



Ohio's Early Childhood

Core Knowledge & Competencies



Table of Contents

INTRODUCTION | 1

PART 1: OVERVIEW | 4

Framework | 4

Content Areas Defined | 4

Overarching Considerations | 5

Dispositions | 5

Connections | 6

Uses of the Early Childhood
Core Knowledge & Competencies | 7

Highlights of the Revised Early Childhood
Core Knowledge & Competencies | 8

Acknowledgments | 8

PART 2: CONTENT AREAS | 9

A. Child Growth & Development | 12

B. Family & Community Relations | 18

C. Health, Safety & Nutrition | 26

D. Observation & Assessment | 34

E. Professionalism | 42

F. Learning Environments & Experiences | 48

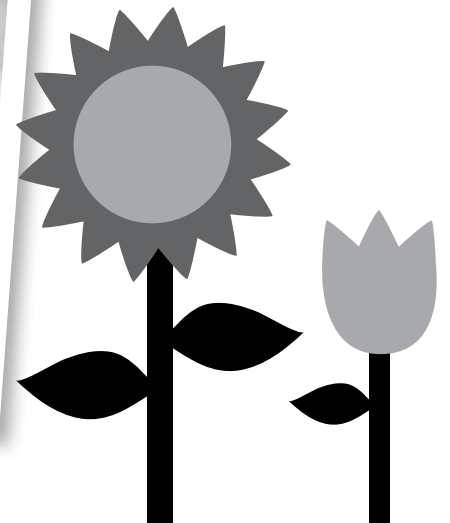
PART 3: RESOURCES | 53

Appendix 1: Glossary | 54

Appendix 2: Research References | 57

Appendix 3: For More Information | 59

Appendix 4: Linkages with Primary Sources | 62



Introduction

Young Children Are Amazing!

Inside the vulnerable, wobbly head of the youngest newborn is a stunning amount of sophisticated brain activity! Thanks to modern science, we are just beginning to understand how equipped and capable children are from the start to learn, to function, to adapt, and to make sense of the world in which they are born.

Ability Alone Is Not Enough

But modern science has also shown that the amazing capabilities of each child are not enough by themselves to ensure health and well-being, readiness for school, and a successful passage into a productive, happy adulthood. Decades of research have made it clear – the adults who care for and educate young children will shape:

- children’s understanding of themselves, others and the world around them
- the pathways of children’s physical, social, cognitive, and emotional development
- the very structure of the young child’s brain

Parents, of course, are their children’s first and most important caregivers and teachers. During the course of their early years, however, most of the children in Ohio will also have their development and experiences shaped by at least one early childhood professional – someone whose professional life is dedicated to the well-being of young children, and their families. In this document, you will discover the knowledge and skills that are needed to fully foster young children’s inborn capabilities.

PURPOSE

The *Ohio’s Early Childhood Core Knowledge & Competencies (EC-CKC)* is based on the understanding that there are critical areas of knowledge and skills that are necessary for early childhood professionals to have if young children are to learn and grow under their care. The EC-CKC strives to clearly communicate the nature of these critical areas of professional practice and be useful to anyone who is interested in the competency of early childhood professionals, whether it be those working or considering work in the field, those families who depend upon early childhood services, or those who make decisions and policies about early childhood professionals.

A NOTE ABOUT WORDING

In writing this document, key decisions were made about language that would be used. The EC-CKC was developed by people in a wide variety of experiences and roles within the early childhood profession and defines and describes what we, as early childhood professionals, know and do and why. It is intended to be a statement from us, the early childhood professional community in Ohio, and it is our sincere desire that each of you who share in this work will see yourself in these pages and feel that you are well represented here.

Early childhood professional is the term chosen for those whose work is represented in the EC-CKC. It is intended to include not only those who have the responsibility for the direct care and education of young

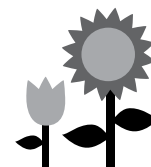
children but all those whose primary work responsibilities are related to the well-being of children birth to kindergarten entry. These professionals, though they are found in a wide variety of roles and settings, share a common goal of ensuring young children’s healthy development, and joy in learning.

Learning and development settings is the term used to represent the various types of programs that provide early care and education to Ohio’s children from birth to kindergarten entry. The EC-CKC was written to represent the professional knowledge and skill needed in all of these settings.

Professional practice is the term chosen to describe the early childhood professional’s work. It is a phrase intended to include all of the activities and responsibilities – the “practices” – of work focused on young children and their families.

Recommended practices is the term chosen to describe professional practices that are generally considered to be the most highly recommended by the field, based on current research and the knowledge of expert practitioners at this time. It is understood that, as new evidence arises, the practices that are recommended in the care and education of young children may change.

A **glossary** can be found in Part C: Resources that defines many more of the terms used throughout the EC-CKC and within specific content areas. Words that are defined in the glossary are *italicized*.



WHAT AND WHY

Core knowledge and competencies define what all adults who work with young children need to know, understand and be able to do in order to ensure that children have the best possible *environments*, experiences and relationships in which to grow and learn.

The EC-CKC is based on all that we currently know about young children's development, learning, and school readiness from research as well as the combined wisdom of leaders in our field.

Having clearly defined core knowledge and competencies has many benefits:

- Work with young children gains importance as a profession when everyone understands that it requires specialized knowledge, skills and *dispositions* gained through education and ongoing professional development.
- The EC-CKC represents the scope of professional practice and provides a comprehensive framework for the preparation of newcomers to the field and the continued professional growth of those already working with young children and their families.

- Lastly, a document that covers a range of competencies from entry level to mastery level is a helpful tool as individuals assess their own knowledge and skill level and chart a course for professional development.

GUIDING PRINCIPLES

The process of creating and revising the EC-CKC for Ohio's early childhood community involved the wisdom, creativity, and passion of a committed group of the state's early childhood professionals representing diverse roles and settings.

The writing teams who developed and revised the EC-CKC were strongly committed to a set of eight guiding principles. Their goal was to create a document that:

1. Identifies the key concepts that apply to anyone working with young children in a learning and development setting
2. Applies to early childhood professionals who provide care and/or education in many different settings and roles

3. Represents knowledge and observable skills needed for all levels of professionals, from beginners just entering the field through those at an expert level

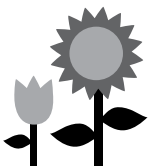
4. Applies to the development, care and learning of children from birth to kindergarten entry

5. Recognizes that children with special needs are included in the population that all early childhood professionals serve

6. Is culturally sensitive and respectful

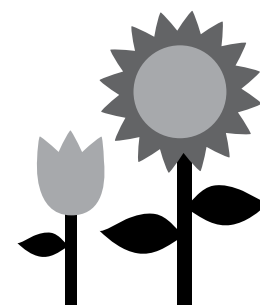
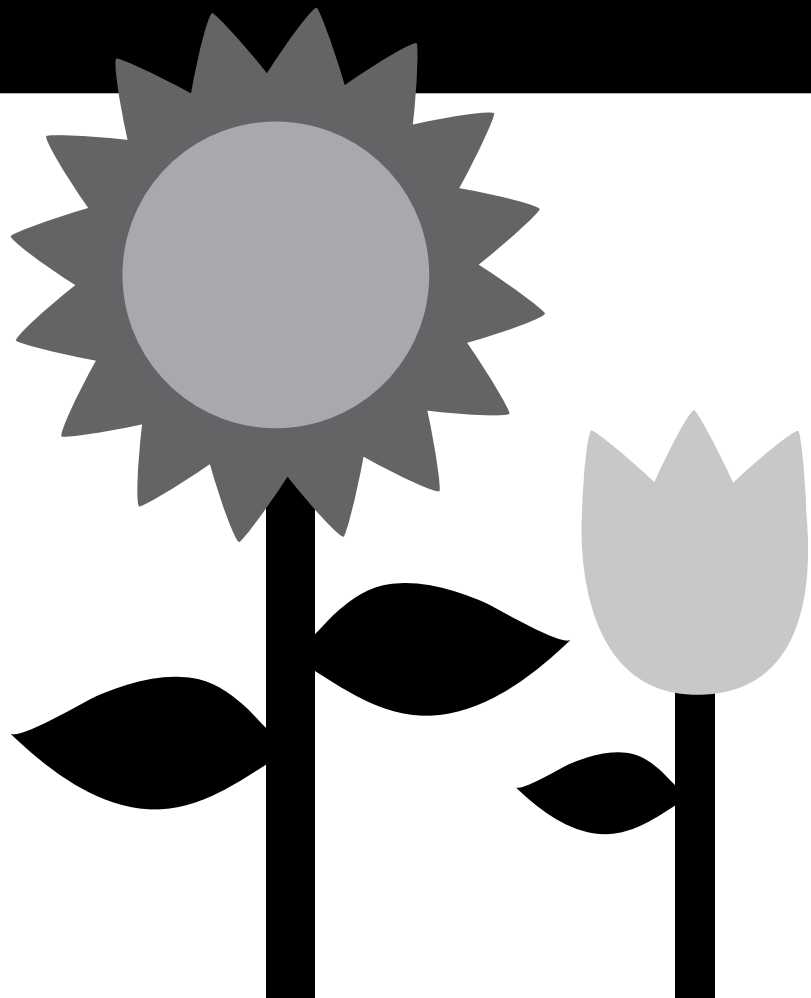
7. Is based on what is currently known, from research and expert wisdom, about young children and the practices that best support them in their development and learning

8. Is reader-friendly and useful in a variety of ways



Part 1

Overview



Overview

FRAMEWORK CONTENT AREAS DEFINED

Six broad content areas were identified as key categories of specialized knowledge and skill that shape early childhood professional practice. Here we give general definitions of each. They are in no particular order and should be seen as equally important areas that are connected.

Child Growth & Development:

Early childhood professionals base their practice on an understanding of all of the ways that children change over time, including expected patterns of development as well as the many ways that individual children can differ. They also understand and take into consideration the impact of relationships and the environment on children's well-being and growth.

Family & Community Relations: Early childhood professionals understand how important it is that they know the *family, culture* and community setting in which each child lives. They also appreciate that strong, positive connections to families and community resources benefit children.

Health, Safety & Nutrition: Early childhood professionals realize the importance of children's physical well-being as a basic and necessary foundation for their growth, development and learning, and they understand the many ways of nurturing it.

Child Observation & Assessment:

Early childhood professionals are able to continually improve each child's care and learning experiences because they

understand that every child follows a unique path. So they gather and apply information about each child's progress as part of their regular practice.

Professionalism: Early childhood professionals see themselves as members of a larger professional community and accept the responsibilities that go along with being a positive reflection on the profession and a positive contributor to the profession.

Learning Environments & Experiences:

Early childhood professionals understand that children are born with the capacity and motivation to learn, and that children's learning is enhanced when professionals intentionally use a *curriculum* informed by *standards* of children's typical development and learning from birth to age five, knowledge of individual children, and knowledge of effective and appropriate strategies to scaffold learning.

Sections

Each of the six content areas has three sections:

Rationale: This section states the reasons that the content area is essential in the early childhood professional's day-to-day practice. The statements identify the effect of professional competency on children and families and are based on current research and standards of practice. A list of the research references used in creating each area's rationale is provided in Appendix 2.

Knowledge Base: This section defines the concepts a professional must learn in order to

become competent in each area of practice. This knowledge provides the cognitive foundation for the skills and behaviors defined in the competencies section.

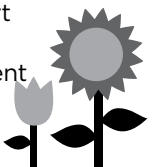
Competencies: This section identifies specific observable behaviors and skills displayed across three levels of understanding and offers professionals an opportunity to reflect on their level of knowledge within a content area.

In Appendix 3, a list of additional resources is provided for each content area if more information on that topic is desired.

Competency Levels

In order to represent the development of professional practice over time, competencies are given for three levels. All early childhood professionals would be expected to possess Level 1 competencies. As they continue learning and advancing their knowledge and skills, they would be expected to add the competencies in Level 2 and, eventually, Level 3.

