

Louisiana's Workforce Knowledge and Competencies for Early Childhood Educators

Final Draft: August 2013

Table of Contents

Louisiana's Workforce Knowledge and Competencies for Early Childhood Educators

Introduction		4
	School Readiness and Effective Educators	7
	About the Content Areas	15
	Dispositions	18
	Content Area Framework	19
	Alignment	20
	Uses of Workforce Knowledge	22
	Acknowledgements	24
Content Area 1.	Child Growth and Development	27
	Developmental Process	
	Nurturing Relationships	
	Appropriate Environments	
Content Area 2.	Child Observation and Assessment	34
	Foundations and Principles	
	Gathering and Documenting	
	Summarizing and Interpreting	
	Sharing and Reporting	
Content Area 3.	Family and Community Relations	39
	Valuing Families	
	Positive Family-Professional Relationships	
	Supporting Family Connections	
	Community Collaborations	
	Impact of Culture, Community and Family Systems	

Table of Contents

Content Area	4.	Health, Safety, and Nutrition	45
		Health	
		Safety	
		Nutrition	
Content Area	5.	Interactions	53
		Relationships	
		Communication	
		Guidance	
Content Area	6.	Learning Environments and Experiences	59
		Interactions and Relationships	
		Physical Environment	
		Learning Experiences	
Content Area	7.	Professional Development	67
		Professionalism in Practice	
		Continuous and Reflective Professional Development	
		Leadership and Advocacy	
		Ethical Standards and Professional Guidelines	
		References	73
		Appendix A. Glossary	78
		Appendix B. For More Information	87
		Appendix C. Linkages with Primary Resources	92

Introduction

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

But this research has also shown that the amazing capabilities of each child are not enough by themselves to ensure a successful passage into a healthy, happy adulthood. Decades of research have made it abundantly clear that the adults who care for and educate young children will help shape them in these critical ways:

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

Parents and family members, of course, are their children's first and most influential caregivers and teachers. During the course of their early years, however, most of the children in Louisiana will also have their development and experiences shaped by at least one early childhood educator – someone dedicated to the well-being of young children, birth to age 5, and their families. In this document, you will discover the breadth and depth of knowledge and skills that are needed to fully foster young children's inborn capabilities.

Louisiana's Workforce Knowledge and Competencies for Early Childhood Educators (Workforce Knowledge) is based on the understanding that there are critical areas of knowledge and skills that are necessary for early childhood educators to have if young children are to thrive under their care. *Workforce Knowledge* 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 educators, whether it be those working or considering work in the field,
- those families who depend upon early childhood services, and
- those who make decisions and policies about early childhood educators.

Introduction

A Note About Wording

In writing this document, some key decisions were made about language that would be used. *Louisiana's Workforce Knowledge* was developed by people in a wide variety of disciplines and roles within the early childhood profession and was adapted from the Core Knowledge and Competencies (CKCs) of the state of Ohio. It defines and describes what we, as early childhood educators, know and do and why we do it. It is intended to be a statement from us, the early childhood educator community in Louisiana, 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 educator is the term chosen for those whose work is represented in *Workforce Knowledge*. It is intended to encompass not only those who have the responsibility for the direct care and education of young children but also all those whose primary work responsibilities are related to the well-being of children from birth to age 5. These educators, though they are found in a wide variety of roles and settings, share a common goal of ensuring young children's healthy development, optimal care, and success and joy in learning.

Professional practice is the term chosen to describe the early childhood educator's work. It is a phrase intended to include all of the customary 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 collective wisdom 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.

Glossary: A glossary can be found in Appendix A that defines many more of the terms used throughout *Workforce Knowledge* and within specific content areas. Words that are defined in the glossary are marked with an **asterisk [*] and bolded** in the text.

Introduction

What and Why?

Workforce Knowledge and Competencies (sometimes called 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. *Workforce Knowledge* is based upon all that we currently know about young children's development, care, and learning through research as well as the combined wisdom of leaders in our field.

Having a clearly defined *Workforce Knowledge* has many benefits:

- Work with young children gains stature as a profession when everyone understands that it requires specialized knowledge and skills, gained through education and ongoing professional development.
- *Workforce Knowledge* represents the scope of professional practice and can provide a well-rounded 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 *Workforce Knowledge* document that covers a range from entry level to mastery level is a helpful tool as individuals assess their own knowledge and skill level and chart a course for their own development.

Guiding Principles and Characteristics

It is our hope that the following principles and characteristics have helped us to produce a document that will promote the same ideas in practice:

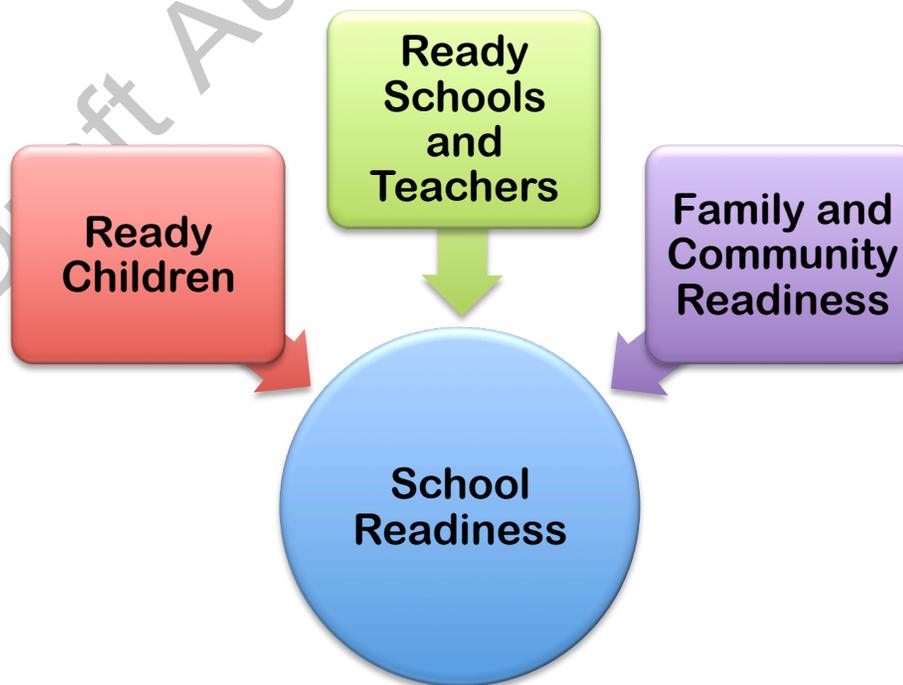
1. identify the key concepts that apply to anyone working with young children;
2. apply to early childhood educators who work with young children and their families to provide care and/or education in many different settings and roles;
3. identify knowledge and observable skills needed for all levels of professionals, from those just entering the field through those at an expert level;
4. apply to the development, care, and learning of children from birth through age 5;

Introduction

5. recognize that children with **special needs*** are included in the population of children that all early childhood educators serve;
6. be **culturally sensitive*** and respectful;
7. be evidence-based according to what is currently known, from research and expert wisdom, about young children and the practices that best support them in their development and learning; and
8. be reader-friendly and useful in a variety of ways.

School Readiness and Effective Educators

“ ‘School Readiness’ describes the capabilities of children, their families, schools and communities that best promote student success in kindergarten and beyond. Each component – children, families, schools, and communities – plays an essential role in the development of school readiness. No one component can stand on its own.”¹



¹ For the full report on School Readiness by the Department of Education and the Department of Children and Family Services, visit http://www.dcf.louisiana.gov/assets/docs/searchable/OFS/CCAP/22511_school_readiness_report.pdf.

Introduction

To assist in addressing these components of readiness, the early childhood community in Louisiana has developed a library of supports for a comprehensive early childhood system. Key supports to the infrastructure of this system are **standards*** — standards for the children, the teachers, and the programs. (For more information on the alignment of key supports of the system, see the section on Alignment later in this document.)

Ready Children

Getting children ready for school starts in infancy. Effective educators know the expectations defined in state and national documents that describe what children should know and be able to do from infancy on in order to prepare them for entry into kindergarten. Caregiver practices and center policies help to determine whether or not children will leave their program with the proper foundation or unprepared to enter “big school.” “Educational research has consistently found a strong correlation between the quality of early childhood experience and later academic success” (former State Superintendent of Education Cecil J. Picard, 2003). The key is quality. ELD Standards identify the child skills and abilities that educators need to support through daily activities and long-range planning. Combined with the *Workforce Knowledge*, the ELD Standards provides educators with strategies that reflect that high quality and offer connections to true school readiness.

Louisiana’s definition of kindergarten readiness² addresses several dimensions of development and concept mastery interwoven through all developmental domains and found in Louisiana’s Birth to Five Early Learning and Development Standards.

- cognitive abilities including early literacy and numeracy, science understanding, social studies understanding;
- approaches to learning such as a curiosity to continually seek out “what, why, and how.”
- exposure to music, movement, and the arts;
- gross and fine motor development;
- health and hygiene and
- social-emotional competence.

Readiness for school includes this foundation of cognitive, physical, social, and emotional competence. Readiness is a foundation for later learning that is built on rich experiences.

Positive child outcomes occur when high quality, relationship-based programs provide opportunities and appropriate and sufficient materials for student-initiated play and exploration. Effective educators of infants and toddlers understand the crucial

² For the full Readiness brochure and kindergarten readiness definition, visit <http://doe.louisiana.gov/lde/uploads/18418.pdf>

Introduction

importance of forming strong relationships as well as the art of developing a curriculum centered on daily routines, the freedom to explore, and in response to the temperaments and interests of the children. Expectations for behavior are based on relationships, modeling, caregiver knowledge, and the arrangement of the physical environment. Knowledge of individual temperaments and the richness of learning through doing make acceptance of children who need a high level of activity an easier task than requiring a child to sit so she can be taught a lesson or skill. Nurturing environments created by families and educators, offering rich experiences, build a framework for later learning.

As children approach entry into kindergarten, expectations for child outcomes are aligned more closely with the content areas in the K–12 curriculum and as identified in Louisiana’s kindergarten readiness definition. The outcomes for children at all ages are building blocks for later competence. It is essential that educators understand these links to readiness across all ages and look to information in the ELD Standards for specific indicators and strategies.

