development.

c Connects staff to South Carolina Early Learning Standards on Social and Emotional Development.

II-B. LEVEL 2-PA

a Supports families and staff who have questions or concerns about a child's social and emotional development.

b Describes how to create a positive environment in the program to respect all children, families and staff.

c Helps identify children who may need referrals for social or emotional concerns/challenging behaviors.

d Plans with staff positive strategies to address challenging behaviors in young children.

II-B. LEVEL 3-PA

a Helps each staff person provide developmentally appropriate activities daily to promote children's social and emotional development.

b Helps staff and families find assistance and support for children about whom there are concerns.

C. Promoting Physical Development

TEACHER/CAREGIVER (TC)

II-C. LEVEL 1-TC

a Provides all children, including infants, with physical activity during the day.

b Takes part in children's activities indoors and outdoors.

II-C. LEVEL 2-TC

a Plans indoor and outdoor areas, materials, and activities to encourage children's physical development.

b Provides daily activities to promote children's fine and gross motor skills; adapts these activities for children with special needs.

II-C. LEVEL 3-TC

a Helps other teacher/caregivers support children's physical development.

b Seeks help to address identified physical delays.

c Shares with families and others ideas for fine and gross motor activities to promote children's development.

PROGRAM ADMINISTRATOR (PA)

II-C. LEVEL 1-PA

a Provides ongoing training for all staff on physical development.

b Helps identify children who may need referrals for delays in physical development.

c Provides written materials for staff and families on physical development.

d Connects staff to South Carolina Early Learning Standards on Physical Development.

II-C. LEVEL 2-PA & LEVEL 3-PA

a Supports families and staff who have questions or concerns about a child's physical development.

b Helps staff provide activities to promote children's physical development.

c Provides training and support for staff on inclusion of children with special needs.

D. Promoting Cognitive Development

TEACHER/CAREGIVER (TC)

II-D. LEVEL 1-TC

a Recognizes that young children learn through exploration and hands-on experience.

b Provides opportunities for hands-on active learning throughout the day.

c Encourages children to ask questions.

d Asks children open-ended questions. Actively listens to their comments and responds appropriately.

e Extends children's ideas with questions or thoughts.

f Encourages play; understands children learn through play.

II-D. LEVEL 2-TC

a Creates opportunities daily for children to explore and discover using both concrete and open-ended materials.

b Encourages children to compare, contrast and play with thoughts, materials and ideas in individual and unique ways.

c Designs daily activities to promote children's cognitive skills and encourage:
   – Creativity   – Curiosity
   – Exploration   – Problem solving
   – Individuality (e.g., all of the projects do not look the same)

d Adapts these activities as appropriate for children with special needs.

e Values the process of creation as more important than the final product.

f Adapts activities and curriculum to meet individual children's needs and meet needs of different types of learners.

g Revisits experiences in small or large groups so children can build on learning and refine thinking skills.

h Offers developmentally appropriate math and science activities to help children learn concepts like Cause & Effect, Space, Time, Weight, Shape, Quantity, Patterns and One-to-one correspondence.

i Integrates creative expression throughout the curriculum.

II-D. LEVEL 3-TC

a Uses different teaching strategies to meet the needs of all types of learners.

b Describes remedial and enrichment activities to enhance cognitive development.

c Helps others apply best practices in helping children develop knowledge and skills.

d Using specific examples, explains how children represent their thoughts, feelings and ideas in creative activities.

e Uses resources to help address identified delays.

f Shares activities with families and others to build children's cognitive skills.

PROGRAM ADMINISTRATOR (PA)

II-D. LEVEL 1-PA

a Provides ongoing training for staff on children's cognitive development, learning styles and brain development.

b Provides materials for staff and families on cognitive development.

c Shares South Carolina Early Learning Standards on Approaches to Learning and Mathematics with staff.