Level 1: Entry Level Professionals have an understanding of the basic program and regulatory processes related to the profession. These professionals also have a basic understanding of content within each core competency and relate this knowledge to their professional responsibilities. Although they may have the basic concepts related to each core competency, Entry Level Professionals still require frequent support from more experienced professionals as well as additional professional development



and/or education. Entry Level Professionals may be new to the field or have little formal training in their profession.

Level 2: Experienced Level Professionals demonstrate the knowledge and competencies in the Entry Level and relate the content to their profession. These professionals apply their knowledge of core competencies to the responsibilities within their profession to ensure that they are meeting the individual needs of children and families. Experienced Level Professionals may seek support from others when they identify a need. Experienced Level Professionals have at least three years of experience and/or formal training in their profession.

Level 3: Advanced Level Professionals demonstrate the knowledge and competencies in Entry and Experienced levels and evaluate and assess their practice in their profession. These professionals have deep knowledge across the core competencies and utilize this knowledge to evaluate and make changes to ensure the use of best practices in their profession. Advanced Level Professionals serve as *mentors* and leaders in their profession. Advanced Level Professionals have at least five years of experience and formal training in their profession.

The intent is not to label professionals as Level 1, 2 or 3. Rather, the intent is to provide a tool for professional growth. Just as young children typically show different levels of skills across the areas of their development, each early childhood professional will have a developmental “profile” that reflects areas of varying levels of competence across the different content areas. As with children, identifying specific

areas of lesser competence is the first step in creating goals for progress and identifying ways of achieving those goals. As the early childhood professional gains knowledge and skill through self reflection, professional development education, etc., she/he can expect to see changes in that profile.

OVERARCHING CONSIDERATIONS

Some aspects of professional practice span all six content areas. In identifying the core knowledge and competencies within each, consideration was given to:

- the inclusion of children with special needs
- the differences among children and families due to such influences as culture, family structure, or religion
- behavior as a means of communication for young children and the responsibility of the professional for understanding and guiding young children’s behavior

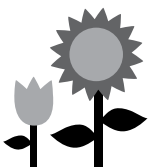
DISPOSITIONS

Every profession has a set of attitudes, beliefs and views that distinguish its members as a group. Together they are called professional “dispositions.” The early childhood profession also has dispositions that are highly valued among its members. Although dispositions are an important element of professional practice, they are different than professional knowledge and competencies. Dispositions describe *how* a person approaches all aspects of the work of the early childhood profession rather than *what* is known and done. Because dispositions apply to all members of the early

childhood profession and are evident in every aspect of their work, we’ve chosen to list them separately.

The exemplary early childhood professional is one who:

1. delights in and is curious about children and how they grow and learn
2. appreciates and supports the unique and vital role of parents and families in their children’s lives
3. is eager to learn new knowledge and skills that will support young children’s development and learning
4. models the attitudes and behaviors that she/he values in children
5. values and celebrates the diversity found among children and their families and in the world around them
6. is willing to ask for help, to learn from others, and to accept constructive criticism
7. reflects on the personal beliefs and values that influence her/his own attitudes and practices
8. accepts responsibility for her/his own actions
9. shows respect for children, families, and colleagues by maintaining *confidentiality*
10. responds to challenges and changes with flexibility, perseverance and cooperation
11. expresses her/his own emotions in healthy and constructive ways
12. values and nurtures imagination, creativity and play, both in children and in herself/himself
13. has a collaborative attitude



CONNECTIONS

Ohio Documents

The EC-CKC is an important addition to a growing collection of key Ohio documents related to early childhood. The EC-CKC supports, aligns with, and complements these documents. The following section clarifies the similarities and differences between these key documents.

Ohio's Early Childhood Core Knowledge & Competencies

Focus: early childhood (birth – kindergarten entry) professionals

Content: professional knowledge and skills

Format: six areas of professional practice, three levels of competency

Ohio's Early Learning and Development Standards

Focus: young children (birth–kindergarten entry)

Content: development and learning expectations for children

Format: five developmental domains made up of strands, which are further divided into topics, each topic has standard statements

Ohio's Standards for the Teaching Profession

Focus: licensed classroom educators, preK–grade 12

Content: professional knowledge and skills

Format: seven standards or aspects of professional practice, three levels of performance

Ohio's Core Knowledge & Competencies for Program Administrators

Focus: administrators of programs that serve children, birth–grade 6

Content: professional knowledge and skills specific to program administration

Format: five areas of professional practice, three levels of competency

National Documents

The EC-CKC also aligns with key documents of national organizations in the early childhood profession. In writing the EC-CKC, we believed it was important to show clear links to three important source documents from two leading organizations in the field, the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children/Division of Early Childhood. The following documents are closely related to the EC-CKC and were used as resources in its development:

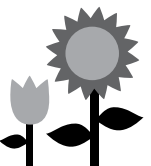
- **NAEYC Standards for Early Childhood Professional Preparation Programs** identifies standards for higher education programs that prepare early childhood professionals and states the knowledge and skills that students should have after reaching different levels of educational achievement.
- **NAEYC Early Childhood Program Standards and Accreditation Criteria** articulates standards of excellence for ten different aspects of learning and development programs

- **DEC Recommended Practices in Early Intervention/Early Childhood Special Education** identifies recommended practices in seven different aspects of serving children with special needs

A table is provided in Appendix 4 that shows which EC-CKC areas link with which standards/recommended practices from these three source documents.

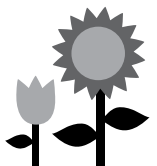
Career Pathways

Finally, the EC-CKC and Ohio's *Career Pathways* framework each reflect a progression and accumulation of professional knowledge and skill. Although this progression is represented as “levels” in both frameworks, the levels represent a similar concept rather than a direct correspondence between the two.



USES OF THE EC-CKC

| AUDIENCE | USE |
|---|--|
| Early Childhood Professionals | <ul style="list-style-type: none"> • Self-assessment; identify knowledge or competencies to acquire • Create a plan for developing as a professional |
| Program Administrators | <ul style="list-style-type: none"> • Clarify knowledge and skills required of staff positions • Identify training and staff development needs and staff development plans • Assess current staff to identify gaps and target areas of higher competency in recruiting new staff • Tie level of competency to pay levels |
| Professional Development Providers | <ul style="list-style-type: none"> • Organize and identify in-service professional development using EC-CKC areas and levels • Assess current availability of professional development opportunities across all content areas and all levels of competency • Use as framework for developing comprehensive system of professional development |
| Higher Education | <ul style="list-style-type: none"> • Assess current program content to guide course development • Use as a resource as colleges seek accreditation or <i>alignment</i> with NAEYC Standards for Early Childhood Professional Preparation • Match level of competency with the level of coursework within the degree of the program • Use as a model for student assessment • Expose pre-service candidates to future employment requirements • Use framework to facilitate articulation between institutions |
| State and Local Agencies | <ul style="list-style-type: none"> • Develop policy, initiatives and funding decisions that will increase the level of competency of early childhood professionals • Identify common goals to improve inter-agency coordination |
| Early Childhood Advocates | <ul style="list-style-type: none"> • Educate parents, policymakers and general public about the areas of professional practice in early childhood and the need for competent professionals • Reinforce the concept and language of professionalism for the field of early childhood |
| Parents | <ul style="list-style-type: none"> • Assess potential or current caregivers and teachers of their children |
| Others | <ul style="list-style-type: none"> • Make an informed decision about entering the field of early childhood • Appreciate the degree of knowledge and skill required for professional competency in early childhood • Support public and private investments, incentives and initiatives that encourage and facilitate professional competency |



HIGHLIGHTS OF THE REVISED EC-CKC

- Competency levels are more clearly defined.
- Content is updated to reflect current research that is critical for professionals to understand and know.
- Content is aligned to new program standards from Step Up To Quality and also early learning and development standards from Ohio's Early Learning and Development Standards.
- Knowledge concepts are aligned to the competencies and are read across the page to demonstrate the sequencing in skill mastery.

ACKNOWLEDGMENTS

Original 2006 Edition

The first edition of *Ohio's Early Childhood Core Knowledge & Competencies*, published in 2006, was developed over the course of

a year through the hard work of teams of 70 professionals representing every sector of Ohio's early childhood community.

The project was led by the co-chairs of the Ohio Professional Development Network (OPDN) and funded by the Ohio Department of Job & Family Services' Bureau of Child Care & Development, the Ohio Department of Education's Head Start Collaboration Project, and Build Ohio.

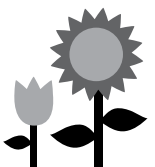
The project also received technical assistance from the National Child Care Information Center. Dr. Kathy L. Reschke, Early Development and Learning Consultant with ChildWise Resources, facilitated the development work. Dr. Reschke also contributed content expertise throughout the document and synthesized the contributions of the workgroups into a cohesive document.

Revised Edition Credits

This revised edition of the EC-CKC is the result of input from two different workgroups.

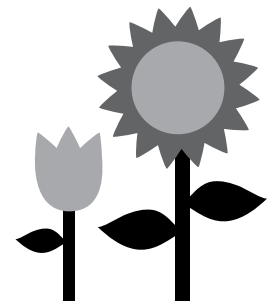
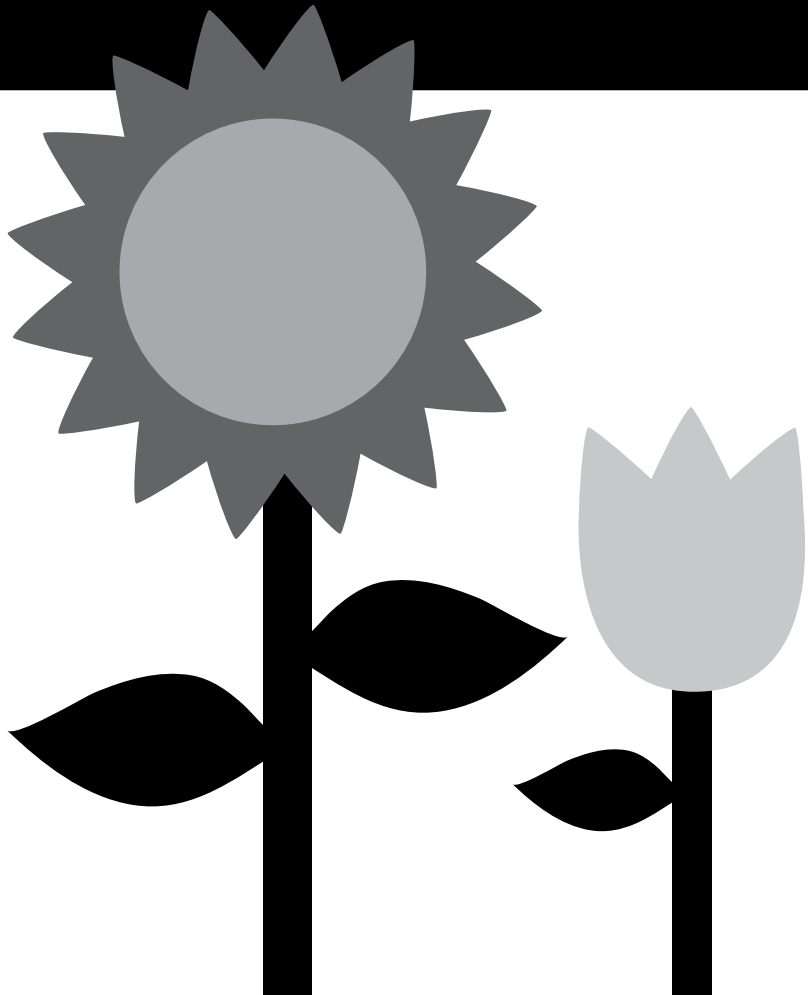
The first workgroup was the OPDN consisting of professionals from throughout Ohio representing diverse roles and perspectives within the early childhood community. The work of the group was facilitated by Dr. Kathy L. Reschke.