Child Outcomes in the Cognitive Domain (Creative Thinking and Expression, Math, Science, and Social Studies) and in Approaches to Learning

Learning about the world is a big part of getting ready for kindergarten. The experiences provided and supported by effective educators support the development of cognitive processes (learning how to learn), concepts and relationships (big/little, part/whole), and vocabulary related to math and science (sorting, classifying, patterning, comparing). Mastery of these concepts and approaches to learning (persistence, reasoning, observing, problem solving) all are based on the ideas and information formed early in life as young children play, explore, and interact with others. For examples of how effective educators support child outcomes in the cognitive domain, see the following indicators: Learning Experiences 1.25, 2.17, 2.25, 2.27, 2.28 and 3.19.

Child Outcomes in the Language and Early Literacy

It is difficult to separate communication from emerging literacy skills because they are so interdependent. Literacy is defined as reading, writing, speaking, and listening. An environment with many conversations, where books, stories, songs, rhymes, and finger plays are enjoyed many times during the day, lays the foundation for literacy skills and later school success. Children need to see reading and writing in action, too. Children learn concepts of print and begin to see that reading and writing are not only fun, but also functional when teachers model literacy skills by

- reading signs,
- writing a list of materials needed for an activity,
- using children’s names on their cubbies or to identify their artwork.

Hearing and repeating silly songs and sounds are the beginning of phonological awareness and the basis for understanding phonics. Recognizing rhyme increases a child’s ability to predict text and read fluently.

“There is a science to early language and literacy development. We can better prepare children for later school

Introduction

achievement by taking what we know and making it an intentional and integral part of early childhood education—particularly among at-risk children and families” (K. Hirsh-Pasek, 2012).

For examples of how effective educators support child outcomes in the communication domain and early literacy and numeracy, see the following indicators in the content areas of this document: Learning Experiences 2.23, 1.33, 1.34, 1.35, and 2.45.

Child Outcomes in the Social-Emotional Domain

Social-emotional competencies, such as respect for others, interpersonal skills, and positive social behavior as part of a group, begin to form very early in life as a result of a child’s relationships with and understanding of others. Even “social studies” skills, such as self-awareness and the relationship to family and community, have a foundation in an understanding of relationships to others. The way we respond to children, the way we interact with others, and the way we support children’s growing understanding of their relationships with others sets the tone for future growth in social-emotional competencies.

Self-regulation, self-confidence, self-reliance, self-identity, being engaged in learning, and an eagerness to learn are all elements of Louisiana’s kindergarten readiness definition, and all have their beginnings in infancy as a young child forms his or her sense of self and ways to express feelings. Parents and caregivers play a crucial role in this area of social-emotional development by respecting and guiding young children’s sense of self while allowing those powerful aspects of self to emerge.

Learning to express feelings is also a foundation of later communication skills needed for success in school. Expressing those feelings in positive ways lays a foundation for success in groups, such as a classroom or school community. Appropriate expression of feelings and emotions increases self-confidence and vocabulary, leading children to further express thoughts and ideas.

For examples of how effective educators support child outcomes in the social-emotional domain, see the following indicators in the content areas of this document: Learning Experiences 1.4, 1.9, 2.5, 2.6, 2.7, 2.10, 3.1; Interactions 1.23, 2.2, 2.20, and 3.5.

Child Outcomes in the Physical Domain

The Louisiana kindergarten readiness definition calls for children to demonstrate (a) participation in music and movement activities, and (b) abilities that show an awareness of health and hygiene skills, in addition to gross and fine motor skills. Effective educators provide daily and frequent opportunities for young children to “move and do” in order to achieve this readiness goal.

“Moving and doing” is not only necessary for immediate physical development of both gross and fine motor skills, but is a key component of later school success as it relates to sensory integration skills. Recent research from the University of Illinois shows a clear link between physical activity and brain development. It illustrated that students who are more physically fit performed better on relational memory tasks and had larger hippocampal volume. Hippocampal volume has been found to correlate with

Introduction

better relational memory. (L. Chaddock, 2010).

For examples of how effective educators support child outcomes in the physical domain, see the following indicators in the content areas of this document: Learning Experiences 1.29, 2.29; 2.34, 3.11; Health, Safety and Nutrition 2.8.

Ready Schools and Teachers

Workforce Knowledge outlines the vision of effective educators, based on the science of child development, the neuroscience of brain development, and a shared understanding of what makes a well-qualified professional. Research, professional wisdom, and the experience of our field indicate these competencies will promote early development and support children in reaching the expectations described in Birth to Five Early Learning and Development Standards and thus help them be ready for school.

As increasing numbers of children struggle to be successful in school during their K–12 years, the public has sought the answer to how early education can best support school readiness. These questions are only beginning to be addressed through research and program evaluation. New efforts are examining the relationship between educator effectiveness, program quality, and child outcomes.

Children will reach their school readiness goals when student, teacher, and program standards are met or exceeded, and the system infrastructure should include accountability measures to ensure that the standards are met. Teacher accountability has to be established through a comprehensive system of assessment, including child outcomes, program goals, and assessments, built into the educator preparation and professional development and learning system.

Professional associations, such as the National Association for the Education of Young Children (NAEYC), the Division for Early Childhood of the Council for Exceptional Children, and the National Board for Professional Teaching Standards, have built consensus among their memberships on what constitutes effective educator competencies and strategies. States are adopting early educator competencies to clarify expectations for early educators in creating program quality and achieving desired outcomes for young children.

Introduction

These organizations agree that educator effectiveness can be achieved if the following components are part of the early childhood education infrastructure:

- Well-defined teacher competencies,
- Professional development that supports these competencies,
- Programs that set and achieve high-**quality standards*** while supporting their educators, and
- Early learning guidelines that define realistic expectations for young children.

The field has not yet reached agreement on metrics to assess educator effectiveness. These are not solely the concern of the early childhood care and education field; K–12 education is grappling with the same concerns. Evaluations of educator effectiveness must also consider the contributions that educators, early childhood programs, K–12 programs, families, and the broader community all make in supporting school readiness. Reasonable expectations for children’s development and learning, as documented by ELD Standards for children, are a place to start to define and measure the educator competencies that support school readiness goals.

NAEYC’s *Developmentally Appropriate Practice* describes effective educators as intentional and purposeful. They make daily and long-range decisions based on a thoughtful process that considers both program goals and what is appropriate for children at a given time and place in their development. Intentional educators can justify how their decisions and actions can achieve desired goals for each child. Intentional educators understand that children’s social and emotional development support educational goals and help children succeed in school as well as in life. NAEYC’s *Developmentally Appropriate Practice* outlines a variety of strategies that can be employed by educators: acknowledging, encouraging, giving specific feedback, modeling, demonstrating, creating or adding challenge, asking questions, giving assistance, providing information, and giving directions. Effective educators employ all of these strategies, make choices about when a particular strategy is appropriate, and recognize when children need plenty of time to practice new and emerging skills on their own through play.

Introduction

Another important component to school readiness is program quality – or programs/schools that are ready. Effective educators know and apply policies and practices that increase program quality and help children achieve outcomes that prepare them for entry into kindergarten. Attention to program quality must begin in programs that serve our youngest children and establish policies that promote relationship-based care.

“Research has shown that the quality of the relationship between children and those who care for them influences every aspect of young children’s development, including intelligence, language, emotions, and social competence. States can implement child care licensing, subsidy, and quality enhancement policies that improve the opportunities for babies and toddlers in child care to experience the nurturing, responsive care that will help them thrive” (Schumacher and Hoffmann, CLASP, 2008–2010).

Program quality starts with minimum requirements for child safety and health, such as licensing, and improves as programs meet quality indicators identified at both the state and national level. Louisiana’s tiered quality rating and improvement system is Quality Start. Effective educators must have the knowledge and skills to identify, study, and implement such quality indicators.

Neuroscience has shown clear links to positive early experiences and later school success. “... the foundations in competence in numeracy, literacy, communication, critical-thinking, social interaction and emotional regulation are built through the experiences infants have with those who care for them in the early years (Spence, et al. 1996; Schore 2003; Lally 2009).” (J. Ron Lally, 2012). Quality programs have effective educators who understand and apply the science in their everyday practice to help achieve child outcomes and encourage program quality to support these practices.

Introduction

Family and Community Readiness

In response to House Resolution 179 (2010), the Louisiana Department of Education and the Louisiana Department of Social Services (now the Department of Children and Family Services), provided a report on school readiness that includes readiness of families and communities.³

Effective educators possess the knowledge and competencies to understand and apply practices that include all elements of this global view. Such practices are found throughout all seven content areas (see these defined in next section) of the *Workforce Knowledge*.

For examples of how effective educators work with families and in the context of communities, please see the content area on Family and Community Relationships.

Families are the first group to contribute to school readiness. “

“Ready families are those who understand that they are the most important people in the child’s life and take responsibility for the child’s school readiness through direct, frequent and positive involvement and interest in the child. Adults are empowered and equipped to recognize their roles as the child’s first and most important teachers, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning, determination and self- control.”³

A ready community plays a crucial part in supporting families in their role as primary stewards of children’s readiness. This includes government, policy-makers, and religious, social and business groups.³

³ For the full report on School Readiness by the Department of Education and the Department of Children and Family Services, visit http://www.dcs.louisiana.gov/assets/docs/searchable/OFS/CCAP/22511_school_readiness_report.pdf.

Introduction About the Content Areas

Definitions of Content Areas

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

Child Growth and Development:

Early childhood educators base their practice on an understanding of all the ways that children change over time, including expected patterns of development, as well as the many ways that individual children can differ in elements such as temperament and approaches to learning.

Subareas: Developmental Process, Nurturing Relationships, Appropriate Environments

Child Observation and Assessment:

Early childhood educators are able to continually improve each child's care and learning experiences because they understand that every child follows a unique path of growth and development; therefore, they will gather and apply information about each child's progress as part of their regular practice.

Subareas: Foundations and Principles, Gathering and Documenting, Summarizing and Interpreting, Sharing and Reporting

Family and Community Relations:

Early childhood educators understand how important it is to know the family, culture, and community context in which each child lives. They understand that "culture" should be identified as the "values, attitudes and beliefs" of a family and they also appreciate that developing strong connections to families and **community resources*** benefits children.

Subareas: Valuing Families; Positive Family-Professional Relationships; Supporting Family Connections; Community Collaborations; Impact of Culture, Community, and Family Systems

Introduction About the Content Areas

Health, Safety and Nutrition:

Early childhood educators 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 fostering that well being.

Subareas: Health, Safety, and Nutrition

Interactions:

Early childhood educators understand the richness and importance of early interactions and the effect these interactions have on the current and future development of the social and emotional health and well being of children.