II-D. LEVEL 2-PA

a Supports families and staff who have questions or concerns about a child's cognitive development.

b Helps identify children who may need referrals for cognitive delays.

c Sets up the environment and daily schedule and provides materials that increase children's knowledge and understanding.

d Provides information to staff and families on the value of creative expression to the development of the whole child.

e Arranges experiences for children that broaden their knowledge base.

II-D. LEVEL 3-PA

a Mentors staff to provide developmentally appropriate, challenging activities daily for each child.

b Provides training and materials for staff for inclusion of children with special needs.

E. Promoting Language and Literacy Development

II-E. LEVEL 1-TC

a Reads to children daily.

b Provides age appropriate books and writing materials for children's use.

c Talks with children both individually and in groups.

d Asks children open-ended questions.

e Encourages children to communicate with each other and with adults.

f Uses an appropriate variety of books, songs, rhymes and games with individuals and with groups.

g Expands children's vocabulary through conversation, materials, and activities.

h Points out written words in the classroom.

II-E. LEVEL 2-TC

a Writes in front of children and explains what is being written.

b Helps children understand, develop and use
– Verbal
– Nonverbal
– Written communication skills.

c Designs daily developmentally appropriate activities to promote children's literacy skills:
– Oral language
– Alphabet Knowledge
– Phonological Awareness
– Print Awareness

d Adapts language and literacy activities for children with special needs and children who are English language learners.

e Uses children's experiences to build language and basic literacy skills.

f Creates a print-rich environment.

g Plans experiences to help children understand the connections between spoken, printed, and written words.

II-E. LEVEL 3-TC

a Uses remedial and enrichment activities to help language and literacy development.

b Mentors other teacher/ caregivers to promote children's language and literacy skills.

c Provides referrals when a delay is suspected.

d Bases curriculum and activities on new research on language development.

e Shares language and literacy activities with families. Introduces a second language in the early years.

f Mentors other teachers/ caregivers on the Early Learning Standards in Language and Literacy.

II-E. LEVEL 1-PA

a Provides ongoing training for staff on language and literacy development.

b Provides materials for staff and families on language and literacy development.

c Helps provide referrals for children who may have language or literacy delays.

d Shares South Carolina Early Learning Standards in Language and Literacy with staff.

II-E. LEVEL 2-PA

a Supports families and staff who have questions or concerns about a child's language or literacy development.

b Works with staff to adapt activities for children and families who are English language learners.

II-E. LEVEL 3-PA

a Provides resources for developmentally appropriate activities to build children's language and literacy skills.

b Makes sure children with possible communication or literacy delays receive referrals and assessments.

III. Health, Safety & Nutrition

A. Health

TEACHER/CAREGIVER (TC)

III-A. LEVEL 1-TC

a Explains how germs and disease spread.

b Performs a daily health check on each child.

c Washes hands appropriately with soap and running water.

d Teaches children how to wash their hands appropriately.

e Sanitizes toys/materials and diapering, toileting, and eating areas regularly.

f Adheres to health licensing regulations and program policies.

III-A. LEVEL 2-TC

a Checks each child's health status daily and documents when illness is suspected.

b Provides health-related information to families.

c Recognizes and accepts culturally influenced health practices.

d Models good health practices.

e Makes appropriate referrals to families for children's health issues and needs.

f Mentors teachers/caregivers on culturally influenced health practices.

III-A. LEVEL 3-TC

a Provides activities that teach the importance of a healthy lifestyle to children and families.

b Helps others understand connection between stress and physical and mental health and provides information on strategies to reduce stress for young children.

PROGRAM ADMINISTRATOR (PA)

III-A. LEVEL 1-PA

a Provides ongoing training for staff on health and sanitation regulations, policies and standards.

b Provides needed health and sanitation equipment and supplies.

c Works with staff to make sure health and sanitation practices are used daily.

d Shares South Carolina Early Learning Standards on Physical Development and Health with staff.

III-A. LEVEL 2-PA

a Supports families and staff who have questions or concerns about a child's physical development.

b Helps staff provide activities to promote children's physical development.

c Provides training and support for staff on inclusion of children with special needs.