The second workgroup was the Ohio Professional Development Leadership Committee. The committee is made up of representatives from State Agencies who are working to develop a comprehensive professional development system across Ohio. Leadership and support were provided by the Ohio Child Care Resource & Referral Association. Lisa Baker, ODE Educational Consultant, and Dr. Wendy Grove, ODE Early Learning Challenge Grant Director, provided content expertise and synthesized the contributions of the workgroups into a cohesive document.

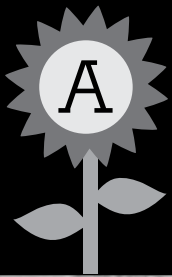


Part 2

Content Areas



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Child Growth & Development



Rationale

Knowing and Applying Fundamental Human Development Principles

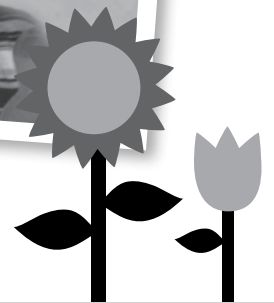
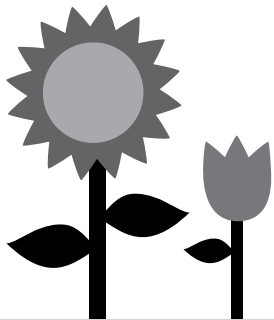
Research shows that understanding the significant theories, general concepts, and processes that mark children's growth – including early brain development – enables the early childhood professional to design care and education that optimizes each child's growth, development and learning.

Making a Positive Impact

By integrating current knowledge about children's growth and development into daily practices, early childhood professionals provide relevant, meaningful interactions and experiences for young children in an emotionally and physically safe, healthy environment.

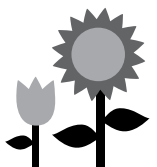
Serving the Needs of Individual Children

The early childhood professional also recognizes that an understanding of developmental patterns and individual differences, as well as the influences of family and culture, is critical to implementing *developmentally appropriate* practices in learning and development settings. By demonstrating respect for young children as unique human beings, each child's individual potential can be nurtured and enhanced. Early childhood professionals also are aware that a child's observable behavior is a reflection of a complex combination of influences that are both developmental and environmental, and are skilled in using that knowledge effectively.



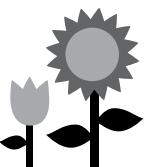
KNOWLEDGE BASE I Developmental Process

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|---|---|
| The basic concepts and theories of child development. | Identifies the basic concepts and theories of child development and learning. | Applies basic concepts and theories of child development and learning in work with children and can make direct connections to the program <i>curriculum</i> . | Analyzes how basic concepts and theories of child development and learning can inform planning of <i>environments</i> and activities. |
| The interdependence of development and learning domains of social and emotional development, cognition and general knowledge, physical well-being and motor development, language and literacy and approaches toward learning. | Identifies and describes the interdependence of development and learning domains. | Applies knowledge of all development and learning domains in work with children through an integrated curriculum. | Analyzes the curriculum and environment to ensure all domains of development are addressed for groups as well as individual children. |
| The process by which developmental milestones may be met. | Identifies the developmental patterns, <i>sequence</i> and milestones that occur in each learning and development domain. | Develops environments and activities that support learning and development based on knowledge of child development for the age and differing needs of the children. | Assesses environments and activities based on developmental patterns and individual needs and makes changes if necessary. |
| The varying rate of development in individual children. | Describes children's developmental levels in relation to age-appropriate <i>norms</i> and how children develop at different rates and in different ways. | Applies knowledge of age and individually appropriate norms to establish appropriate expectations for children. | Evaluates plans to ensure that group and individual needs of the children have been addressed. |



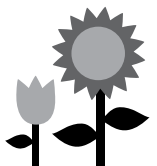
KNOWLEDGE BASE I Nurturing Relationships

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|---|--|---|
| The interdependence of development and learning and the interactions with others in terms of gender, culture, language, family and environment. | Describes ways to engage in safe and responsive relationships with each child to support development and learning considering gender, <i>culture</i> , language, <i>family</i> and environment. | Establishes nurturing relationships with children that respect their individual differences including their gender, culture, language, family and environment. | Designs experiences that enhance and maintain nurturing relationships with children and integrates activities that are inclusive of their gender, culture, language, family and environment. |
| The effects of supportive language and communication between children and adults and among children in nurturing development and learning. | Identifies ways to promote families as children’s primary teachers, including valuing their opinions and nurturing their involvement in fostering their children’s development and learning. | Uses communication strategies, including the use of interpretive services as needed to promote two-way communication with families to support their children’s development and learning. | Evaluates communication strategies with families to determine inclusiveness and effectiveness and adjusts strategies as needed. |
| The effects of caring and consistent relationships with adults on attachment, self-regulation and pro-social behavior across all areas of development and learning. | Identifies ways to communicate with children frequently to promote an understanding of culture, family and environment. | Establishes and adapts a communication style and vocabulary to support the individual needs of children that respect their language, culture, family and environment. | Assesses communication strategies with all children and families and identifies any gaps in services. |
| The influence on children’s social and emotional development by modeling positive behavior and viewing challenging behavior as learning opportunities. | Defines stages of social and emotional development attachment and provides support and guidance in consistent, non-threatening and positive ways. | Assists children in the development of healthy social and emotional development by supporting attachment, self-regulation and pro-social behavior. | Collaborates with families, colleagues and other professionals to plan learning experiences and create an environment to support children’s social and emotional development based on individual needs. |



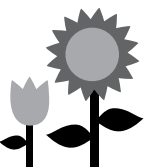
KNOWLEDGE BASE I Appropriate Environments and Experiences

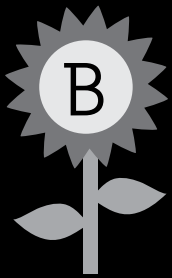
| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|---|--|
| The effects of a responsive learning environment to support children’s development and learning. | Describes the elements of a responsive learning environment (including setting, space, resources, relationships and schedules) and how they support children’s development and learning while considering their gender, culture, language, family and environment. | Implements a responsive learning environment (addressing setting, space, resources, relationships and schedules) based on the needs, interests, gender, language, and culture of children and the connection to the curriculum and <i>standards</i> . | Evaluates the responsive learning environment to ensure that it is meeting the needs and interests of children, it reflects the culture of the children and it is connected to the curriculum and standards. |
| The effects of addressing the physical space (both indoor and outdoor) to encourage development and learning in all areas of development. | Identifies elements of the indoor and outdoor physical space to support all areas of development and learning. | Plans for appropriate use of indoor and outdoor physical space to encourage all areas of development, including pro-social behavior and learning while supporting guidance and management. | Assesses the indoor and outdoor physical space to determine if the settings are used in ideal ways to support all areas of development and learning. |
| The influence an appropriate curriculum framework has on the development of curriculum planning and alignment to standards and assessment. | Identifies the components of a curriculum framework and how the curriculum is aligned to standards and assessments and follows lesson plans to support the implementation of activities for children that are <i>developmentally appropriate</i> . | Utilizes a <i>curriculum framework</i> to develop lesson plans that are aligned to standards and driven by assessment-based results. | Analyzes the curriculum framework to ensure that it is a main component of curriculum planning and individualization for children and is culturally and <i>linguistically sensitive</i> . |
| The opportunity for children to play which supports their development and learning, allows different ways of learning and allows different ways to represent their knowledge and demonstrate their skills. | Identifies the elements of play as the primary method of instruction for supporting children’s exploration and learning. | Provides a responsive and nurturing environment where children start and extend their learning through play. | Evaluates the extent to which play is used to support children’s exploration and learning and is used to inform planning. |



KNOWLEDGE BASE I Appropriate Environments and Experiences Continued

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|---|--|--|
| <p>The use of a variety of strategies for responding to different developmental needs of children, including those with developmental delays or disabilities.</p> | <p>Identifies strategies that will support children’s individual needs in all areas of development and learning, including those with developmental delays or disabilities.</p> | <p>Plans activities that support children’s individual needs in all areas of development and learning and reflect the children’s culture and language through the environment and learning activities.</p> | <p>Evaluates the extent to which the activities planned are addressing the children’s individual needs in all areas of development and learning, reflecting the cultural and linguistic diversity of the children, and reflecting progress on long-term goals.</p> |
| <p>The effects of involving families in decisions regarding curriculum, learning activities and the educational goals of their children.</p> | <p>Identifies ways to engage families in contributing to decisions concerning curriculum, learning activities and the educational goals of their children.</p> | <p>Plans activities based on family input that support learning and development and address the developmental and educational goals of children.</p> | <p>Assesses the level of family involvement in the planning of learning activities and other decisions that are applicable to their children’s educational goals.</p> |





Family & Community Relations



Rationale

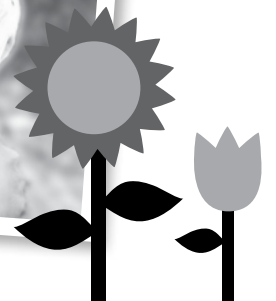
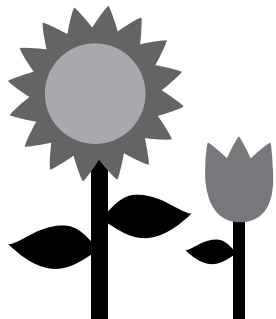
Families Are Diverse in Structure and Nature

They include people who are related by birth, by marriage, by legal ties, or simply by affection and concern. Children's lives are rooted in their *families* and *communities*. For this reason, early childhood professionals must value each child's *culture*, home and community.

The Value of Family and Community Relationships

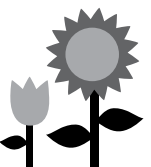
Research indicates that successful learning and development depends on partnerships with children's families and communities that are built upon ongoing communication and a commitment to confidentiality.

Children learn and grow when early childhood professionals: are aware of *community resources*; know how to make collaborative community connections; and build meaningful, reciprocal, respectful relationships that *empower* families.



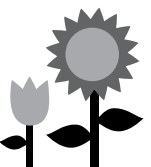
KNOWLEDGE BASE I Valuing Families

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|---|--|
| <p>The role of families as children’s primary educators.</p> | <p>Acknowledges families as their children’s first and most important caregivers and teachers.</p> | <p>Includes the families’ knowledge of their children when considering the learning environment and activities.</p> | <p>Engages in careful, reflective observation of family roles in order to gain a better understanding in supporting families as primary educators and decision-makers.</p> |
| <p>The impact that families have on children’s learning and development.</p> | <p>Recognizes the value in understanding the family structure, culture, and parenting styles that influence children’s behavior, learning and development.</p> | <p>Partners with families to support learning and developmental goals and to positively influence behavior.</p> | <p>Ensures families are equal partners in the decision-making process and that the program values families in a non-judgmental way.</p> |



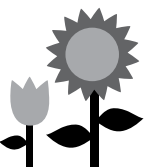
KNOWLEDGE BASE I Positive Family-Professional Relationships

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|---|--|--|
| <p>The importance of developing a collaborative partnership with each family.</p> | <p>Identifies ways to create a rapport with families.</p> | <p>Maintains a joint relationship with families using a variety of communication tools and strategies.</p> | <p>Assesses the practices used to create a collaborative partnership with each family and makes adjustments as needed.</p> |
| <p>The impact that families have on children’s learning and development.</p> | <p>Defines ways to foster two-way communication with families to support children.</p> | <p>Implements a system for two-way communication to support children which includes multiple methods of communication and communicating in the primary language of the parents utilizing various sources and technology.</p> | <p>Assesses methods of communication with families to ensure there are multiple ways to engage in two-way interaction.</p> |
| <p>The necessity of adhering to ethical and legal guidelines.</p> | <p>Identifies the ethical and legal guidelines that involve <i>confidentiality</i> and the use of appropriate boundary setting.</p> | <p>Utilizes ethical and legal guidelines related to privacy and confidentiality when working with families and sets appropriate boundaries with families.</p> | <p>Evaluates the efforts used to maintain privacy and confidentiality to ensure that ethical and legal guidelines are being consistently followed.</p> |