Subareas: Relationships, Communication, and Guidance

Learning Experiences and Environments:

Early childhood educators appreciate their role as designer and builder of the world in which each child lives while in an early childhood program. They understand the interplay between children's experiences, environments, and relationships and their well being, development, and learning. They understand how the environment and the experiences within that environment influence both behavior and outcomes- Early childhood educators are aware of skills and information that children are expected to master before school entry and plan experiences that help children reach these expectations.

Subareas: Interactions and Relationships, Physical Environments, Learning Experiences

Professional Development:

Early childhood educators 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.

Subareas: Professionalism in Practice, Continuous and Reflective Professional Development, Leadership and Advocacy, Ethical Standards and Professional Guidelines

Introduction About the Content Areas

Overarching Considerations

Some aspects of professional practice cut across all seven content areas. In identifying the *Workforce Knowledge* within each content area, each writing team considered the implications of the following:

- the **inclusion*** of children with **special needs**;
- the differences among children and families that are due to such influences as **culture**,* **family*** structure, or religion; and
- the responsibility of the early childhood educator for guiding young children's behavior and supporting the child's developing abilities at self-control and self-regulation.

Introduction: Dispositions

Dispositions

Every profession has a set of attitudes, beliefs, and perspectives that distinguish its members as a group. Together they are called professional “dispositions.” The early childhood profession, too, has dispositions that are highly valued among its members.

Although dispositions are an important part of professional practice, they are different than professional knowledge and competencies. Dispositions describe how a person sees all aspects of the work of the early childhood profession rather than what is known and done. They are more often absorbed by newcomers and nurtured by seasoned veterans within the professional community than formally taught. 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 model early childhood educator is one who exhibits the following behaviors and attitudes:

- delights in and is curious about children and how they grow and learn
- appreciates and supports the unique and vital role of families in children’s lives
- is eager to learn new knowledge and skills that will support young children’s development and learning
- models the attitudes and behaviors that she/he values in children
- values and celebrates the diversity found among children and their families and in the world around them
- is willing to ask for help, to learn from others, and to accept constructive criticism
- reflects on the personal beliefs and values that influence her/his own attitudes and practices
- accepts responsibility for her/his own actions
- shows respect for children, families, and colleagues by maintaining **confidentiality***
- communicates clearly, respectfully, and effectively with children and adults
- responds to challenges and changes with flexibility, perseverance, and cooperation
- expresses her/his own emotions in healthy and constructive ways
- values and nurtures imagination, creativity, and play, both in children and in herself/himself
- demonstrates responsible professional and personal habits in working and interacting with others
- has a **collaborative*** attitude and seeks resources from colleagues and other community representatives that support families.

Content Area Framework

Each of the seven content areas has three sections:

1. Rationale:

This section states the reasons that the content area is crucial in the early childhood educator'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 references used in creating each area's rationale section is provided in the reference section of this document.

2. Knowledge Base:

This section defines the concepts and facts that 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.

3. Competencies:

This section is the bulk of the *Workforce Knowledge* document. In it, specific observable behaviors and skills are identified that describe the range of practice of a capable early childhood educator.

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

Levels

In order to represent the development of professional practice over time, competencies are given for three levels of professional development. All early childhood educators 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. Early childhood educators may show a variety of different levels of competency in different content areas.

This model provides a systematic way of placing professionals along a continuum of professional achievement based on their formal education, in-service training, experience, and credentials and certifications.

As Louisiana's Birth to Five Early Learning and Development System evolves, these levels of competency will be incorporated in professional development initiatives from "clock-hour" training to CDAs to Associate Degrees and beyond.

Alignment

Louisiana's Framework for an Early Learning and Development System

In our early childhood community in Louisiana, we have developed materials and programs to assist you in improving the quality of care for all children in all settings and that are aligned with other quality indicators. The kinds of practices that are considered “recommended practice” in one setting should also be used in another setting. Of course, programs and settings that have specific funding sources may require different policies, but all programs should be working toward improving quality. The practices and recommended strategies in one document support the practices and recommended strategies in another document; sometimes they are even the same but may be explained differently. This kind of alignment is called horizontal alignment. You will find similarity in educational strategies described in *Workforce Knowledge* and in the Louisiana's Birth to Five Early Learning and Development Standards. Work is planned to align Louisiana's Pathways professional development offerings with the knowledge and competencies described here.



Workforce Knowledge is an important addition to key Louisiana documents currently in revision that are related to early childhood and help to define our Early Learning and Development System. The writing team was committed to creating *Workforce Knowledge* that supports, aligns with, and complements other elements of the emerging system. The following information clarifies the similarities and differences between this document and the standards for children.

Louisiana's Birth to Five Early Learning and Development Standards (ELD Standards) addresses what children need to know and be able to do to be ready for school. These standards were previously structured as a continuum of 3 documents. The newly revised version is now available at <http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4>

- Focus: children birth to age 5
- Content: developmental indicators
- Format: five developmental domains; five age ranges

Alignment

Workforce Knowledge (this document) addresses standards for teachers - the skills and knowledge that teachers need to help children be ready for school success.

- Focus: early childhood educators who work with or on the behalf of children from birth to age 5
- Content: professional knowledge and skills
- Format: seven areas of professional practice; three levels of competencies

Program standards like those in quality rating and improvement systems, such as the LA Quality Start Child Care Rating System, in the new Kindergarten Readiness Improvement System (KRIS) and in national accreditation programs, illustrate what teachers and administrators can do to improve program quality.

Workforce Knowledge also aligns with key documents of national organizations in the early childhood profession. In writing this document, we believed it was important to include clear links between *Workforce Knowledge* and three important source documents from 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 (CEC/DEC). The following documents are closely related to *Workforce Knowledge* and were used as resources in its development:

- NAEYC's *Standards for Early Childhood Professional Preparation Programs* (2003 and 2009): identifies standards for higher education programs that prepare early childhood educators as well as the knowledge and skills that students should have after reaching different levels of educational achievement;
- NAEYC's *Early Childhood Program Standards and Accreditation Criteria*: articulates standards of excellence for ten different aspects of early childhood programs;
- DEC's *Recommended Practices in **Early Intervention***/Early Childhood Special Education*: identifies recommended practices for seven different aspects of serving children with special needs.

Uses of Workforce Knowledge and Competencies

Workforce Knowledge can be useful to many people in many ways, including the following:

Audience	Use
Early Childhood Educators	<ul style="list-style-type: none"> • Self-assessment; identify knowledge or competencies to acquire • Create a plan for developing as a professional • Make informed decision about entering the field of early childhood
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 plan • Assess current staff to identify gaps and target areas of higher competency in recruiting new staff • Tie level of competency to pay scale
Kindergarten Educators and K–12 Administrators	<ul style="list-style-type: none"> • Share strategies for promoting kindergarten and school readiness • Coordinate transitions of children from preschool to kindergarten
Developers and Providers of Training	<ul style="list-style-type: none"> • Organize and identify training that uses <i>Workforce Knowledge</i> areas and levels • Assess current availability of training across all content areas and all levels of competency • Use as framework for developing comprehensive system of training
Higher Education	<ul style="list-style-type: none"> • Use as framework to facilitate articulation between institutions • Assess current program content to guide course development • Prepare early childhood educators for roles and settings in addition to classroom settings

Uses of Workforce Knowledge and Competencies

Audience	Use
Early Childhood Advocates	<ul style="list-style-type: none"> • Educate family members, 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 and Families	<ul style="list-style-type: none"> • Assess potential or current caregivers and teachers of their children
Others	<ul style="list-style-type: none"> • 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
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 educators • Identify common goals to improve interagency coordination

Acknowledgements

We wish to thank the many early childhood educators from a wide variety of disciplines and early childhood settings, with a broad range of expertise, for their dedication and commitment to producing these *Workforce Knowledge and Competencies for Early Childhood Educators*. We would also like to thank the Louisiana Department of Children and Family Services, Early Learning and Development Section, for their vision in our emerging “system” and for their hard work in improving quality for all children in all settings.

This task first began in February of 2011 and continued, as we refined *Workforce Knowledge* with input from state and national experts. Our writing team is listed below.

Workforce Knowledge and Competencies Task Force

Diane Aillet	Program Director	Louisiana Pathways
Kristie Bardell, MPH	Program Monitor	Maternal and Child Health Louisiana Office of Public Health
Melanie Bronfin, JD	Public Policy Analyst	Tulane Institute of Infant and Early Childhood Mental Health
JoAnn Clarey, MEd	Coach	Agenda for Children Bridge to Quality II
Patti V. Endsley	Child Care/Health Care Consultant, Health and Nutrition Provider	University of Louisiana at Lafayette Child Development Center
Gina Forsman	QRS Coordinator	Volunteers of America Partnerships in Child Care Resource & Referral
Evangeline Hill, MEd	Center Supervisor	East Baton Rouge Parish Head Start and Early Head Start

Acknowledgements

Brenda Hilliard	Program Coordinator for Quality Improvement Unit, Program Manager for Quality Rating System	Child Development and Early Learning Section Louisiana Department of Children and Family Services
Angela W. Keyes, PhD	Assistant Professor of Clinical Psychiatry Director, Environmental Rating Scales Assessment Team	Tulane Institute of Infant and Early Childhood Mental Health
Leslie H. Lewis, MPH, LDN, RD,CLC	Nutrition Consultant	Maternal and Child Health/Children's Special Health Louisiana Office of Public Health
Judith E. Kieff, EdD	Professor and Graduate Studies Coordinator, Acting Chair	Department of Curriculum and Instruction University of New Orleans
Heath Ouelette	Technical Assistance Specialist	National Infant & Toddler Child Care Initiative at Zero to Three
Cindy Ramagos	Preschool Education Consultant	Early Childhood Programs, Louisiana Department of Education
Jacinta Settoon	Program Coordinator for Professional Development	Child Development and Early Learning Section Louisiana Department of Children and Family Services
Mary Sciaraffa, PhD	Assistant Professor of Child & Family Studies	University of Louisiana at Lafayette
Leslie Sinclair	Associate Professor, Care & Development of Young Children	Northwest Louisiana Technical College, Natchitoches Campus
Erinn Smith	Program Director	1 st Years Child Care Resource and Referral
Libbie Sonnier-Netto, MEd	Project Director, Infants and Toddlers Early Intervention Specialist	Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette

Acknowledgements

Martha R. South, MEd	EC Professional Development Coordinator Program Coordinator for ELDS and WKC's Infant and Toddler Specialist	BrightStart and Child Development and Early Learning Section Louisiana Department of Children and Family Services
Judy Thompson, MEd	Assistant Program Administrator	East Baton Rouge Parish Head Start and Early Head Start
Kahree Wahid	Head Start Collaboration Office Director	Louisiana Department of Children and Family Services
Krystal Vaughn, LPC MS	Clinical Instructor Assistant Director, Quality Start Mental Health Consultation	Tulane School of Medicine

We especially wish to thank the state of Ohio for granting permission to us to adopt their language and format and then to adapt their Core Knowledge and Competencies document to meet our needs. Ohio's CKCs were created through the Ohio Professional Development Network in conjunction with the Ohio Child Care Resource & Referral Association and the Ohio Department of Job and Family Services/Bureau of Child Care and Development. To view Ohio's CKC document, please visit <http://www.ohpdnetwork.org/documents/CoreKnowledge.pdf>.