III-A. LEVEL 3-PA

a Applies a broad definition of health that includes the whole child.

b Develops plans to address possible health emergencies.

B. Safety

III-B. LEVEL 1-TC

a Follows emergency and disaster procedures.

b Checks indoor and outdoor environments for safety hazards.

c Maintains a clean and clutterfree space for children to play.

d Makes sure all children are safe at all times.

e Demonstrates how to use fire extinguishers and other safety equipment.

f Follows procedures for responding to suspected abuse and neglect of children.

g Certified in pediatric CPR and first aid.

III-B. LEVEL 2-TC

a Teaches children simple safety rules and practices.

b Practices emergency procedures regularly.

c Ensures safety equipment works properly (e.g., smoke detectors, fire extinguishers).

d Makes sure the indoor and outdoor environments are safe.

e Communicates licensing regulations on safety standards.

III-B. LEVEL 3-TC

a Selects safe, age-appropriate toys, materials, and equipment.

b Integrates safety concepts into the curriculum.

c Assists teachers/caregivers in making changes to create a safer learning environment.

TEACHER/CAREGIVER (TC)

III-B. ALL LEVELS - PA

a Makes sure indoor and outdoor environments are safe and fee of all hazards.

b Makes adaptations to ensure environment is safe for children with special needs.

c Provides information on safety practices to families.

d Regularly practices emergency and safety procedures such as fire, disaster, and tornado drills.

e Keeps current list of phone numbers for contacting families and emergency services.

f Provides ongoing training for staff on safety.

g Makes sure staff follows procedures for responding to suspected child abuse and neglect of children.

PROGRAM ADMINISTRATOR (PA)

C. Nutrition

TEACHER/CAREGIVER (TC)

III-C. LEVEL 1-TC

a Handles food safely.

b Allows children to decide whether to eat, what to eat, and how much to eat.

c Models healthy food choices.

d Creates a pleasant, clean environment for children to eat meals and snacks with their peers.

e Makes sure children are not exposed to food to which they are allergic.

f Follows each family's directions about child's diet (for example, makes sure children follow a vegetarian diet if that is the family's preference).

III-C. LEVEL 2-TC

a Communicates with families about children's eating patterns, food choices, and food activities.

b Takes appropriate precautions and makes sure children are not exposed to food to which they are allergic.

c Plans and guides nutritious cooking experiences appropriate for the group of children.

d Includes information about nutrition in learning activities.

III-C. LEVEL 3-TC

a Observes children during mealtimes to learn about their individual eating preferences; uses this to inform menus and meal schedules.

b Recognizes when a child needs a referral to a health professional because of nutritional needs or feeding difficulties.

c Provides information on food and nutrition to families and includes nutrition concepts in the curriculum.

PROGRAM ADMINISTRATOR (PA)

III-C. ALL LEVELS - PA

a Plans daily meals and snacks that follow USDA guidelines to meet the individual and group needs of the children in their care.

b Ensures accurate menus are posted for families.

c Provides ongoing training for staff on food and nutrition.

d Gives families information on good nutrition and its connection to obesity and overall health.

e Supervises menu planning, meal preparation, and related recordkeeping.

f Communicates with families about nutrition policies and procedures.

CORE COMPETENCIES:
IV. Guidance

A. Interactions with Individual Children

TEACHER/CAREGIVER (TC)

IV-A. LEVEL 1-TC

a Builds a relationship with each child.

b Is positive, respectful, consistent and calm with each child.

c Demonstrates appropriate expectations of each child.

d Helps children understand rules and limits.

e Uses positive guidance, like redirection, choices and problem solving.

f Works with children to resolve conflicts in age-appropriate ways.

IV-A. LEVEL 2-TC

a Explains how the environment and activities affect children's behavior; adjusts both to meet children's needs.

b Has realistic expectations of behavior based on development, culture, and special needs.

c Describes how positive guidance helps develop social skills and self-control.

d Works with families on behavior issues – asks for input, offers ideas, and helps develop solutions.