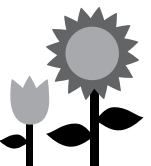
KNOWLEDGE BASE I Supporting Family Connections

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|--|---|
| The use of strategies to start and maintain family networking. | Recognizes the value of families <i>networking</i> with each other. | Plans activities to assist families in networking with each other. | Evaluates practices that support networking between families and adjusts practices as needed to support networking. |
| The use of problem-solving skills and conflict resolution strategies to assist families. | Identifies concerns, stressors and potential conflicts that may affect children’s families. | Anticipates and negotiates potential conflicts using effective problem-solving and/or <i>conflict resolution strategies</i> that support a collaborative partnership with each family. | Evaluates resources needed to address family concerns, stressors and potential conflicts. |
| The use of community resources and services to support children and families. | Identifies community resources and services available to support children and families. | Connects children and families to community resources and services. | Assumes a leadership role and collaborates with families and communities to identify and research possible solutions for unmet needs. |



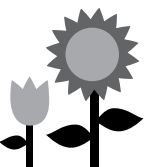
KNOWLEDGE BASE I Community Collaborations

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|---|--|---|
| The impact of diverse family support systems on children, families and communities. | Identifies supports and community resources that families need to promote children’s learning and development, including children with a wide range of abilities. | Collaborates with service providers working with children and families, including (but not limited to) participating on teams for the development of individualized service plans (the Individualized Family Service Plan for under three years of age, or the Individualized Education Plan for over three years of age). | Evaluates the effectiveness of collaboration with service providers and identifies gaps or additional resource needs for children and families. |
| The necessity of making collaborative connections to benefit children and families. | Defines ways to collaborate with families and community service providers to benefit children and families. | Utilizes community resources in learning experiences for children and families and participates in outreach activities within the <i>community</i> . | Communicates knowledge of current recommended practices in learning and development to families and the community. |
| The impact of supporting transitions to assist children and families. | Identifies information needed to support families on transitioning children into, within and out of a program. | Plans activities for children and families to prepare for the transition to a new classroom or educational setting. | Assesses transition activities employed to provide children and families the support needed to make a variety of transitions. |

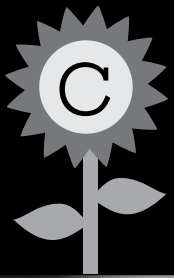


KNOWLEDGE BASE I Impact of Culture, Community and Family Systems

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|--|--|---|
| <p>The unique contribution of culture and community on the family system.</p> | <p>Identifies how community and culture influence the family system including such things as socioeconomic status, family structure and religious beliefs.</p> | <p>Applies an understanding of the context of the community and culture when creating the learning environment and experiences.</p> | <p>Analyzes the effectiveness of methods used to include community and culture in the learning environment and experiences.</p> |
| <p>The impact of personal biases and societal stereotypes on working with families and communities.</p> | <p>Defines ways personal <i>biases</i> and <i>societal stereotypes</i> may impact engagement with families and communities.</p> | <p>Uses knowledge of ways personal biases and societal stereotypes may impact engagement with families and communities to assess the learning environment and experiences.</p> | <p>Critically examines the program's culture and philosophy and its impact on engagement with families and communities.</p> |



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Health, Safety & Nutrition



Rationale

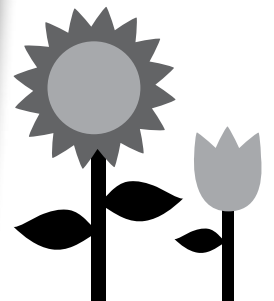
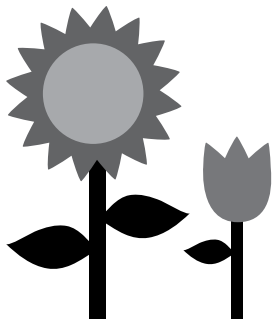
Healthy and Safe Experiences – A Necessary Foundation

Children are more able to fully develop socially, emotionally, cognitively and physically when their health and nutritional needs are met and when they are safe from physical and emotional harm.

When early childhood professionals know, understand and apply recommended practices in *health, safety and nutrition*, children will have what they need to learn and grow.

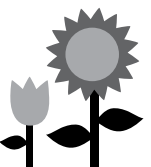
Guiding Children's Early Years

Early childhood professionals, working in partnership with *families and communities*, have a key opportunity and responsibility to provide *environments and experiences* for all young children that set them on a pathway toward lifelong health and well-being.



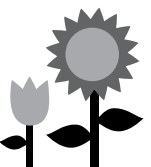
KNOWLEDGE BASE | Health

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|---|---|
| The need for a healthy environment to support the growth and development of children which includes a child’s physical, mental, social and emotional health. | Identifies ways to support a healthy environment including addressing physical activity, healthy habits and a balance of active and quiet periods in the daily schedule. | Implements a balanced schedule that addresses healthy habits and includes time for physical activity as well as time for quiet periods. | Evaluates the implementation of activities that support the growth and development of children within the learning environment and adjusts schedule when necessary. |
| The role families play as the primary caregivers in child health and developmental services. | Describes ways to collaborate with families regarding their child’s health and the resources needed to support it. | Collaborates with families to ensure each family has health information and access to resources to support their child’s health. | Advocates for health resources within the community by providing health information to families, articulating best practices and actively promoting continued development of resources and opportunities for families in the surrounding community. |
| The importance of understanding that each child has unique health care needs. | Demonstrates ways to manage short-and long-term health care needs including such things as implementing daily health checks, utilizing medication administration policies and procedures, and/or individual health care plans. | Implements the management of acute and long-term health care needs including such things as implementing daily health checks, utilizing medication administration policies and procedures, and/or individual health care plans. | Evaluates policies that assure management of acute and long-term health care needs and, when necessary, develops individualized health care plans to support each child’s unique health care needs. |
| The role of the early childhood professional in preventing the spread of disease, promoting wellness, and caring for the ill child. | Demonstrates and incorporates ways to prevent the spread of disease including proper sanitation practices, hand washing procedures, and caring for the ill child. | Evaluates sanitation practices, hand washing procedures and caring for the ill child to prevent the spread of disease and promote wellness. | Shares information with families regarding proper sanitation practices, hand washing procedures and caring for the ill child to minimize the spread of disease. |



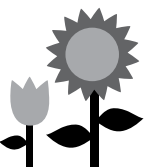
KNOWLEDGE BASE | Safety

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|--|---|
| The need for a physically and emotionally safe environment to support a child’s growth and development and the safety risks that change with each child’s developmental stage. | Recognizes and protects against hazards in the environment including such things as safe and appropriate learning materials and media. Maintains a <i>safe sleep</i> environment and position for each child, and/or ensures an emotionally safe learning environment. | Recommends policies to protect against hazards in the environment including such things as safe and appropriate learning materials and media; maintains a safe sleep environment and position for each child, and/or ensures an emotionally safe learning environment. | Evaluates the physical and emotional environment of the program and ensures that it supports a child’s growth and development and that the safety risks that change with each child’s developmental stage are considered. |
| The importance of active and age-appropriate supervision of all children. | Demonstrates proper supervision of all children at all times including procedures for the release of children. | Assists in the design of policies regarding proper supervision of all children at all times. | Assesses supervision procedures and policies and makes adjustments to procedures as necessary to assure active and age-appropriate supervision of all children. |
| The role children play in keeping self and others safe. | Defines ways to involve children in maintaining a safe environment for themselves and others. | Involves children in discussing safety precautions, maintaining a safe environment regardless of disability or delay, and ensuring a safe and supportive learning environment. | Assesses the role children play in keeping self and others safe and makes adjustments when necessary. |



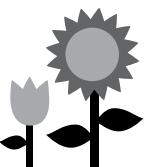
KNOWLEDGE BASE I Safety Continued

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|--|---|---|
| <p>The importance of routine care and maintenance of materials and equipment.</p> | <p>Implements procedures for ensuring routine care and maintenance of materials and equipment including, but not limited to, the proper storage of hazardous cleaning supplies and the need for daily safety inspections of indoor and outdoor environments.</p> | <p>Assists in the design of policies that ensure routine care and maintenance of materials and equipment including, but not limited to, the proper storage of hazardous cleaning supplies and the need for daily safety inspections of indoor and outdoor environments.</p> | <p>Assesses procedures to ensure that routine care and maintenance of materials and equipment is performed regularly.</p> |
| <p>The ability to identify potential threats to children and to perform basic emergency procedures including first aid and CPR.</p> | <p>Implements safety preparedness plans, recognizes the signs of child abuse and neglect, and demonstrates the basic emergency procedures for performing first aid and CPR.</p> | <p>Assists in the design of policies that ensures participation in emergency drills and procedures, recognizes the signs of child abuse and neglect, and completes ongoing training for performing first aid and CPR.</p> | <p>Evaluates the safety procedures used to identify potential threats to children and ensures that basic emergency procedures, including first aid and CPR, will be performed when necessary.</p> |



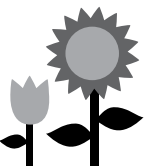
KNOWLEDGE BASE I Nutrition

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|--|---|
| The need for good nutrition and hydration to support the growth and development of children. | Defines ways to support good nutrition and to support the growth and development of children. | Monitors and models proper eating habits including the need for children to eat and drink at frequent intervals. | Assesses nutrition practices for the purpose of program improvement. |
| The role food plays in the culture of a child and his/her family as well as the role it plays in social and emotional development and the ways it support a pleasant, relaxed and developmentally appropriate meal and snack experience. | Identifies ways to create a pleasant, relaxed experience and supports changes of diet to <i>accommodate</i> the children’s cultural or health needs. | Provides a pleasant, relaxed experience during meal and snack times and consults with families about children’s health or cultural issues that may require modifications to their diet. | Evaluates the meal time experience to ensure it is pleasant and relaxed and utilizes the information obtained from families with varied cultural and religious guidelines concerning food choices and/or modifications. |
| The typical development progression of feeding, from liquid to semi-solid to solid to table food, appropriate portion sizes for all ages, and children’s hunger and fullness signals. | Defines current policies and procedures as related to food and nutrition such as USDA dietary guidelines and CACFP (Child and Adult Care Food Program) meal patterns and explains ways to respond appropriately to hunger and fullness cues. | Follows current policies and procedures as related to food and nutrition such as USDA dietary guidelines and CACFP (Child and Adult Care Food Program) meal patterns and responds appropriately to hunger and fullness cues. | Establishes and implements policies that support developmentally appropriate meal patterns and fosters sound nutrition practices. |



KNOWLEDGE BASE I Nutrition Continued

| KNOWLEDGE | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|---|--|
| <p>The importance of identifying hazards for individual children according to their age, needs and abilities (e.g. choking hazards, allergies, and feeding constraints due to health conditions) and correct procedures for handling food-related emergencies.</p> | <p>Identifies health hazards during meal and snack times including choking, allergies and feeding restrictions due to health conditions.</p> | <p>Utilizes methods for monitoring health hazards during meal and snack times including choking, allergies and feeding restrictions due to health conditions.</p> | <p>Evaluates methods for identifying hazards for individual children according to their age, needs and abilities and correct procedures for handling food-related emergencies.</p> |
| <p>The importance of following safe and sanitary food handling practices.</p> | <p>Follows safe and sanitary food handling practices.</p> | <p>Recommends policies for safe and sanitary food handling practices at all times and models this behavior for children, other adults and families.</p> | <p>Assesses food handling practices to ensure they are safe and sanitary.</p> |



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Observation & Assessment



Rationale

Central to a Variety of Decisions

When early childhood professionals know and use methods of *observation* and *assessment* that are not *biased* with regard to culture or language, that are adjusted to individual children's abilities, and are sensitive to children's needs, the resulting information is *reliable*, *valid* and useful.