Additionally, we would also like to send thanks and appreciation to other states that have undertaken the development of similar documents. We were guided, inspired, and helped tremendously by their work. In addition to the work done by the state of Ohio, especially valuable to us were similar *Workforce Knowledge* documents from Minnesota, Virginia, and Washington.

Content Area: Child Development

Rationale

Research indicates that children's growth and development are optimized when early childhood educators know and apply the fundamental principles of human development. Understanding the significant theories, general concepts, and processes of human growth and development enables the early childhood educator to design care and education that positively impact the current and future life of the child. By integrating current knowledge about children's growth and development into their daily practice, early childhood educators provide relevant, meaningful interactions and experiences for young children in an emotionally and physically safe, healthy environment. The early childhood educator understands the crucial role that positive relationships play in all areas of development, including brain function. The early childhood educator also recognizes that understanding developmental patterns and individual differences, as well as the influences of family and culture, is critical to implementing **developmentally appropriate*** practices in programs for young children. By demonstrating respect for young children as unique human beings and establishing positive, caring relationships, each child's individual potential may be nurtured and enhanced.

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand the following:

- the principles of child growth and development, including
 - the interdependence of **developmental domains*** (social, emotional, cognitive, language, creative, and physical)
 - developmental sequences, stages, and milestones
 - the varying rates of development in individual children;
- development results from interaction between each child and the child's early relationships and experiences, which include family, language, culture, and environment;
- how **attachment*** significantly impacts all areas of development;
- the cumulative and delayed effects of early experiences and their potential for both positive and negative long-term effects on child growth and development, including brain development;

*Definition for this term may be found in the glossary in Appendix A. Each defined term may only be marked the first time it is used in the document.

Content Area: Child Development

- how **self-regulation*** affects all areas of development and behavior;
- caring, consistent relationships with adults serve as the basis for many aspects of development, including brain development and the development of the ability for self-regulation;
- particular **systems of care*** and practices best provide for this development;
- the importance of effective language and communication between children and adults, and among children, for healthy growth and development;
- how children's **prosocial behavior*** is supported by adults who model positive behavior and view **challenging behavior*** as a learning opportunity;
- appropriate strategies for responding to the differing developmental needs of each child, including those with developmental delays;
- how play provides the opportunity for young children to grow and develop, incorporating different modes of learning and different ways of representing knowledge and demonstrating skills;
- the early childhood profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.

Competencies - Developmental Process

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
CD:DP 1.1 Demonstrates awareness that development occurs in different domains that are interconnected CD:DP 1.2 Recognizes and respects individual differences in children's growth, development, and learning	CD:DP 2.1 Integrates direct observation techniques and knowledge of children's development as a framework to provide appropriate experiences for each child CD:DP 2.2 Uses observation, work samples, and other assessment tools to identify children's differing developmental skills, abilities, and needs in order to implement responsive strategies	CD:DP 3.1 Plans and implements intentional strategies to meet the changing needs, interests, and abilities of individual children and groups of children CD:DP 3.2 Analyzes, evaluates, and applies current theory, research, and policy on child growth and development to general practice and the development of a personal teaching philosophy

Content Area: Child Development

Level 1	Level 2	Level 3
<p>CD:DP 1.3 Adjusts practices and expectations for each child according to his or her interests and abilities: Understands how these practices are supported by individual plans</p> <p>CD:DP 1.4 Identifies basic developmental principals and theories including sequences, stages, and milestones of child development and understands the integrated nature of development as it proceeds gradually, continuously, and at various rates in different domains</p> <p>CD:DP 1.5 Understands children’s developmental levels in relation to age appropriate norms and uses this information to meet the general needs of children showing typical development</p> <p>CD:DP 1.6 Recognizes and accepts that family,* community,* and culture* influence the development of children and adjusts practice and interaction patterns for individual children and/or families accordingly</p> <p>CD:DP 1.7 Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities, and expectations to improve behavioral outcomes</p> <p>CD:DP 1.8 Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p>CD:DP 1.9 Understands the value of children’s constructive errors and does not limit exploration, experimentation, and creativity</p>	<p>CD:DP 2.3 Designs and supports child-directed activities and limits adult-directed as developmentally appropriate</p> <p>CD:DP 2.4 Offers a variety of learning experiences that:</p> <ul style="list-style-type: none"> • Capitalize on children’s natural curiosity and desire to master new skills that are challenging but not overly difficult • Are matched to the child’s current levels of skill and understanding that have been noted through observation, child’s questions, misunderstandings, and so forth • Allow children to explore, act on their own ideas, solve problems, and communicate about their experiences in order to develop their own approaches to learning • Apply theories of development and experiential learning to early childhood practices from birth to kindergarten • Foster development of the whole child <p>CD:DP 2.5 Shares reflections with colleagues to develop strategies for enhancing the learning environment</p> <p>CD:DP 2.6 Identifies and uses appropriate resources and services to make referrals for evaluation if there are developmental concerns, based on ongoing observation and assessment. Understands the referral process, and becomes an active member of the assessment team as needed</p>	<p>CD:DP 3.3 Analyzes and evaluates practice on an on-going basis and implements changes to enhance children’s growth and development</p> <p>CD:DP 3.4 Communicates to others how development is assessed and the uses of assessment for curriculum development</p> <p>CD:DP 3.5 Provides mentoring* support to colleagues to enhance their understanding of child growth and development by sharing knowledge, assisting with colleague growth, and developing mutually supportive professional relationships</p> <p>CD:DP 3.6 Articulates current theory, research, and policy on child growth and development as evidenced by the ability to relate personal practices and beliefs to professional standards</p>

Content Area: Child Development

Level 1	Level 2	Level 3
<p>for the sake of ensuring “right” answers or standardized products</p> <p>CD:DP 1.10 With help, can integrate goals from ISFPs* and IEPs* into daily activities and routines</p> <p>CD:DP 1.11 Shares information with families about general principles of child growth and development</p>	<p>CD:DP 2.7 Demonstrates understanding of protective factors, resilience, the development of mental health, and the importance of supportive relationships with adults and peers to each child’s development</p> <p>CD:DP 2.8 Demonstrates understanding of the developmental consequences of stress and trauma related to loss, neglect, and abuse</p> <p>CD:DP 2.9 Displays the ability to relate personal practices and beliefs to knowledge of child development and professional standards</p>	

Competencies - Nurturing Relationships

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>CD:NR 1.12 Is aware of strategies to promote nurturing relationships as described in Louisiana’s Birth to Five Early Learning and Development Standards and the scheduled “Guide to…”</p> <p>CD:NR 1.13 Engages in safe, responsive relationships with each child to provide a sense of security and promote optimal development</p> <p>CD:NR 1.14 Respects families as the primary teachers of their children by seeking and respecting their opinions and nurturing their involvement in the care and education process</p>	<p>CD:NR 2.10 Establishes a nurturing relationship with each child that respects individuality in learning style, developmental profile, and cultural background</p> <p>CD:NR 2.11 Provides support and guidance in consistent, nonthreatening, and positive ways that reinforce each child’s feelings of confidence and competence</p> <p>CD:NR 2.12 Models problem-solving skills in the context of children’s interactions and play</p> <p>CD:NR 2.13 Promotes prosocial behavior with strategies such as role modeling, encouraging children to listen to one another, and helping children to comfort each other</p>	<p>CD:NR 3.7 Applies understanding of the dynamic relationship among aspects of development and learning to shape program planning, teaching roles, and strategies</p> <p>CD:NR 3.8 Designs/implements staffing patterns to maintain consistency and continuity of caregiving for children</p> <p>CD:NR 3.9 Collaborates with consultants and families in planning learning experiences for children’s individual needs</p> <p>CD:NR 3.10 Provides coaching* and professional development opportunities on supporting children’s developing ability to self-regulate and control emotions</p>

Content Area: Child Development

Level 1	Level 2	Level 3
<p>CD:NR 1.15 Observes and understands attachment and separation* behaviors as evidenced by the ability to respond and assist both child and family members in a supportive and comforting manner</p> <p>CD:NR 1.16 Recognizes and accepts each child's emotions</p> <p>CD:NR 1.17 Supports each child's developing capacity to manage physiological and emotional responses, maintain attention, and comfort his or herself, as developmentally and culturally appropriate</p> <p>CD:NR 1.18 Models positive, prosocial behavior in all settings, including child, family, and professional interactions</p> <p>CD:NR 1.19 Talks with each child frequently to develop relationships and promote children's understanding of their world through a variety of approaches, including special consideration of children with cultural differences and special needs that might</p> <p>CD:NR 1.20 Participates in reflection about individual children and the program to inform own interactions with children and families</p> <p>CD:NR 1.21 Recognizes the importance of systems of care (e.g., continuity of care) to the development of relationships and social-emotional competencies</p>	<p>CD:NR 2.14 Interacts with children in ways that facilitate the development of expressive language and thought in all children, especially those with developmental, linguistic, or other issues that may hinder communication</p> <p>CD:NR 2.15 Helps children talk about their own and others' emotions and provides opportunities for children to explore a wide range of feelings</p> <p>CD:NR 2.16 Supports each child's development of self-identify through models, activities, materials, and responses</p> <p>CD:NR 2.17 Provides information to families about their child's growth and development relative to general developmental expectations and ensures that this information meets the developmental, linguistic, and reading ability levels required for full understanding</p> <p>CD:NR 2.18 Provides information to families to help them support development and provide early learning experiences at home</p>	<p>CD:NR 3.11 Establishes partnerships with families, involving them in all aspects of the program, including advocating for their own children both within the program and in the public sector</p> <p>CD:NR 3.12 Helps families anticipate and support their child's emerging developmental skills</p> <p>CD:NR 3.13 Supports others in reflecting on their experiences with children and reactions to children and families in order to enhance their practice</p>