IV-A. LEVEL 3-TC

a Uses community resources to help with unusual behaviors.

b Helps others use positive guidance techniques.

c Explains how a child's attention span, personality, social skills and physical needs affect behavior. Helps others consider these factors that affect children's behavior.

d Works with others to understand child development and to have realistic expectations for children.

PROGRAM ADMINISTRATOR (PA)

IV-A. ALL LEVELS - PA

a Develops written discipline policy that promotes positive guidance.

b Provides information and resources to families on positive guidance and how to reduce problem behaviors.

c Provides ongoing training for staff on positive guidance techniques.

d Works with staff and families on behavior issues.

e Maintains a list of community resources to help staff or families facing difficult situations.

B. Group Experiences

TEACHER/CAREGIVER (TC)

IV-B. LEVEL 1-TC

a Helps children be kind to each other.

b Reacts quickly when disruptive behavior occurs.

c Handles routine transitions in schedule (e.g., from free play to mealtime, from lunch to nap) with patience and clear directions.

d Helps children follow rules and limits.

e Demonstrates consistency and fairness with all children.

IV-B. LEVEL 2-TC

a Communicates respect and fosters cooperation in the program through words and actions.

b Anticipates disruptive behavior and takes steps to prevent it.

c Provides opportunities for children to develop relationships and a sense of community.

d Uses positive guidance, including problem solving and negotiation.

IV-B. LEVEL 3-TC

a Helps children develop skills to work cooperatively in small groups, such as problem solving, negotiating and compromising.

b Uses knowledge of child development to manage group experiences effectively.

c Uses observations and assessments of individuals to inform group experiences.

d Adapts group experiences so they meet the needs of all children.

e Evaluates transitions between activities and makes adjustments when necessary.

PROGRAM ADMINISTRATOR (PA)

IV-B. ALL LEVELS - PA

a Provides ongoing training for staff on children's group experiences.

b Builds positive guidance skills by attending conferences, trainings and reading professional books and journals.

c Observes group experiences and provides feedback to staff on how to enhance children's learning in groups, build a sense of community and solve problems.

V. Professional Development

A. Family and Community Relationships

V-A. LEVEL 1-TC

a Is friendly and professional with each child's family.

b Respects the culture and structure of each family.

c Respects each family as their child's first teacher.

d Shares daily events with families.

e Supports children's relationships with their families.

f Respects confidentiality.

V-A. LEVEL 2-TC

a Creates a welcoming environment and communicates openly with all families.

b Uses pictures and materials that reflect the children in the program and in the community

c Asks families to share their special skills, talents, and culture with the program.

d Provides individual parent conferences at least twice a year.

e Helps families understand how they are teachers of their children.

f Learns about the culture of each family and uses this knowledge in the program.

V-A. LEVEL 3-TC

a Helps others build positive relationships with families.

b Gives referrals to community resources.

c Involves and supports families in implementing Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs).

d Models an inclusive classroom.

V-A. LEVEL 1-PA

a Helps staff understand the importance of the family and community for children.

b Respects cultural differences.

c Maintains an open door policy.

d Trains staff on how to provide individual parent-teacher meetings; ensures these take place at least twice a year.

V-A. LEVEL 2-PA

a Works well with families of diverse socio-economic, cultural, and linguistic backgrounds.

b Creates ways for families to be involved regularly.

c Is informed about current issues facing families and the community.

d Helps families build their skills with classes/information on child development and parenting.

e Involves families in planning, problems solving, and program management.

f Connects staff and families to community resources.

V-A. LEVEL 3-PA

a Develops and implements a community involvement plan for the program.

b Works to ensure staff reflects the diversity of families in the program and community.

c Cultivates an appreciation for diversity among children, families, and staff.