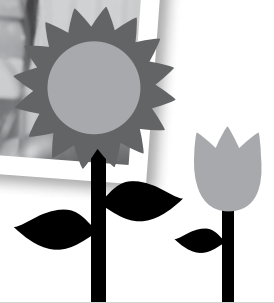
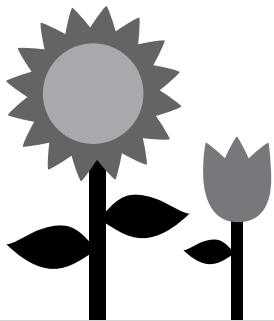
Ensuring Accurate Measurements

Early childhood professionals must take into account that young children are most likely to perform to the best of their ability when the setting and activity are familiar and closely mirror children's naturally occurring play or routines.

Regular observation and the use of multiple ways of collecting information aid early childhood professionals in discovering more about children's development and learning, establishing appropriate goals and plans, in making appropriate referrals and in implementing and evaluating effective *curriculum*.

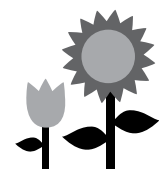
The Importance of Communicating Results

Early childhood professionals must know when and how to communicate observation and assessment results to parents and to other professionals so that children's growth and development are supported.



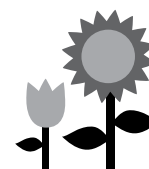
KNOWLEDGE BASE I Foundations and Principles

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|--|---|---|
| How a child grows and develops, including sequences of typical development. | Recognizes and understands the range of children’s development and skills. | Modifies assessment practices to support the range of children’s development and skills. | Evaluates the methods used for assessment practices to ensure the range of children’s development and skills are being considered. |
| How children’s home language, culture, strengths, needs, preferences, genetics and physical/social environment influence their performance. | Recognizes how children’s home language, culture, strengths, needs preferences, <i>genetics</i> and physical/social environment influence their performance on selected assessment instruments and identify the multiple factors that can place children at risk for developmental concerns. | Considers children’s home language, culture, strengths, needs, preferences, genetics and physical/social environment influences when choosing tools and methods for assessing children. | Reflects on the performance of children on selected assessment instruments and considers the multiple factors that place children at risk for developmental concern. |
| The role of screening tools in providing information that will identify children’s possible developmental delays. | Describes how <i>screening</i> tools can be used to provide information that will help identify if a child has possible developmental delays. | Uses screening tools to gather data that will help determine if children should be evaluated further by other professionals to determine possible developmental delays. | Analyzes how screening tools are being used in the program to ensure they are providing information that will identify children’s possible developmental delays and determine the need for children to be referred to other professionals for further evaluation. |
| The goals of selected assessment instruments and methods. | Lists the reasons for conducting assessments and identifies the differences between <i>informal</i> and <i>formal</i> assessment. | Considers the reasons for conducting assessments and implements informal and formal assessments using tools and processes appropriate for the children and program. | Evaluates reasons for conducting assessments and reviews ways that informal and formal assessments are used to reach goals. |



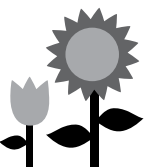
KNOWLEDGE BASE I Foundations and Principles Continued

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|---|---|
| The importance of considering the types and features of valid and reliable assessments and their uses in gathering information about children. | Defines the types and features of valid and reliable assessments. | Uses valid and reliable assessments following guidelines specified by the tool to collect data and make decisions about children. | Evaluates assessments in use and determines whether they are being used in a valid and reliable way. |
| The importance of understanding ethical principles and maintaining confidentiality. | Is aware of ethical principles that guide <i>observation</i> and assessment processes and utilizes those principles. | Implements observation and assessment practices that follow established standards including those related to confidentiality. | Analyzes assessment practices to ensure they are maintaining ethical principles and confidentiality. |
| The importance of including families in the child assessment process. | Describes how families are included in the child assessment process including the gathering of information, the setting of learning and developmental goals and the sharing of results. | Engages families in all aspects of the child assessment process. | Assesses family participation in the child assessment process including ways to gather information, set learning and development goals and share results. |



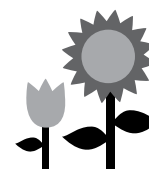
KNOWLEDGE BASE I Gathering and Documenting

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|--|--|
| The importance of using a variety of artifacts to provide evidence of children’s learning and development. | Identifies artifacts that can be gathered from activities in the learning environment to use in documentation of children’s learning and development. | Uses informal and formal assessments, using a variety of artifacts, to document children’s learning and development. | Evaluates the use of informal and formal assessments and the methods used to document children’s learning and development. |
| The importance of collecting objective, culturally sensitive, non-biased documentation. | Identifies ways to collect documentation on children’s learning and development that is objective and non-biased as well as culturally sensitive. | Utilizes diverse observation and assessment strategies that are culturally and <i>linguistically sensitive</i> and that meet individual child’s needs. | Evaluates observation and assessment strategies to ensure they are objective, culturally sensitive and non-biased. |
| The methods for utilizing multiple assessment and observation instruments. | Assists in collecting information about developmental progress from multiple sources including the information from families and other professionals. | Organizes information about developmental and educational progress that is collected from multiple, age-appropriate sources including contributions from families and other professionals. | Evaluates strategies used to organize information about developmental and educational progress. |



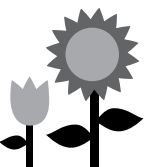
KNOWLEDGE BASE I Summarizing and Interpreting

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|---|--|
| <p>The importance of analyzing screening and assessment results in a non-biased way.</p> | <p>Recognizes the importance of <i>analyzing</i> and <i>interpreting</i> screening and assessment data in a non-biased way.</p> | <p>Analyzes and interprets screening and assessment data in a non-biased way.</p> | <p>Evaluates ways that screening and assessment results are analyzed and interpreted and ensures they are completed in a non-biased way.</p> |
| <p>The importance of reviewing screening and assessment results to synthesize information regarding children’s learning and development.</p> | <p>Recognizes the importance of reviewing screening and assessment results to <i>synthesize</i> information regarding children’s learning and development.</p> | <p>Reviews screening and assessment results to synthesize information regarding children’s learning and development and to determine all areas are addressed.</p> | <p>Analyzes how screening and assessment results are gathered and evaluated to show a comprehensive view of children’s learning and development.</p> |
| <p>The relationship between observation and assessment data and curriculum planning and instruction.</p> | <p>Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children.</p> | <p>Plans for individual children and groups of children based on observation and assessment results.</p> | <p>Evaluates the way assessment results are used to plan for individual children and groups of children.</p> |

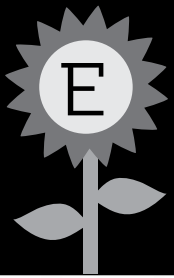


KNOWLEDGE BASE I Sharing and Reporting

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|---|--|---|
| The importance of utilizing appropriate reporting methods for child screenings and assessments including maintaining confidentiality. | Recognizes the importance of utilizing appropriate reporting methods for child screening and assessments including maintaining confidentiality. | Utilizes appropriate reporting methods for child screening and assessments including maintaining confidentiality. | Analyzes the reporting methods utilized for child screening and assessment and ensures the confidentiality of these reports are maintained. |
| The importance of sharing screening and assessment results with families. | Identifies sensitive methods of discussing the results of screening and assessment and the importance of ongoing assessment with families. | Discusses the results of screenings and assessments with families and communicates the results in written and oral formats using <i>strength-based</i> language. | Reviews ways that screening and assessment results are shared with families and makes adjustments when necessary. |
| The availability of community services and how families may access community resources. | Identifies ways for connecting families to community services and resources that will support their needs. | Plans with families for communicating assessment results to other involved professionals and connecting families to community resources that will support their needs. | Facilitates the sharing and reporting of assessment results used to determine next steps for an individual child in collaboration with families and other professionals or agencies that may be involved. |



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Professionalism



Rationale

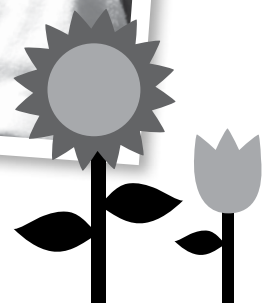
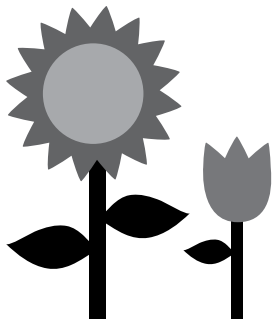
Studies Validate the Role of Professionals

Research supports the position that early childhood professionals are critical to the well-being and development of every child in their care. The interactions and *environments* they provide for children lay the foundation for learning and success in school and life.

Relationships that professionals build with *families* that are warm, respectful, *strength-based* and cooperative are linked to positive short- and long-term outcomes for children.

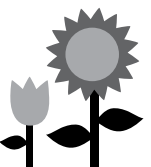
Growing Skills Helps Children and the Field

When early childhood professionals are equipped with specialized education and training, and continue to learn and develop as professionals, they are better able to provide care and education that support every aspect of children's growth and learning. Each early childhood professional is a member of a larger *community* of professional practice. When each professional accepts the responsibilities of the profession regarding *ethical* conduct, *advocacy* for young children and families, and effective communication of the importance of high quality learning and development settings, not only do young children and their families benefit, but the profession as a whole is raised.



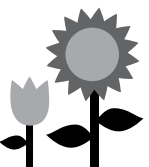
KNOWLEDGE BASE | Professionalism in Practice

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|---|--|---|
| <p>The role that professional preparation and training serves in understanding how to create experiences and interactions that help children reach their potential.</p> | <p>Recognizes the role that professional preparation and training serves in understanding how to create experiences and interactions that help children reach their potential.</p> | <p>Provides materials and experiences within the learning environment to support an understanding of individual differences and includes family values and strengths in setting goals for individual children and for the program.</p> | <p>Routinely reflects and evaluates the experiences and interactions that are planned to ensure they help children reach their potential including their interaction with families regarding children's goals for learning and development.</p> |
| <p>The value of presenting one's self as professional in all matters including work habits, communication, attitude and appearance.</p> | <p>Views one's self as a professional and demonstrates professional work habits including confidentiality, respect for all people, dependability, personal appearance, time management, independence and teamwork. Communicates effectively using appropriate oral and written language skills.</p> | <p>Adopts and maintains professional behavior and attitudes, utilizes professional boundaries, and interacts in a professional manner that reflects the value of self and respect for others. Routinely creates effective written communication such as curriculum plans, parent communication, and anecdotal/observation notes and understands that communication includes speaking, signing, listening, reading, writing, body language, personal appearance and the use of <i>adaptive devices</i>.</p> | <p>Actively models and promotes a professional image for the early childhood field in a variety of settings and guides others in developing and maintaining professional work habits. Explains and models to families and other professionals communication with young children that is respectful, positive, supportive and age-appropriate.</p> |
| <p>The role of mentoring to support the needs of all young children, families and the profession.</p> | <p>Recognizes the value of mentoring and is open to opportunities. Recognizes oneself as a decision maker within the learning and development setting.</p> | <p>Serves as a mentor and resource for less experienced professionals and acquires and shares additional knowledge and competencies through participation in professional development.</p> | <p>Serves as a mentor to others in the field and assumes early childhood leadership roles in the community and in state and national professional organizations.</p> |



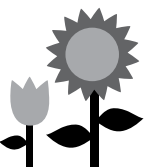
KNOWLEDGE BASE I Continuous and Reflective Professional Development