Content Area: Child Development

Competencies - Appropriate Environments

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>CD:AE:1.22 Recognizes the importance of consistency in environments,* expectations, and responses to the development of children</p> <p>CD:AE:1.23 Recognizes and respects the importance of exploration and play in children's growth and development and uses this medium consistently across the day</p> <p>CD:AE:1.24 Provides a variety of activities and experiences that foster the development of the whole child</p> <p>CD:AE:1.25 Helps to provide a consistent environment by following program procedures for a particular system of care</p> <p>CD:AE:1.26 Is aware of the expectations for children and recommended strategies for supporting learning in Louisiana's Birth to Five Early Learning and Development Standards.</p>	<p>CD:AE:2.19 Provides consistency in environments, expectations, and responses to each child as evidenced by the usage of recommended practices at all times</p> <p>CD:AE:2.20 Refers to the expectations for children and recommended strategies in Louisiana's Birth to Five Early Learning and Development Standards in planning for learning experiences</p> <p>CD:AE:2.21 Incorporates children's individual, unique, and special needs (illness, disability, family stress, etc.) into planning for environments and experiences</p> <p>CD:AE:2.22 Supports each child's active participation in learning opportunities through the use of easily adaptable materials and</p> <p>CD:AE:2.23 Accepts cultural differences and incorporates elements of each child's culture into learning experiences as appropriate</p> <p>CD:AE:2.24 Collaborates with families to identify multiple approaches to support development and meet the diverse needs of children</p>	<p>CD:AE:3.14 Identifies and secures program resources to support planning for children's individual, unique, and special needs</p> <p>CD:AE:3.15 Guides others in creating environments that empower children to communicate, negotiate, problem solve, and develop other social skills</p> <p>CD:AE:3.16 Creates environments and experiences that affirm and respect cultural and linguistic diversity by making sure materials, activities, and graphics represent all cultures represented within the room and the surrounding community</p> <p>CD:AE:3.17 Guides others in developing and implementing a system of care that supports the development of relationships and social-emotional competencies</p>

Content Area: Child Development

Level 1	Level 2	Level 3
	<p>CD:AE:2.25 Incorporates elements of each child's culture into learning experiences as appropriate and acknowledges children's increasing awareness of differences among children and families</p> <p>CD:AE:2.26 Creates environments with appropriate supports that empower each child to communicate, negotiate, and problem solve. Directly teaches and/or supports development of these social skills</p> <p>CD:AE:2.27 Enhances and adapts environments and experiences based on the needs of individual children, including children with special developmental, learning, and/or emotional needs</p> <p>CD:AE:2.28 Provides a responsive environment where children initiate and extend their learning through play</p> <p>CD:AE 2.29 Implements a system of care that supports the development of relationships and social- emotional competencies</p>	

Content Area: Child Observation and Assessments

Rationale

Observation* and **assessment*** of children in early childhood programs are integral to a variety of decisions that affect each child and his or her **family.*** Observation and assessment extend educators' informal observations of children and their development and guide the selection of activities to support each individual child's development and learning. Observation and assessment also inform program planning and curricular goals and are used to measure progress toward program objectives. Observation and assessment methods should be unbiased with regard to **culture*** or language, adaptive to individual children's abilities, and sensitive to each child's needs so that the resulting information is **valid,* reliable,*** and sensitive to the cultural and linguistic background of the child.

When early childhood educators assess and observe children, they should do so in natural situations, and the documentation of observations should be done through a variety of strategies that include anecdotal notes and observational checklists; work samples such as drawings, writing samples, or dictations; and photographs or videotapes of children's behaviors, creative constructions, and playful activity throughout the day. Families should also be involved through sharing information about their children's interests, activities, behaviors, developmental progress, health, and prior experiences.

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand the following:

- child growth and development, including sequences of typical development;
- how children's home language, culture, strengths, needs, preferences, genetics, and physical/social environment influence their performance;
- the importance of ongoing observation and assessment to support planning for each child;
- goals, benefits, and appropriate uses of selected assessment instruments and methods (certain assessments are designed for certain uses);
- the importance of maintaining **confidentiality*** of child and family records and assessment information;
- availability of **community services*** and how to access **community resources*** to support development and learning;

Content Area: Child Observation and Assessments

- multiple assessment and observation instruments and methods used to determine children’s developmental status, strengths, and challenges (e.g., running records, anecdotal information, portfolios, work samples, norm-referenced* instruments, **screenings***);
- how ongoing observation supports **formal assessment***;
- the importance of **objective,*** culturally sensitive, unbiased documentation;
- the relationship between planning for observation and assessment and curriculum planning and instruction;
- how assessments (and curriculum) should meet the “**universal design for learning.**”*

Competencies – Foundations and Principles

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
COA:FP 1.1 Recognizes and accepts that each child develops at his/her own rate	COA:FP 2.1 Interacts daily with each child and conducts ongoing informal observations of each child to support and inform formal assessment* procedures	COA:FP 3.1 Understands and applies major theories and research relevant to observation and assessment
COA:FP 1.2 Knows that formal and informal observations are ongoing and part of everyday practice	COA:FP 2.2 Involves families in assessing and planning for individual children, including children with disabilities	COA:FP 3.2 Articulates the characteristics, strengths, limitations, and appropriate uses of formal/informal observations and assessment instruments for staff and families
COA:FP 1.3 Identifies nonverbal cues, gestures, and moods through observation and refers questions or concerns about children’s behavior to appropriate colleagues	COA:FP 2.3 Modifies observation and assessment practices to accommodate the range of children’s development, skills, and learning needs	COA:FP 3.3 Exhibits understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning that will influence children’s behavior and development
COA:FP 1.4 Recognizes that there are environmental factors (e.g., emotional distress, child abuse, neglect) that can place a child at risk for developmental concerns	COA:FP 2.4 Implements the appropriate formal and/or informal observation or assessment technique	COA:FP 3.4 Selects authentic, performance-based assessments of children’s learning that are appropriate for the age, developmental stage, culture, and language of the child and program goals
COA:FP 1.5 Identifies the screening and assessment tools used by the program		
COA:FP 1.6 Verbally states the reasons for conducting observation and assessment		

Content Area: Child Observation and Assessments

Level 1

- COA:FP 1.7 Understands the differences between **informal*** and **formal*** observations
- COA:FP 1.8 Recognizes that there is more than one way to gather information about a child
- COA:FP 1.9 Recognizes that observation and assessment practices are guided by established standards
- COA:FP 1.10 Is aware of ethical principles that guide observation and assessment processes

Level 2

- COA:FP 2.5 Implements observation and assessment practices that adhere to established standards, including those related to confidentiality, and maintains ongoing records of the observations of children
- COA:FP 2.6 Recognizes when development is not progressing at a typical rate in one or more developmental areas and seeks guidance

Level 3

- COA:FP 3.5 Ensures that program staff receives training in appropriate developmental assessment methods and uses of assessment
- COA:FP 3.6 Understands the uses and limitations, reliability, and validity of early childhood assessments in measuring school readiness
- COA:FP 3.7 Participates in dialogue with local families and education community on uses of assessment to support school readiness

Competencies – Gathering and Documenting

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> COA:GD 1.11 Engages in daily interactions and informal observations of each child to support information gathering COA:GD 1.12 Understands that developing a relationship with a child before observation and assessment procedures are implemented supports the assessment process COA:GD 1.13 Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of 	<ul style="list-style-type: none"> COA:GD 2.7 Implements appropriate formal and informal methods of assessment to document developmental progress of individual children COA:GD 2.8 Collects and organizes accurate, objective, and complete information about each child, such as samples of children’s work, anecdotal notes, and so forth COA:GD 2.9 Incorporates observation and assessment strategies throughout the child’s day within their everyday settings 	<ul style="list-style-type: none"> COA:GD 3.8 Plans diverse observation and assessment strategies that are culturally and linguistically sensitive and meet individual children’s needs COA:GD 3.9 Evaluates the use of a variety of observation and assessment strategies and selects strategies best suited for the population and intentions for use COA:GD 3.10 Establishes criteria, procedures, and documentation methods for assessment to determine children’s progress and program effectiveness

Content Area: Child Observation and Assessments

Level 1	Level 2	Level 3
<p>everyday practice</p> <p>COA:GD 1.14 Records information on children's daily needs, interests, and activities</p> <p>COA:GD 1.15 Assists in collecting information about developmental progress from multiple sources and by using a variety of means</p> <p>COA:GD 1.16 Maintains confidentiality of observation and assessment information</p>	<p>COA:GD 2.10 Seeks input from families and integrates their observations with those of other professionals into formal and informal observation and assessment procedures</p> <p>COA:GD 2.11 Incorporates individual observation and assessment as an ongoing function of curriculum planning</p>	<p>COA:GD 3.11 Uses knowledge of validation processes and the limitations of assessment instruments in selecting instruments and interpreting results</p> <p>COA:GD 3.12 Participates in local and statewide discussions of appropriate use of assessment instruments in program planning and outcome evaluation</p>

Competencies – Summarizing and Interpreting

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>COA:SI 1.17 Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children</p> <p>COA:SI 1.18 Communicates observations in written and oral form</p> <p>COA:SI 1.19 Recognizes the importance of analyzing assessment data in an unbiased way</p> <p>COA:SI 1.20 Recognizes the importance of maintaining confidentiality of the results of observations and assessments</p>	<p>COA:SI 2.12 Analyzes and interprets the findings of observations and assessments and uses the information to plan for and guide curriculum, instruction, and interaction with children</p> <p>COA:SI 2.13 Uses observations and assessment results to plan for individual children and groups of children</p> <p>COA:SI 2.14 Aligns results of observations and assessments with other parts of the curriculum, including content standards and local, state, and federal regulations</p>	<p>COA:SI 3.13 Uses observation and assessment information to evaluate whether the curriculum and environment meet children's developmental needs and interests</p> <p>COA:SI 3.14 Provides guidance and support for staff members regarding theories, research, practices, and issues relevant to results from observation and assessment</p> <p>COA:SI 3.15 Integrates comments and recommendations from families about child needs and strengths into education program</p> <p>COA:SI 3.16 When appropriate, refers children to other community resources for further evaluation and remains an active team member and information</p>