B. Advocacy and Leadership

TEACHER/CAREGIVER (TC)

V-B. LEVEL 1-TC

a Explains how play helps children learn.

b Joins professional association(s).

V-B. LEVEL 2-TC

a Learns about advocacy issues.

b Tells others about value of quality early childhood experiences.

c Participates in professional association(s).

V-B. LEVEL 3-TC

a Informs decision makers how to improve the quality of early care and education and how this will benefit young children.

b Identifies community needs that affect children.

c Explains best practices to others.

PROGRAM ADMINISTRATOR (PA)

V-B. LEVEL 1-PA

a Informs others about value of quality early childhood experiences.

b Learns about advocacy issues.

c Holds staff meetings regularly.

d Helps staff to reflect on their work.

e Communicates effectively with families, staff and the community.

f Joins and encourages staff to join professional association(s).

V-B. LEVEL 2-PA

a Plans staff meetings to improve program practices.

b Shares advocacy information with staff.

c Is active in professional association(s).

d Informs decision makers how to improve the quality of early care and education and how quality programs will benefit young children.

V-B. LEVEL 3-PA

a Advocates for young children and families at the local, state or national levels.

b Serves on professional boards or committees.

c Explains the legislative process to others.

d Is informed about pending early care and education policy changes and legislation.

e Mentors staff in decision-making and problem solving.

C. Ethics

V-C. LEVEL 1-TC

a Aware of thr NAEYC Code of Ethical Conduct.

V-C. LEVEL 2-TC

a Applies the Code of Ethical Conduct in the workplace.

b Explains how to use Code of Ethical Conduct in the workplace.

V-C. LEVEL 3-TC

a Educates others on the NAEYC Code of Ethical Conduct and helps others behave in accordance with it.

V-C. LEVEL 1-PA

a Familiar with the NAEYC Code of Ethical Conduct and the Supplement for Program Administrators.

b Shares the Code with staff.

V-C. LEVEL 2-PA

a Uses the Code and the Supplements for Program Administrators and Adult Educators in decision-making.

V-C. LEVEL 3-PA

a Uses the Code in on-site staff trainings and supports staff use.

b Uses the Supplement for Program Administrators and Adult Educators in managing the program.

D. Professionalism

TEACHER/CAREGIVER (TC)

V-D. LEVEL 1-TC

a Has a positive attitude.

b Honors program policies and procedures.

c Has good hygiene and dresses appropriately.

d Values his/her impact on the lives of children and families.

e Is respectful to all families, children, and co-workers.

f Is a helpful team member who works well with other staff and with families.

g Meets licensing requirements for professional development.

h Accepts feedback and uses it to improve practice.

V-D. LEVEL 2-TC

a Identifies professional development needs.

b Examines personal belief system and understands how it impacts teaching.

c Creates and uses a personal professional development plan.

d Follows state licensing and other standards..

V-D. LEVEL 3-TC

a Helps the program exceed licensing and meet high quality standards.

b Serves as a mentor to other teachers/caregivers.

c Presents at local and state early childhood conferences.

PROGRAM ADMINISTRATOR (PA)

V-D. LEVEL 1-PA

a Helps staff follow state licensing regulations.

b Is familiar with standards for quality early childhood programs, such as accreditation.

c Completes trainings, CEUs and college classes to build skills and knowledge.

d Works with staff to create their professional development plans.

e Works to reduce staff turnover.

V-D. LEVEL 2-PA

a Identifies current best practices in field.

b Uses good management practices.

c Develops a plan to exceed licensing standards.

d Uses knowledge of accreditation standards to improve the program.

e Reflects on his/her performance and seeks feedback from staff, families, and others.

f Creates a professional development plan to build personal knowledge and skills.

g Helps staff meet professional development goals.

V-D. LEVEL 3-PA

a Mentors others in the field.

b Presents at conferences or publishes articles on early childhood topics.

c Has the program assessed by outside evaluator. Uses feedback to create a program and staff development plan.

d Identifies barriers to professional development and works to reduce. them.

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