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|--|--|
| <p>The advantage of seeking out and participating in opportunities to develop personally and professionally.</p> | <p>Participates in opportunities for professional growth and development and meets minimum regulatory requirements for professional development. Engages in and values supportive working relationships that include mentoring opportunities.</p> | <p>Works toward credential, degrees and/or program accreditation and demonstrates interest in adults' as well as children's development through a professional development plan.</p> | <p>Continues to pursue ongoing, intentional learning through a professional development plan and facilitates professional development opportunities for others based on reflective approaches and adult learning styles.</p> |
| <p>The value of continually seeking to increase one's own knowledge and skill by reflecting on, analyzing and evaluating one's own professional practices.</p> | <p>Reflects on own practices and utilizes <i>professional resources</i>, including input from supervisor and colleagues, in order to improve practices.</p> | <p>Develops personal goals based on reflections on current practices. Explores current trends and research-based practices in early childhood.</p> | <p>Evaluates and applies current research and trends presented in professional resources. Develops and presents professional resources to improve practices.</p> |
| <p>How to make decisions about program planning based on the most current recommended practices, professional standards and research available.</p> | <p>Identifies state and national standards that promote quality learning and development settings (Step Up To Quality Program Standards, <i>Ohio Early Learning and Development Standards</i>, National Association for the Education of Young Children Standards, and National Association for Family Child Care Standards).</p> | <p>Uses local, state and national professional resources to evaluate and improve practices. Uses quality standards when making decisions about program planning.</p> | <p>Evaluates the way local, state and national professional resources are used in program planning and ensures quality standards are being consulted when making decisions.</p> |



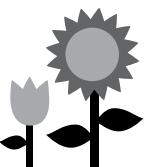
KNOWLEDGE BASE I Leadership and Advocacy

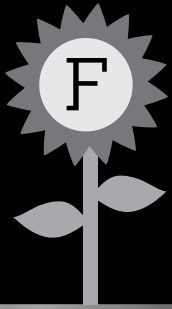
| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|--|---|
| <p>The role of advocacy in developing collaborative partnerships with the community and ensuring effective services and legislation for children and families.</p> | <p>Recognizes the family’s right to make decisions about their child care and education and follows all legal and regulatory mandates by becoming aware of the local, state and national legislation and public policy that affect young children and families.</p> | <p>Creates and develops relationships with the family to ensure their ability to make decisions about their child’s care and education. Discusses the significance of the early years and the value of learning and development settings with families and others in the community and informs and influences others about the needs of all young children, families and the profession.</p> | <p>Educates families on advocacy measures that are in the best interest of the child, other families and the community. Advocates for recognition of early care and education as a profession, as well as services and legislation for all young children, families and the profession.</p> |
| <p>The value of professional relationships and the value of each professional in building the larger community of early childhood practice.</p> | <p>Contributes to staff or group discussions and decision making based on current knowledge of child development and identifies early care and education as a profession.</p> | <p>Participates in leadership activities with staff, families, colleagues, or other providers. Utilizes and shares recognized tools in planning and evaluating the program to build the larger community of learning and development settings.</p> | <p>Collaborates with colleagues and others to improve programs and practices for young children and their families and communities. Analyzes practices on an ongoing basis to implement changes that will strengthen the quality and the success of the program.</p> |



KNOWLEDGE BASE I Ethical Standards and Professional Guidelines

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|--|--|---|
| <p>The role of a professional association’s code of ethical conduct on providing for the well-being of all children and their families.</p> | <p>Practices ethical responsibilities in the code of ethical conduct promoted by the professional association most closely affiliated with his or her professional role. Can identify the difference between a code of ethics and personal values.</p> | <p>Promotes the ethical responsibilities in the code of ethical conduct and promotes policies and practices that provide for the well-being of all children and their families.</p> | <p>Consistently models and informs others of standards and principles set forth in the code of ethics.</p> |
| <p>The role that ethical responsibilities and practices have on children, families, co-workers and the community.</p> | <p>Discusses the reason for the code of ethics or recognizes the underlying core values. Recognizes and values early childhood and avoids participating in any practices that are disrespectful or potentially harmful to children.</p> | <p>Recognizes potentially unethical practices and <i>ethical dilemmas</i> and seeks to apply ethical code as a tool.</p> | <p>Assists others in analyzing ethical dilemmas and helps them to determine an appropriate course of action.</p> |
| <p>The role that collaboration and respect play in supporting all children, families and others in the profession.</p> | <p>Discusses the importance of <i>collaboration</i> and respect among all adults who work in learning and development settings, including confidentiality.</p> | <p>Promotes and informs others of the need to support emotional, social, physical and intellectual development for every child and engages in collaboration and respectful communication with supervisors, staff, families, volunteers or other providers.</p> | <p>Creates opportunities for respectful conversations with multiple views and accesses community resources and professional services that respect the diversity of children and families.</p> |





Learning Environments & Experiences



Rationale

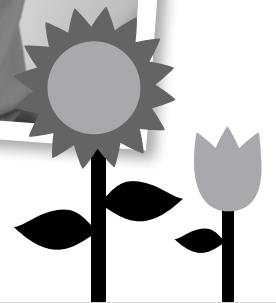
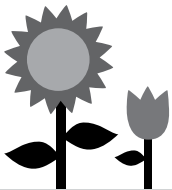
Children Are Born with Different Approaches to Learning

Supporting their learning is an important role for the early childhood professional. Children's learning occurs in a variety of settings, including play and everyday interactions and routines. Self-directed learning is strengthened and extended when the early childhood professional recognizes it and purposely responds in ways that reflect respect for the individual child and knowledge of the developmental progression of the skills or concepts underway (as represented in the *Ohio Early Learning and Development Standards*).

Learning Is a Holistic Process

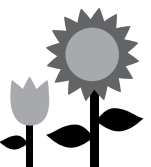
The professional also recognizes the knowledge and skills gained during early childhood that have been shown to predict children's later success in school and life. When he/she uses that information, combined with knowledge about individual children gained through *observation* and *assessment*, to plan and change a *curriculum* to meet the learning needs of children in every developmental domain, then each child is more likely to achieve their potential. Early childhood professionals are most effective in supporting children's learning when they are capable of using a wide range of strategies that meet the guidelines of *Developmentally Appropriate Practice (DAP)* and *Universal Design for Learning (UDL)*.

Children's learning is improved when professionals recognize that a child's physical health, emotional state and physical environment are all involved, and when professionals are able to *accommodate* the changing needs of individual children by adjusting their planning and assessment strategies as appropriate. Learning goals for children are also more likely to be reached when professionals take responsibility to build *collaborative* relationships between the learning and development setting, the *family*, and any other service providers that are supporting the child's care and education.



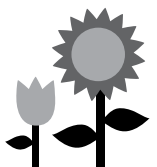
KNOWLEDGE BASE I Interactions and Relationships

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|--|---|--|
| The role that helping and guiding interpersonal relationships play in peer to peer, adult to child and adult to adult relationships. | Assumes primary responsibility for specific children in the learning environment and engages in one-on-one, face-to-face, <i>reciprocal interactions</i> to form safe, nurturing relationships. Recognizes that his or her relationships with co-workers, families and others impact children. | Interacts with children using encouraging and nurturing words and actions. Plans and provides opportunities for children to communicate, form friendships, and to interact with each other respectfully. | Assumes responsibility for the needs of all the children present. Articulates, analyzes, evaluates and applies current theory and research on relationships and supportive interaction. |
| The value of bringing each child's culture and language into the shared culture of the group and creating a bias-free, warm and caring emotional climate. | Conveys respect for diversity among children and families by treating all with fairness, respect and understanding. Interacts positively with children in responsive, consistent ways and listens to children attentively to gain understanding and to respond quickly to their needs. | Assists children in identifying and expressing their feelings in culturally and socially acceptable ways and gathers information from parents regarding effective strategies to support children. | Shares information on guidance techniques with families using sensitivity and respect and relates guidance practices to knowledge of children's temperaments, personalities, culture and levels of development. |
| The benefits and methods of modeling and encouraging behaviors that contribute to a supportive, inclusive sense of community. | Speaks to children in calm, respectful tones. Encourages and supports children's efforts, ideas, accomplishments and interests. | Uses behavior guidance strategies that involve children in creating rules and resolving conflicts. Guides children in resolving conflicts through communication, negotiation and problem-solving. | Applies theory and current research to create a community that supports social and emotional development. |
| The importance of treating each other with dignity at all times. | Bases expectations for behavior on age and developmental level of children. Prevents challenging behavior by providing consistent and predictable routines and responds to challenging behavior with positive guidance techniques. | Adapts to and includes each child, individually adjusting for his/her temperament, personality, strengths, interests and development. Seeks to identify causes of challenging behaviors and uses guidance approaches that promote positive behaviors, problem-solving, <i>self-regulation</i> and self-control. | Evaluates practices and policies for effective child guidance for both typically developing children and those with disabilities which articulates and demonstrates realistic expectations for children's attention spans, interests, social abilities and physical and emotional needs. |



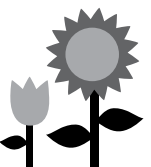
KNOWLEDGE BASE I Physical Environments

| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|---|---|
| The relationship between the physical environment and young children’s behavior and learning | Recognizes when a child’s behavior is being affected by features of his or her surroundings. | Articulates how the environment or changes in the environment may affect the behavior of children and makes changes to the environment when necessary. | Continuously observes and evaluates how space is affecting the behavior of children, adults, and the management of the classroom and adjusts the environment as needed. |
| How to plan and prepare a learning environment in order to nurture children’s initiative, encourage active exploration of materials, support engagement with activities and interaction with others. | Provides adequate space for routine care and play that supports the age and interests of the children. Recognizes that individual space is needed for children to keep their individual belongings. | Provides a balance of spaces for activities that are active and quiet, child-directed and adult-directed, individual and group, and indoor and outdoor. | Articulates, analyzes, evaluates and applies current theory and research on design of the environment in order to support individual and group growth. |
| How to maintain a safe and positive environment through careful supervision and anticipation and avoidance of problems before they occur. | Understands and follows state rules and regulations specific to children’s environments, both indoors and outdoors. Ensures that equipment, materials and the environment are clean, safe and free from hazards. | Ensures that state rules and regulations specific to children’s environment, both indoors and outdoors, are being followed. Uses equipment to help define activity areas and routine areas to provide traffic control for the space. | Uses a continuing process of assessment to guide modifications to the environment with rate of changes implemented in consideration of the impact on children. |
| The importance of choosing materials and equipment and arranging the physical space based on children’s learning and development needs. | Ensures that physical aspects of the room, such as temperature, noise level, and lighting, are comfortable for children and that the equipment is appropriate for the size of the child. | Recognizes the effect that certain materials and design may have on children’s learning and development such as bright colors multiple patterns. Uses real world/real life materials related to children’s experiences and interests. | Evaluates materials and equipment to ensure they are supportive of children’s learning and development needs and the children’s culture. |