Content Area: Child Observation and Assessments

Level 1	Level 2	Level 3
COA:SI 1.21 Raises concerns about children's development to supervisors		source. COA:SI 3.17 Assists staff and others in interpreting results and incorporating results into program and individual planning

Competencies – Sharing and Reporting

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>COA:SR 1.22 Recognizes and maintains confidentiality between program and families regarding each child's observation and assessment results</p> <p>COA:SR 1.23 Follows program policies for conducting and reporting child observation and assessment results</p> <p>COA:SR 1.24 Assists in the reporting of assessment results to families</p>	<p>COA:SR 2.15 Explains the purpose and benefits of ongoing observation and assessment to staff and families, being sensitive to the differences in opinion and emotions that such assessment may produce in family members</p> <p>COA:SR 2.16 Engages families in positive dialogue about assessment processes, results, and implications for their individual child</p> <p>COA:SR 2.17 Communicates results with appropriate staff and administrators</p> <p>COA:SR 2.18 When appropriate, plans with families for communicating results to other involved professionals</p>	<p>COA:SR 3.18 Understands, develops, reports on, and articulates assessment issues and strategies to families and other professionals by using communication avenues appropriate for each to ensure full understanding</p> <p>COA:SR 3.19 Facilitates the sharing and reporting of observation and assessment results used to determine the next steps for an individual child in collaboration with families and other professionals or agencies that may be involved</p> <p>COA:SR 3.20 Engages families in positive dialogue about assessment processes, results, and implications as used by the program</p> <p>COA:SR 3.21 Shares and reports aggregated program results as required</p> <p>COA:SR 3.22 Recommends policy regarding the extent and use of formal assessments</p>

Content Area: Family and Community Relationships

Rationale

Families* are diverse in structure and nature. They include people who are related by birth, marriage, legal ties, or simply affection and concern. Children's lives are embedded in their families and **communities**;* therefore, early childhood educators must value children and families in the context of their **culture**,* home, and community. Research indicates that successful early childhood care and education depends on partnerships with families and communities, built upon ongoing, mutual communication and a commitment to confidentiality. Children thrive when early childhood educators utilize knowledge and understanding of family, **family systems theory**,* and community characteristics. Children's successful development is supported when early childhood educators are aware of **community resources**;* know how to make collaborative community connections; and build meaningful, reciprocal, respectful relationships that **empower*** families.

Knowledge Base

In order for children to thrive, early childhood educators who provide services to young children and their families must strive to know and understand the following:

- families are children's primary educators
- children benefit when professionals understand and respect the family and support the family members in their role as educators
- families contribute significantly to children's learning and development
- children's development is optimized when there is continuity between the home and the early education and care environment in terms of experiences and expectations.
- how to communicate with families for whom English is a second language
- the necessity of developing a collaborative partnership with each family
- formal and informal strategies to initiate and maintain family involvement
- a variety of communication skills to engage and promote **reciprocal interaction***
- problem-solving skills and conflict resolution strategies to assist families
- the impact of diverse family support systems on children, families, and communities
- the unique contribution of culture and community on the **family system***
- community resources and services and how to utilize them
- how to make collaborative connections to benefit children and families

Content Area: Family and Community Relationships

Competencies – Valuing Families

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>FCR:VF 1.1 Knows and respects the children's families</p> <p>FCR:VF 1.2 Acknowledges families as their children's first and most influential caregivers and teachers</p> <p>FCR:VF 1.3 Recognizes families' contributions in identifying their children's varied strengths and actively uses this information to construct appropriate programs for individual children</p> <p>FCR:VF 1.4 Recognizes different parenting styles and their impact on children's learning and development</p> <p>FCR:VF 1.5 Recognizes the influence that family members have on children's behaviors</p> <p>FCR:VF 1.6 Listens to family members' expressions of values, goals, interests, and concerns in conversations</p> <p>FCR:VF 1.7 Defines and understands the family's culture as the set of values, attitudes, and beliefs of the family.</p> <p>FCR:VF 1.8 Reflects the diversity of families in the program in materials and activities used in the learning environment.</p>	<p>FCR:VF 2.1 Engages in careful, reflective approach* to observation of family relationships and interactions and incorporates observations in daily planning and environment development</p> <p>FCR:VF 2.2 Identifies and uses family strengths in planning for children's learning</p> <p>FCR:VF 2.3 Accepts the values of families in a non-judgmental way</p> <p>FCR:VF 2.4 Empowers families to be equal partners in the decision-making process by listening to family opinions and valuing and incorporating information provided</p> <p>FCR:VF 2.5 Works to understand and resolve conflicts that may arise due to differing family values</p>	<p>FCR:VF 3.1 Incorporates the families' knowledge of their children in programming</p> <p>FCR:VF 3.2 Empowers families to be equal partners in the decision-making process by providing opportunities for program leaders and staff to listen to family opinions and value and incorporate information provided</p> <p>FCR:VF 3.3 Supports staff in attempting to reconcile any differences in opinions between professionals and family members</p>

Content Area: Family and Community Relationships

Competencies – Positive Family-Professional Relationships

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>FCR:PFR 1.9 Determines the most effective means of communication with each family</p> <p>FCR:PFR 1.10 Establishes rapport with families through regular reciprocal communication to ensure family involvement in various components of the program</p> <p>FCR:PFR 1.11 Listens to and learns about family members' values, goals, interests, and concerns for their child</p> <p>FCR:PFR 1.12 Communicates daily with family members to learn about their child's activities, interests, special needs, new skills observed at home, upcoming events, and other activities that impact the child's life</p> <p>FCR:PFR 1.13 Maintains and follows rules of confidentiality*</p> <p>FCR:PFR 1.14 Identifies the primary language of the child and family</p> <p>FCR:PFR 1.15 Communicates with families in a positive, sensitive, and appropriate manner</p> <p>FCR:PFR 1.16 Welcomes family members as visitors to the program</p> <p>FCR:PFR 1.17 Knows and understands problem-solving and conflict resolution strategies</p> <p>FCR:PFR 1.18 Recognizes signs of family stress</p>	<p>FCR:PFR 2.6 Provides a family communication system where families can find educational materials, daily activities, schedules, and other information, through a variety of means and makes this information accessible to all family members regardless of technology, reading, and language differences</p> <p>FCR:PFR 2.7 Creates and implements formal and informal opportunities for communicating with families to learn about specific needs or concerns regarding the child</p> <p>FCR:PFR 2.8 Communicates formally and informally to share and receive information on child's daily status and developmental progress and to set goals for further development</p> <p>FCR:PFR 2.9 Encourages feedback from family members and incorporates it into practice</p> <p>FCR:PFR 2.10 Provides families with strategies and activities to help their children learn in the program and at home</p> <p>FCR:PFR 2.11 Listens to family members' reports of stressful circumstances and organizes the learning environment to be responsive to children's needs during times of unusual stress</p>	<p>FCR:PFR 3.4 Develops and implements relationship-based practices (e.g., parent mentors, parent-to-parent coaches, family representatives as board members) that foster respectful and reciprocal interactions with families</p> <p>FCR:PFR 3.5 Designs systems for staff and families to exchange information on daily routines, upcoming events, and children's responses to activities</p> <p>FCR:PFR 3.6 Recommends program policies for early childhood educators and family members to share information regarding children's developmental progress by giving and receiving information, providing supportive follow-up, making collaborative decisions, and facilitating access to appropriate community resources</p> <p>FCR:PFR 3.7 Evaluates the readability and inclusiveness of communication to families and uses this information to develop appropriate communication strategies for individual families</p> <p>FCR:PFR 3.8 Anticipates and negotiates potential conflicts involving families and educational settings by using outside supports, such as interpreters, as appropriate</p>

Content Area: Family and Community Relationships

Level 1	Level 2	Level 3
	<p>FCR:PFR 2.12 Works to communicate in the primary language of the family by utilizing various sources and technology</p> <p>FCR:PFR 2.13 Maintains a collaborative relationship with families by using a variety of communication tools and communication levels</p> <p>FCR:PFR 2.14 Implements effective problem-solving and/or conflict resolution strategies, as needed, by using outside supports, such as interpreters, as appropriate</p> <p>FCR:PFR 2.15 Explains the philosophy of the program</p>	<p>FCR:PFR 3.9 Provides information on child development and early learning and helps families understand how daily activities in the program and at home support development and early learning</p>

Competencies – Supporting Family Connections

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>FCR:SFC 1.19 Builds connections to families and the community within children's learning environment</p> <p>FCR:SFC 1.20 Identifies the community resources and services* available to support children and families</p>	<p>FCR:SFC 2.16 Recognizes the value of families networking with each other and provides support to make such networks possible and accessible to all families</p> <p>FCR:SFC 2.17 Connects children and families to community resources and services</p> <p>FCR:SFC 2.18 When children are transitioning to kindergarten or an older child program, helps parents make contact with the receiving program and supports the family and child in making the transition</p>	<p>FCR:SFC 3.10 Establishes partnerships between families, early childhood programs, and communities and nurtures family members in their ability to negotiate resources and services on behalf of their children</p> <p>FCR:SFC 3.11 Encourages and plans activities to help families network with each other and provides support to make such networks possible and accessible to all families</p>

Content Area: Family and Community Relationships

Level 1	Level 2	Level 3
		<p>FCR:SFC 3.12 Collaborates with families and communities to identify and research possible solutions for unmet needs</p> <p>FCR:SFC 3.13 Assumes a leadership* role in working with service providers and families by providing information on recommended practices, educational research, and other pertinent topics in forms most easily accessible and valued by that individual</p>

Competencies – Community Collaborations

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>FCR:CC 1.21 Participates on teams for the development of individualized service plans (the Individualized Family Service Plan, or IFSP, for under 3 years of age; the Individualized Education Plan, or IEP, for over 3 years of age)</p> <p>FCR:CC 1.22 Follows individualized plans developed by service providers and families</p> <p>FCR:CC 1.23 Collaborates with other service providers to implement activities and opportunities within the context of play and routines in small group and large group settings</p>	<p>FCR:CC 2.19 Collaborates with all service providers working with children and families</p> <p>FCR:CC 2.20 Compiles and shares information with families regarding access to community resources and helps families make the initial contact with community organizations or agencies as needed</p> <p>FCR:CC 2.21 Seeks out and creates partnerships with the local school district to ensure children’s seamless transition to kindergarten; shares pertinent information such as IEPs and immunization records</p> <p>FCR:CC 2.22 Utilizes community resources and sites (e.g., fire stations, parks, libraries) in learning experiences and as field trip opportunities</p>	<p>FCR:CC 3.14 Participates in outreach activities that support community improvement or advocacy* projects benefiting children and families (e.g., advisory boards, committees)</p> <p>FCR:CC 3.15 Advocates for needed services and resources that the community is lacking</p> <p>FCR:CC 3.16 Educates the community about quality early care and education services by providing reading materials, program visitations, public service announcements, and general advocacy whenever possible</p> <p>FCR:CC 3.17 Seeks out and creates community partnerships to support early learning initiatives</p>

Content Area: Family and Community Relationships

Level 1	Level 2	Level 3
	FCR:CC 2.23 Supports community activities by being a visible partner in all appropriate activities or initiatives in the surrounding geographic location	FCR:CC 3.18 Articulates knowledge of current recommended practices in early care and education to families and the community through a variety of means

Competencies – Impact of Culture, Community and Family Systems

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>FCR:CCFS 1.24 Recognizes the levels of community, including home, program, and neighborhoods</p> <p>FCR:CCFS 1.25 Recognizes the ever-changing nature of families (e.g., socioeconomic status, culture, religion, and family structure)</p> <p>FCR:CCFS 1.26 Defines and understands the family's culture as the set of values, attitudes, and beliefs of the family and/or larger community</p> <p>FCR:CCFS 1.27 Reflects on own family experience and how that might influence one's own interactions with families</p>	<p>FCR:CCFS 2.24 Modifies curriculum to be culturally sensitive and reflective of participating children; uses this information across all practices with children and families</p> <p>FCR:CCFS 2.25 Utilizes families and communities as cultural resources in the learning environment</p> <p>FCR:CCFS 2.26 Critically examines own cultural experience and its impact on engagement with families and communities</p>	<p>FCR:CCFS 3.19 Provides leadership and resources in examining one's own cultural experience and its impact on engagement with families and communities</p> <p>FCR:CCFS 3.20 Works to remove any barriers or biases that might hinder development of mutually respectful relationships</p> <p>FCR:CCFS 3.21 Models processes of collaboration with families and community members to resolve culture-based differences</p>

Content Area: Health Safety and Nutrition

Rationale

Healthy and safe experiences in children's early years lay a necessary foundation for development and growth in all areas. Children are more able to fully develop socially, emotionally, cognitively, and physically when their health and nutritional needs are met and they are safe from physical and emotional harm. When early childhood educators know, understand, and apply recommended practices in **health,* safety,* and nutrition,*** children can thrive. Early childhood educators, 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

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand the following:

General

- sound practices in health, safety, and nutrition have a lifelong impact
- how to integrate good health, safety, and nutrition practices throughout the curriculum*
- research in the areas of health, safety, and nutrition generates theory that informs best practice
- when and how to access reliable and current health, safety, and nutrition information and resources
- early childhood educators, families, and communities are partners in assuring optimal health, safety, and nutrition for children
- benefits and methods of communicating, teaching, and modeling sound health, safety, and nutrition practices to children, parents, and families
- national, state, and local health, safety, and nutrition guidelines and regulations applicable to written program policies and procedures
- the limitations of their own knowledge regarding health, safety, and nutrition and when and how to initiate appropriate referrals
- protecting one's own health promotes wellness in the program
- state and local health and safety requirements for early childhood programs

Content Area: Health Safety and Nutrition

Health

- children's need for a healthy environment and how it impacts the growth and development of children birth through 8, including children with **special needs***
- the importance of applying a broad definition of health that includes the child and family's physical, mental, social, and emotional health in policy and procedure
- each child has unique health care needs
- families, as the primary caregivers, play a central role in child health and developmental services
- all health **curricula*** should be designed to motivate and support children to improve health, prevent disease, and avoid risky behaviors
- the role of the early childhood educator in preventing the spread of disease, promoting wellness, and caring for the ill child

Safety

- children's need for a physically and emotionally safe environment and how it impacts the growth and development of young children, including children with special needs
- safety risks change with each child's developmental stage
- the importance of active and age-appropriate supervision of children
- children can and should play an active role in keeping self and others safe
- routine care and maintenance of materials and equipment
- fundamentals of first aid and CPR (cardiopulmonary resuscitation)
- potential threats to children associated with natural or human initiated disasters or emergencies
- basic emergency procedures and safe practices and regulations

Nutrition

- children's need for good nutrition and hydration* and how it impacts the growth and development of young children, including children with special needs
- food plays many roles for children: social, emotional, and cultural as well as physical development
- how to provide pleasant, relaxed, and developmentally appropriate meal and snack experiences
- typical age progression of feeding, from liquid to semisolid to solid to table food, appropriate portion sizes for all ages, and children's hunger and fullness cues
- the role of breastfeeding in infants' health and development

Content Area: Health Safety and Nutrition

- which foods may present hazards for individual children according to their ages, needs, and abilities (e.g., choking hazards, allergies, and feeding constraints due to health conditions) and correct procedures for handling food-related emergencies
- safe and sanitary food handling practices

Competencies - Health

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>HSN:H 1.1 Stays informed of the health, safety, and nutrition needs of individual children</p> <p>HSN:H 1.2 Recognizes the symptoms of common childhood illnesses</p> <p>HSN:H 1.3 Maintains clean and sanitized* learning materials and environments</p> <p>HSN:H 1.4 Practices effective hand washing and sanitation procedures to reduce the spread of disease (for adults and children), including diapering, toileting, cleaning toys, and washing dishes and materials</p> <p>HSN:H 1.5 Encourages and models good health practices and effective use of hand washing procedures</p> <ul style="list-style-type: none"> • Uses a variety of posters to ensure that proper technique is used • Plans and implements hand washing with the children at appropriate times during the day with all age groups • Models and teaches children these procedures appropriate to their developmental level 	<p>HSN:H 2.1 Adapts aspects of the learning environment, curriculum activities, and interactions to meet the specific health-related needs of children</p> <p>HSN:H 2.2 Allows adequate time for self-care routines, models health-promoting behaviors, and helps children master personal hygiene</p> <p>HSN:H 2.3 Implements policies and procedures for care of ill children and seeks out additional information and support for all unusual cases or situations where appropriate practices are unclear; provides information to parents and families on illness that affects the children in care as directed by state and national guidelines</p> <p>HSN:H 2.4 Informs parents of procedures used for health promotion and protection from disease</p> <p>HSN:H 2.5 Accesses community health resources and professionals for consultation, emergencies, diagnoses, treatments, and other information (including Louisiana's Child Care Health Consultants)</p>	<p>HSN:H 3.1 Identifies and provides resources to assist staff in meeting special health needs</p> <p>HSN:H 3.2 Articulates, analyzes, evaluates and applies current theory and research on health practices</p> <p>HSN:H 3.3 Develops, enforces, and evaluates policy and procedures for care of ill children and children with special health care needs*</p> <p>HSN:H 3.4 Designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles, and healthy environments; adapts information as needed for children of different ages and various cultural and religious differences; shares this information with families</p> <p>HSN:H 3.5 Collaborates with health care professionals in the community to ensure that the health needs of children are met</p> <p>HSN:H 3.6 Advocates for health resources within the community by providing health information to families, articulating recommended practices, and actively promoting continued development of resources and opportunities for families in the surrounding community</p>

Content Area: Health Safety and Nutrition

Level 1	Level 2	Level 3
<p>HSN:H 1.6 Practices standard precautions in handling blood or bodily fluids to ensure safety of adults and children. Has knowledge of blood-borne pathogens.*</p> <p>HSN:H 1.7 Explains reasons for health-related rules to children and uses a variety of reminders and posters.</p> <p>HSN:H 1.8 Assesses each child's health status daily and objectively documents and responds when necessary</p> <p>HSN:H 1.9 Holds current and valid training in cardiopulmonary resuscitation (CPR) and maintains required annual training in health and safety topics, such as first aid, illness prevention, illness exclusion guidelines, child abuse recognition and prevention, medication administration, and safe infant sleep</p> <p>HSN:H 1.10 Recognizes the signs and symptoms of communicable* disease and responds according to the Louisiana Department of Health's Communicable Disease chart, Illness Exclusion Protocol for Child Care Centers, and the Center for Disease Control</p> <p>HSN:H 1.11 Follows current medication administration policies and procedures according to local, state, or national regulations and documents appropriately</p> <p>HSN:H 1.12 Provides appropriate care for ill children, as protocol allows, following state and national guidelines</p> <p>HSN:H 1.13 Engages in daily outside play with children to encourage good health</p>	<p>HSN:H 2.6 Assures appropriate implementation of medical and physical care plans, as directed by child's health care provider, program consultant, or multidisciplinary team of professionals, and in consultation with family</p> <p>HSN:H 2.7 Shares information with families on the signs of developing illness</p> <p>HSN:H 2.8 Schedules daily outside play and ensures safety of outdoor play areas</p> <p>HSN:H 2.9 Minimizes "screen time," (i.e., time using television, videos, and handheld games with a screen) and encourages physical activity throughout the day</p> <p>HSN:H 2.10 Is aware of the National Health and Safety Guidelines and makes efforts to align program practices with the guidelines</p> <p>HSN:H 2.11 Helps families understand strategies for promoting good health and home safety and the importance of healthy nutrition and exercise for young children</p>	<p>HSN:H 3.7 Continuously monitors the effectiveness and safety of medication administration policies and procedures and documents appropriately</p> <p>HSN:H 3.8 Mentors* other early childhood educators in sound health practices</p> <p>HSN:H 3.9 Applies the recommended practices of the National Health and Safety Guidelines to program policies</p>