KNOWLEDGE BASE I Learning Experiences

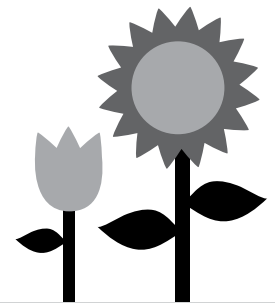
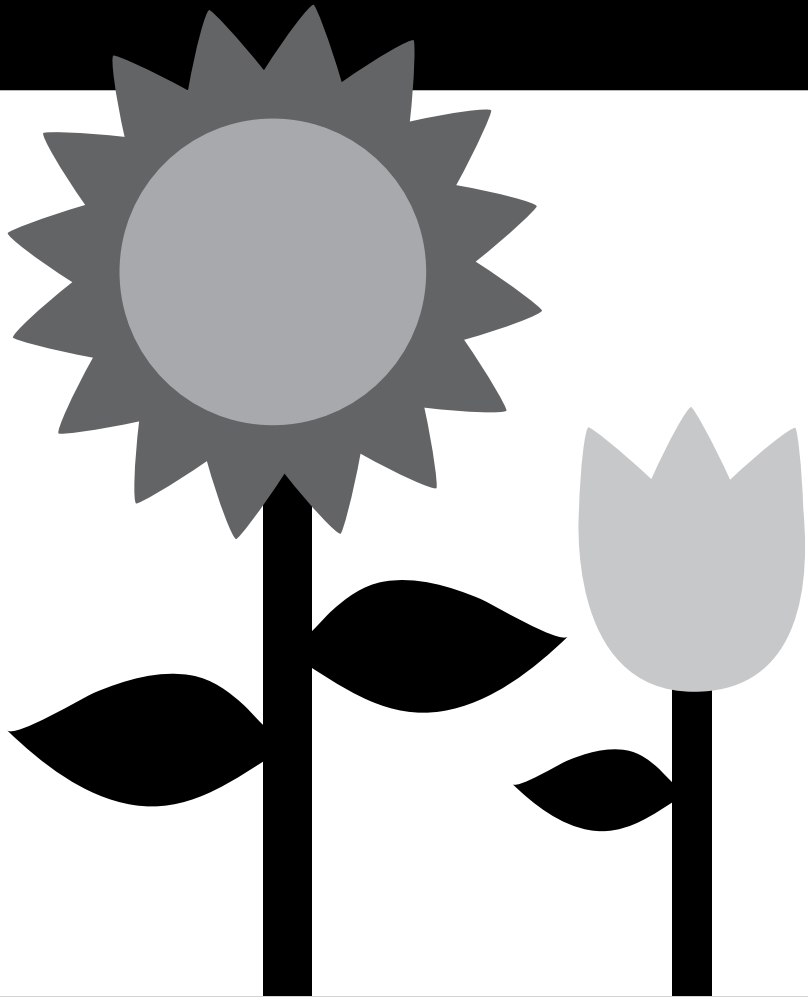
| KNOWLEDGE CONCEPTS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|--|--|
| The principles of integrating curriculum across all developmental domains including how to embed learning in everyday routines and activities. | Describes ways to develop and implement a daily schedule and routine that are appropriate for all children's learning and development. Describes ways to choose a curriculum that includes all domains in Ohio's Early Learning and Development Standards and includes knowledge of individual children and their interests. | Implements and adjusts daily schedules and routine to ensure they are appropriate for all children's learning and development. Plans and implements curriculum and instructional practices based on knowledge of individual children's needs, interests and abilities as determined by assessment information. | Implements strategies to support the children's role in planning curriculum based on the interests, skill levels and potential of each child. Articulates, analyzes, evaluates, and applies current theory and research on design of curriculum in order to support individual and group growth. |
| The value of play and concrete experiences that are tied to familiar aspects of a child's world. | Recognizes that learning occurs through play and supports and encourages children's participation in a variety of activities. | Incorporates active play in all activities and routines throughout the day and emphasizes the process of creating instead of the end product. Encourages parent input in planning and participating in activities and uses child's home language in daily activities. | Identifies and communicates the skills fostered through play to other adults, including parents. Evaluates the learning environment, <i>teaching strategies</i> and materials to support the learning potential found in play for all children. |
| The strategies that support language development and early literacy throughout early childhood. | Lists ways to engage children in activities that support language development and early literacy. | Creates an environment and learning experiences that foster language development and early literacy. | Evaluates the environment and learning experiences that foster a culture of language development and early literacy. |
| The strategies that create a rich environment that fosters curiosity, thinking and problem-solving. | Supports and encourages children's participation in a variety of learning experiences that foster curiosity, thinking and problem-solving. | Integrates various opportunities into the learning environment that support curiosity, thinking and problem-solving for children. | Evaluates the strategies that create an intellectually engaging environment that fosters curiosity, thinking and problem-solving. |



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Part 3

Resources



Appendix 1: Glossary

Although many of these words may have other definitions, for the purposes of this listing the definition is given that best fits the meaning of the word or phrase when used in this document.

Accommodate – To make changes in a task, environment, or assessment to enable a child to be fully engaged and achieve the intended outcome without changing the expectations for the child.

Adaptive Devices – Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

Advocacy – Long-range thinking that establishes unified, collaborative actions to make effective, lasting and targeted change in the field of endeavor.

Align/Alignment – The process of *linking* curriculum, assessment, classroom instruction, and learning to a set of standards that describes what students should know and be able to do. The goal of alignment is to ensure that classroom instruction and learning activities support adopted standards and assessments.

Analyze – Examine methodically and in detail the constitution or structure of something (especially information), typically for purposes of explanation and interpretation.

Approaches toward Learning – Innate aspects of the human drive to understand and master the environment; they include

but are not limited to: curiosity, initiative, creativity, persistence, attention, reflection and planning.

Assessment – The process of gathering information through the use of multiple tools and resources for the purpose of making decisions.

Attachment – The development of a sense of security, trust and safety between a child and a significant caregiver; this aspect of a child-caregiver relationship builds over time, can vary in quality, can be developed between a child and multiple caregivers, and has a profound impact on a child’s long-term social and emotional well-being.

Bias – Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Challenging behavior – Actions or responses that: indicate a child is not exercising self-regulation or is stressed, afraid or insecure; interfere with children’s learning, development and success at play; are harmful to the child, other children or adults; and/or put a child at risk for later social problems or school failure.

Children with special needs – Children with disabilities, developmental delays, or chronic health or behavioral needs that have been identified through a formal assessment process.

Code of ethical conduct – Statement of the distinctive values and moral obligations of a professional field intended to guide professional behavior.

Collaboration – The action of working with someone to produce or create something.

Competency – An ability or skill.

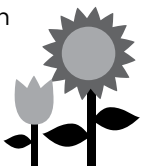
Community – The town, city or population group where an early childhood program is located; may also refer to a group of people who share a common culture, language, purpose, etc. (e.g., “early childhood community,” “classroom community”)

Community services/resources – Programs, assets, resources available to children and families within a particular community, especially those that can help a family cope with a difficult situation or meet a specific need.

Confidentiality – Ensuring that information is accessible only to those authorized to have access. This includes any information, whether oral, written, or computerized, that is directly applicable to an individual requesting or receiving services from an agency. These include handwritten notes, tapes, films, disks, etc. as well as oral communication based on such information.

Culturally and linguistically sensitive – The ability to work sensitively and respectfully with children and their families, honoring the diversity of their cultures, spoken languages, and racial and ethnic groups.

Culture – All of the socially transmitted behavior patterns, values, beliefs and knowledge that are typical of a population or community of people at a given time.



Curriculum – Planned, sequenced program of daily activity that is based on children’s knowledge and abilities in all developmental domains, reflects the current interests of the children, and integrates aspects of children’s family and culture. The curriculum is the intentional plan to foster each child’s progress toward goals for development and learning that are informed by appropriate assessment and revised as each child demonstrates progress.

Curriculum Framework – An organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

Developmental domains – Term used by professionals to describe areas or categories of skills and concepts that children develop or learn over time. Domains typically include the following areas of development: social, emotional, cognitive, language and literacy, physical (large motor, fine motor, perceptual/sensory), and creative.

Developmentally appropriate – Programs, activities, and environments that are designed on the basis of: knowledge of how children develop and learn; knowledge of the strengths, needs, and interests of individual children; and knowledge of the social and cultural contexts in which children live.

Dispositions – The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes

related to values such as caring, fairness, honesty, responsibility, and social justice.

Empower – To give authority or responsibility to another, particularly for taking action on one’s own behalf.

Environment/Environmental – All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and survive.

Ethical – Conforming to accepted standards of conduct for an individual or group.

Ethical dilemma – A situation in which an individual faces conflicting professional values and responsibilities.

Family – A social unit of two or more people who share goals and values, have long-term commitments, and often but not always live in the same household. A family may include children and adults living in the home, adults who are responsible for the long-term care and well-being of the child, a child’s legal guardian, and/or parents who may not live in the same household as the child.

Formal (observation/assessment) – Assessment that follows accepted rules and standards for use of forms, structure and arrangement of outcomes.

Genetics – Heredity and the variation of inherited characteristics.

Health – A state of wellness; complete physical, mental, social, and emotional well-being. The quality of one element affects the state of the others.

Hydration – The taking in of water or fluids to maintain health.

Informal (observation/assessment) – Assessment that does not use standardized or required forms or procedures or is not officially recognized or approved as regular means of gathering information.

Interdependence – Mutual dependence between things.

Interpret – Explain or understand the meaning of.

Linguistically sensitive – Skill in the use of words for expressive and practical purposes.

Mentor – A knowledgeable and experienced individual who provides guidance to less knowledgeable/skilled professionals to develop skills and reflection of practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and provision of services.

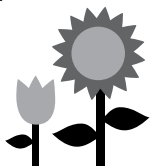
Networking – Interact with other people to exchange information.

Norms – Something that is usual, typical, or standard.

Norm-referenced – A measure in which an individual child’s performance is compared with that of a normative group, usually of others of the same age.

Nutrition – The processes by which living things take in and utilize food substances for nourishment.

Objective – Uninfluenced by emotions or personal biases.



Observation – Gathering information through one or more of the five senses for the basic purpose of determining a child's individual needs.

Ohio Early Learning and Development Standards – A representation of the development and learning expectations, in all developmental domains, of children from birth to kindergarten entry.

Professional resources – Education, information, materials, support services, and advocacy for early childhood stakeholders including providers, teachers, trainers, and those working with families.

Professionalism – Decisions and actions, based on knowledge of early childhood theories, research and practice that shape one's career in the field.

Pro-social behavior – Behavior that reflects a positive regard for others and has a positive impact on others.

Reciprocal interaction – An interaction with a child in which both adult and child are actively contributing, listening, and responding to one another.

Reliable – Resulting in consistency of test scores over time and between testers: the extent to which it is possible to generalize from one test result conducted by one person to test results conducted at different times or by different observers.

Responsive learning environment – Adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learner.

Safe sleep – A sleep environment that reduces the risks associated with Sudden Infant Death Syndrome; current recommended practice is to place babies on their backs to sleep.

Safety – Security and freedom from physical or psychological harm.

Scaffold – To offer just enough assistance to a child to allow him/her to accomplish a task or comprehend a concept that he/she is unable to successfully achieve alone. Assistance may take many forms and should reflect an understanding of the factor or factors that are keeping the child from succeeding independently.

Screening – A brief assessment to determine whether a child requires further and more comprehensive evaluation.

Self-regulation – Child's capacity to manage his/her own body, manage powerful emotions, and maintain focus and attention.

Sequence – A set of related events, movements, or things that follow each other in a particular order.

Societal Stereotypes – A thought that can be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or may not accurately reflect reality.

Standards – Agreed upon expectations for young children, programs or professionals. Varying terms are used to describe standards: *early learning/development standards* are expectations about learning and development of young children; *program standards* are expectations for the

characteristics and quality of schools, child care centers or other education settings for children; *content standards* represent what students – including adult students – should know and be able to do within a particular discipline, such as math, science, language, or the arts; and *professional standards* are expectations for the knowledge and skills that an individual should have in his or her professional role.

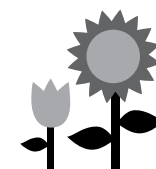
Strength-based – An approach that focuses on the competencies, resources, and assets that a child, parent or family possesses, rather than on what may be lacking.

Synthesize – Combine (a number of things) into a coherent whole.

Teaching strategies – Intentional behaviors intended to promote children's learning of specific concepts or skills. Teaching strategies include both implicit strategies (e.g., adding materials to the environment, offering specific experiences) and explicit strategies (e.g., using productive questions to focus a child's inquiry, providing multiple opportunities to practice a new skill, breaking a complex task down into a series of simpler steps).

Universal design for learning – A set of principles for creating instructional goals, methods, materials, and assessments that can be customized and adjusted to give all individuals equal opportunities to learn. udlcenter.org

Valid – Extent to which a test measures what its authors claim it measures; appropriateness of the inferences that can be made on test results.



Appendix 2: Research References

Research in child development and early care and education practices provides the foundation upon which the EC-CKC is built. The following sources were referred to in the development and/or revision of the rationale, knowledge base, and competencies for the six Content Areas.

GENERAL

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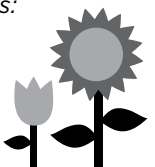
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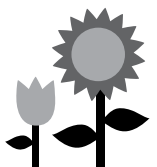
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Appendix 3: For More Information

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For more information – earlychildhoodohio.org

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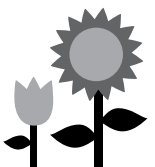
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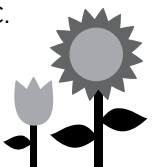
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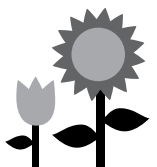
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Appendix 4: Linkages with Primary Sources

Ohio's Early Childhood Core Knowledge and Competencies is closely linked to four important source documents from leading early childhood professional organizations:

1. *NAEYC Early Childhood Program Standards and Accreditation Criteria* (2005). The National Association for the Education of Young Children.

2. *Preparing Early Childhood Professionals: NAEYC's Standards for Initial Licensure,*

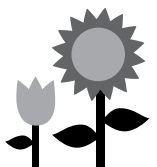
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3. *DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education,* (2005). S Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean; Division for Early Childhood of the Council for Exceptional Children.

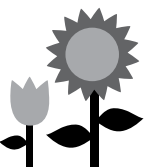
4. *The Child Development Associate Competency Standards,* (2013). The Council for Professional Recognition. <http://www.cdacouncil.org>

Many of the knowledge and competency areas in the EC-CKC are related to specific standards, criteria or recommended practices in these three documents. In order to allow for easy cross-referencing, the following table links each content area in the EC-CKC with the relevant content in each of the other documents.

| CONTENT AREA | 1. NAEYC ACCREDITATION CRITERIA | 2. NAEYC PROFESSIONAL PREPARATION STANDARDS | 3. DEC RECOMMENDED PRACTICES | 4. CDA COMPETENCY GOALS & FUNCTIONAL AREAS |
|--|---|---|--|--|
| A. Child Growth & Development | <p>1A. Building positive relationships between teachers and families</p> <p>1B. Building positive relationships between teachers and children</p> <p>1C. Helping children make friends</p> <p>1D. Creating a predictable, consistent, & harmonious classroom</p> <p>1E. Addressing challenging behaviors</p> <p>1F. Promoting self-regulation</p> <p>2B. Areas of development: Social-emotional development</p> <p>2C. Areas of development: Physical development</p> <p>2D. Areas of development: Language development</p> <p>7A. Knowing and understanding the program's families</p> | <p>1a. Knowing and understanding young children's characteristics and needs</p> <p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments</p> | <p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)</p> <p>Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-27)</p> <p>Families and professionals share responsibility and work collaboratively (F1-5)</p> <p>Practices are strengths-and assets-based (C15-17)</p> | <p>Goal II. To advance physical and intellectual competence: Physical, Cognitive, Communication, Creative (Functional Areas 4-6)</p> <p>Goal III. To support social and emotional development and to provide positive guidance: Self, Social, Guidance (Functional Areas 8-10)</p> |

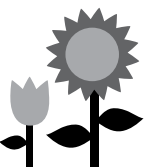


| CONTENT AREA | 1. NAEYC ACCREDITATION CRITERIA | 2. NAEYC PROFESSIONAL PREPARATION STANDARDS | 3. DEC RECOMMENDED PRACTICES | 4. CDA COMPETENCY GOALS & FUNCTIONAL AREAS |
|---|---|--|--|---|
| <p>B. Family & Community Relations</p> | <p>1A. Building Positive Relationships among Teachers and Families</p> <p>1E. Addressing Challenging Behaviors</p> <p>4A. Creating an Assessment Plan</p> <p>4B. Using Appropriate Assessment Methods</p> <p>4E. Communicating with Families and Involving Families in the Assessment Process (4.E.01)</p> <p>6A. Preparation, Knowledge, and Skills of Teaching Staff</p> <p>7A. Knowing and Understanding the Program's Families</p> <p>7B. Sharing Information Between Staff and Families</p> <p>7C. Nurturing Families as Advocates for Their Children</p> <p>8A. Linking with the Community</p> <p>8B. Accessing Community Resources</p> <p>8C. Acting as a Citizen in the Neighborhood and Early Childhood Community</p> <p>10B. Management Policies and Procedures</p> | <p>2a. Knowing about and understanding family and community characteristics</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationships</p> <p>2c. Involving families and communities in their children's development and learning</p> <p>4a. Connecting with Children and Families</p> | <p>Professionals and families collaborate in planning and implementing assessment (A1-12)</p> <p>Assessment is individualized and appropriate for the child and family (A13-20)</p> <p>Professionals meet legal and procedural requirements and meet Recommended Practice Guidelines (A37-46)</p> <p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)</p> <p>Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-25)</p> <p>Families and professionals share responsibility and work collaboratively (F1-5)</p> <p>Practices strengthen family functioning (F6-10)</p> <p>Practices are strengths - and assets- based (F11-14)</p> <p>Teams including family members make decisions and work together (I1-6)</p> | <p>Goal IV. To establish positive and productive partnerships with families</p> |

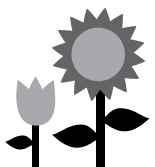


Appendix 4: Linkages with Primary Sources

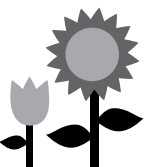
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|---|---------------------------------|---|--|--|
| <p>B. Family & Community Relations (continued)</p> | | | <p>Professionals cross disciplinary boundaries (I7-8)</p> <p>Intervention is focused on function, not services (I9-16)</p> <p>Regular caregivers and regular routines provide the most appropriate opportunities for children's learning and receiving most other interventions (I17-19)</p> <p>Families and professionals shape policy at the national, state, and local levels (PS1-4)</p> | |



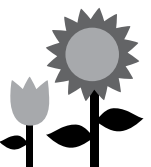
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|---|--|---|---|--|
| <p>C. Health, Safety & Nutrition</p> | <p>1A. Building positive relationships among teachers and families</p> <p>1B. Building positive relationships between teachers and children</p> <p>2K. Curriculum content area for cognitive development: health and safety</p> <p>3C. Supervising children</p> <p>5A. Promoting and protecting children's health and controlling infectious disease</p> <p>5B. Ensuring children's nutritional well-being</p> <p>5C. Maintaining a healthful environment</p> <p>9A. Indoor and outdoor equipment, materials and furnishings</p> <p>9C. Building and physical design</p> <p>9D. Environmental health</p> <p>10B. Management policies and procedures</p> <p>10D. Health, nutrition and safety policies and procedures</p> <p>10F. Program evaluation, accountability and continuous improvement</p> | <p>1a. Knowing and understanding young children's characteristics and needs</p> <p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>2a. Knowing about and understanding family and community characteristics</p> <p>4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines</p> | <p>Professionals share information in respectful and useful ways (A30-36)</p> <p>Professionals meet legal and procedural requirements and meet Recommended Practice Guidelines (A37-46)</p> <p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ingoing data to individualize and adapt practices to meet each children's changing needs (C12-16)</p> <p>Families and professionals share responsibility and work collaboratively (F1-5)</p> <p>Teams including family members make decisions and work together (I1-16)</p> <p>Program policies and administration promote family participation in decision-making (PS12-18)</p> | <p>Goal I: To establish and maintain a safe, healthy, learning environment: Safe; healthy (Functional Areas 1 & 2)</p> <p>Goal IV: To establish positive and productive partnerships with families</p> |



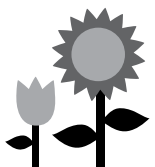
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|---|--|---|--|--|
| <p>D. Observation & Assessment</p> | <p>2A.05. Curriculum goals and objectives guide teachers' ongoing assessment of children's progress</p> <p>2A.06. The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning</p> <p>3G.02. Teachers use multiple sources (including results of information and formal assessments...) to: identify what children have learned; adapt curriculum and teaching...; foster children's curiosity; extend children's engagement; and support self-initiated learning</p> | <p>3a. Understanding the goals, benefits and uses of assessment</p> <p>3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment</p> <p>3d. Knowing about assessment partnerships with families and other professionals</p> | <p>Professionals and families collaborate in planning and implementing assessment (A1-12)</p> <p>Assessment is individualized and appropriate for the child and family (A13-20)</p> <p>Assessment provides useful information for intervention (A21-29)</p> <p>Professionals share information in respectful and useful ways (A30-36)</p> <p>Professionals meet legal and procedural requirements and meet DEC Recommended Practices guidelines (A37-46)</p> | |



| CONTENT AREA | 1. NAEYC ACCREDITATION CRITERIA | 2. NAEYC PROFESSIONAL PREPARATION STANDARDS | 3. DEC RECOMMENDED PRACTICES | 4. CDA COMPETENCY GOALS & FUNCTIONAL AREAS |
|----------------------------------|--|---|--|---|
| <p>E. Professionalism</p> | <p>6A. Preparation, knowledge and skills of teaching staff</p> <p>6B. Teacher’s dispositions and professional commitment</p> | <p>5a. Identifying and involving oneself with the early childhood field</p> <p>5b. Knowing about upholding ethical standards and other professional guidelines</p> <p>5c. Engaging in continuous, collaborative learning to inform practice</p> <p>5d. Integrating knowledgeable, reflective, and critical perspectives on early education</p> <p>5e. Engaging in informed advocacy for children and the profession</p> | <p>Field experiences are systematically designed and supervised (PP29 – 39)</p> <p>Faculty and other personnel trainers are qualified and well-prepared for their role in personnel preparation (PP40 – 55)</p> <p>Professional development (inservice) activities are systematically designed and implemented (PP56 – 66)</p> | <p>Goal VI: To maintain a commitment to professionalism</p> |

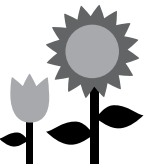


| CONTENT AREA | 1. NAEYC ACCREDITATION CRITERIA | 2. NAEYC PROFESSIONAL PREPARATION STANDARDS | 3. DEC RECOMMENDED PRACTICES | 4. CDA COMPETENCY GOALS & FUNCTIONAL AREAS |
|--|---|---|--|--|
| <p>F. Learning Environments & Experiences</p> | <p>1A. Building positive relationships among teachers and families</p> <p>1B. Building positive relationships between teachers and children</p> <p>1C. Helping children make friends</p> <p>1D. Creating a predictable, consistent, and harmonious classroom</p> <p>2A. Curriculum: essential characteristics</p> <p>2B. Social-emotional development</p> <p>2C. Physical development</p> <p>2E-L. Curriculum content area for cognitive development</p> <p>3A. Designing enriched learning environments</p> <p>3B. Creating caring communities for learning</p> <p>3D. Using time, grouping and routines to achieve learning goals</p> <p>3E. Responding to children's interests and needs</p> <p>3F. Making learning meaningful for all children</p> <p>3G. Using instruction to deepen children's understanding and build their skills and knowledge</p> | <p>1a. Knowing and understanding young children's characteristics and needs</p> <p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p>4a. Knowing, understanding, and using positive relationships and supportive interactions</p> <p>4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education</p> <p>4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p> | <p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)</p> <p>Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-27)</p> <p>Assessment provides useful information for intervention (A21-29)</p> | <p>Goal II. To advance physical and intellectual competence: Physical, Cognitive, Communication, Creative (Functional Areas 4-6)</p> |



Appendix 4: Linkages with Primary Sources

| CONTENT AREA | 1. NAEYC ACCREDITATION CRITERIA | 2. NAEYC PROFESSIONAL PREPARATION STANDARDS | 3. DEC RECOMMENDED PRACTICES | 4. CDA COMPETENCY GOALS & FUNCTIONAL AREAS |
|--|---|---|------------------------------|--|
| <p>F. Learning Environments & Experiences (continued)</p> | <p>7A. Knowing and understanding the program's families</p> <p>9A. Physical Environment: Indoor and Outdoor Equipment, Materials, and Furnishings</p> <p>9B. Physical Environment: Outdoor environmental design</p> | | | |





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