Content Area: Health Safety and Nutrition

Competencies – Safety

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>HSN:S 1.14 Understands and complies with local, state, and federal emergency preparedness* and program’s general emergency procedures</p> <p>HSN:S 1.15 Responds to accidents and injuries according to pediatric first aid training and reporting requirements while assuring the comfort and care of other children</p> <p>HSN:S 1.16 Complies with appropriate local, state, and national regulations and program requirements for ratios and group sizes</p> <p>HSN:S 1.17 Chooses, utilizes safe and appropriate learning materials and media (reference the consumer safety product commission)</p> <p>HSN:S 1.18 Recognizes types and stages of bullying*</p> <p>HSN:S 1.19 Recognizes, protects, and teaches/supports children to learn about hazards in the environment by incorporating practices such as, but not limited to, the following:</p> <ul style="list-style-type: none"> • Maintaining clutter-free space for children to play • Inspecting physical environment and equipment and removing safety hazards • Establishing and maintaining procedures that children follow in order to promote safe use of equipment • Arranging safe entry/exit areas, with special attention to motor vehicle traffic and fall hazards 	<p>HSN:S 2.12 Regularly practices and appropriately documents emergency and safety procedures such as fire, disaster, and tornado drills</p> <p>HSN:S 2.13 Engages children in appropriate emergency preparedness activities and ensures the understanding and/or safety of children with special needs who may not be able to follow procedures without assistance</p> <p>HSN:S 2.14 Devises and engages children in learning activities that are non-threatening regarding personal safety(e.g., climbing hazards, fire safety, crossing streets, strangers)</p> <p>HSN:S 2.15 Responds appropriately to bullying and fosters social development and skills that will keep bullying from developing in the first place</p> <p>HSN:S 2.16 Maintains and promotes safety in the learning environment for all children regardless of developmental level or disability</p> <p>HSN:S 2.17 Observes and adjusts supervision to meet different ages, abilities, interests, environments, and activities and reviews accident reports to help determine adjustments</p> <p>HSN:S 2.18 Regularly inspects indoor and outdoor environment and makes adjustments to reflect children’s current and emerging abilities</p>	<p>HSN:S 3.10 Articulates, analyzes, evaluates, and applies current theory and research on safety practices (e.g., checks for safety recalls on supplies, toys, or equipment and follows guidance to eliminate the hazard; monitors housekeeping and maintenance routines)</p> <p>HSN:S 3.11 Develops, trains on, and revises emergency preparedness procedures in collaboration with community resources</p> <p>HSN:S 3.12 Trains staff and families on Sudden Infant Death Syndrome and safe sleep practices for out of home care and tips for home safety (e.g., incorporate American Academy of Pediatrics training)</p> <p>HSN:S 3.13 Develops and/or provides training for staff and families on a “bully prevention” policy</p> <p>HSN:S 3.14 Evaluates and selects materials and media that are culturally appropriate and safe for the children’s developmental stages and maintains vigilance for excluding materials that have been recalled</p> <p>HSN:S 3.15 Devises and implements policy and programs for staff, families, and children in regard to personal safety (e.g., electronic safety, home safety, and safety while traveling)</p>

Content Area: Health Safety and Nutrition

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Maintaining safe travel conditions (if responsible for transporting children) • Anticipating each child’s growing skills in movement and adjusting the environment to promote safety while allowing exploration <p>HSN:S 1.20 Explains reasons for safety precautions to children</p> <p>HSN:S 1.21 Supervises all activities, indoors and outdoors, to anticipate and prevent dangerous situations and accidents</p> <p>HSN:S 1.22 Encourages and models simple safety precautions</p> <p>HSN:S 1.23 Encourages and models the safe use of learning materials and media</p> <p>HSN:S 1.24 Safely stores and uses hazardous materials, medication, emergency supplies, and equipment</p> <p>HSN:S 1.25 Follows procedures for documentation and reporting of injuries, incidents, and suspected abuse, including procedures for communicating with the family about an injury</p> <p>HSN:S 1.26 Releases children only to approved individuals as designated by the parent or guardian, following state licensing and national standards</p> <p>HSN:S 1.27 Maintains a safe sleep* environment and position based on the child’s age and developmental stage</p>	<p>HSN:S 2.19 Educates families about general child safety by using materials appropriate for individual learning styles, culture, and reading levels</p> <p>HSN:S 2.20 Ensures that safety equipment, such as smoke alarms and fire extinguishers, child safety seats, helmets, and so forth are in working condition, knows how to use them, and understands that modifications are made (when needed) for children with special health needs and/or physical challenges</p> <p>HSN:S 2.21 Maintains an accessible current list of phone numbers for contacting parents or responsible adult and community services in the event of an injury or emergency</p>	<p>HSN:S 3.16 Assumes responsibility for training and policy development regarding safety and hazardous materials according to licensing requirements and monitors the success of the training and implementation of policies over time</p> <p>HSN:S 3.17 Assures staff members are appropriately trained in documentation and reporting requirements and procedures and monitors the success of the training and implementation of policies over time</p> <p>HSN:S 3.18 Conducts continuous evaluation of safety practices, environment, and data from reports to reduce and prevent safety risks, in addition to making suggestions for improvement, and compiles and maintains instructions and MSDS (material safety data sheets)</p> <p>HSN:S 3.19 Mentors other early childhood educators in sound safety practices</p>

Content Area: Health Safety and Nutrition

Competencies - Nutrition

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>HSN:N 1.28 Understands and follows diet modifications for children with identified health or cultural issues pertaining to food or feeding</p> <p>HSN:N 1.29 Supports mothers who choose to breastfeed their children in the program or who provide breast milk for feeding, and follows appropriate procedures for handling and storing breast milk</p> <p>HSN:N 1.30 Creates pleasant, relaxed, safe and developmentally appropriate meals and snacks</p> <p>HSN:N 1.31 Teaches and models healthy eating habits that are conducive to healthy living, including:</p> <ul style="list-style-type: none"> • Creating a setting that is safe, relaxed, and conducive to conversation • Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods • Encouraging children to eat foods being served while remaining sensitive to preferences <p>HSN:N 1.32 Encourages children to learn and develop self-help skills during mealtime and food activities</p> <p>HSN:N 1.33 Practices and teaches/supports children to learn safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals and snacks</p>		<p>HSN:N 3.20 Articulates, analyzes, evaluates and applies current theory and research on nutrition practices</p> <p>HSN:N 3.21 Participates and provides information on an as needed basis in MFEs,* IEPs,* IFSPs,* transition plans, and medical and physical care plans</p> <p>HSN:N 3.22 Develops and executes family nutrition education and screens the information for appropriateness for families with varied cultural and religious guidelines concerning food</p> <p>HSN:N 3.23 Provides professional development about nutrition to staff</p> <p>HSN:N 3.24 Identifies and shares resources on breastfeeding to educate staff and families and to support program policies</p> <p>HSN:N 3.25 Creates opportunities for nutrition education for staff and families that respects families' and staff's cultural beliefs and practices</p> <p>HSN:N 3.26 Mentors other early childhood educators in sound nutrition practices</p> <p>HSN:N 3.27 Assesses nutrition practices for the purpose of program improvement</p> <p>HSN:N 3.28 Establishes and implements policies and procedures that foster appropriate, healthy nutrition practices</p> <p>HSN:N 3.29 Advocates and collaborates within the community to promote nutrition and awareness of cultural and religious diversity involving food</p>

Content Area: Health Safety and Nutrition

Level 1	Level 2	Level 3
<p>HSN:N 1.34 Monitors eating habits to ensure a healthy diet, including the need for children to eat and drink frequently</p> <p>HSN:N 1.35 Responds appropriately to hunger and fullness cues</p> <p>HSN:N 1.36 Recognizes health hazards in meals and snacks (i.e., choking and allergies) and takes steps to prevent dangerous situations</p> <p>HSN:N 1.37 Follows current policies and procedures as related to food and nutrition, such as USDA dietary guidelines, Louisiana Department of Education, and CACFP (Child and Adult Care Food Program) meal patterns</p> <p>HSN:N 1.38 Ensures that food is not used as punishment</p> <p>HSN:N 1.39 Recognizes and responds to limitations of personal knowledge regarding nutrition and knows when to seek professional guidance</p> <p>HSN:N 1.40 Communicates with families regarding menus, child's eating patterns and amounts, and mealtime skills and behaviors, as appropriate per age and situation</p> <p>HSN:N 1.41 Accesses current, reliable nutrition resources and information</p> <p>HSN:N 1.42 Provides clean drinking water and encourages children to drink water throughout the day</p> <p>HSN:N 1.43 Follows regulations regarding any food brought from home</p> <p>HSN:N 1.44 For infants and toddlers, follows an individualized feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p>		<p>HSN:N 3.30 Maintains and shares with others current evidence-based research on activities and practices related to food preferences, beliefs, and practices</p>

Content Area: Interactions

Rationale

Early childhood educators construct the world that each child experiences in an early childhood program. They are responsible for designing the physical surroundings, providing interesting activities that are appropriate for children, and providing opportunities for children to engage in social interactions with peers and adults with whom they come in contact. Although the physical environment is important for the development of children's feelings of safety and security, and can even influence behavior, it is through social interactions in those environments that relationships develop and learning occurs. Children's relationships with others are based largely on prior social experiences within their families as well as with caregivers in early childhood settings. In order to provide a solid foundation on which to base future relationships, early childhood educators must understand that providing an emotionally secure environment that allows a wide range of nurturing and supportive interactions is crucial to healthy development and early learning. These practices may change in response to different levels of development and each child's temperament and situational needs. Early childhood educators must also recognize that their practices support children in developing self-confidence, motivation, curiosity, and persistence; mastering communication skills and **prosocial behaviors**;* and learning how to resolve conflicts appropriately and be effective problem solvers.

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children must strive to know and understand the following:

General

- how the quality of interactions and relationships with children and their **families*** serves as a foundation for children's growth and development
- the impact of **culture*** on interactions and relationships
- the role of each child's safety and emotional security in development, learning, and behavior
- the development of social awareness and emotions and how emotions are expressed
- how the quantity and quality of positive language interactions impact children's cognitive, linguistic, social, and emotional development
- how their interactions with others serve as a model for children's development of prosocial behavior
- how **expectations**,* relationships, and management techniques affect children's behavior

Content Area: Interactions

Relationships:

- the importance of building positive relationships with children and their families
- how gaining an understanding of the structure and function of individual families allows them to meet each child's needs
- how demonstrating respect for cultural differences among families assists them in providing individualized care to children
- the importance and complexity of peer relationships and how these relationships impact children's behavior
- the developmental stages of play and how to recognize potential issues of concern

Communication:

- the importance of a rich language environment, including frequent communicative exchanges with adults and other children
- how using positive communication, as evidenced by tone, volume, and choice of words, affects their relationships with children
- the importance of using descriptive language to help build children's vocabulary and language skills and assist them in expressing their needs more effectively
- how encouraging children to use their words to communicate their needs, as **developmentally appropriate,*** affects **regulation***
- how responding to each child's needs in a positive and timely manner helps to strengthen the caregiver-child relationship and children's communicative abilities
- how to tailor communication to the age and developmental level of children
- how labeling emotions helps children express their feelings and empathize with others

Guidance:

- how providing consistency and predictability in everyday activities supports children's development and provides comfort and security
- how having appropriate expectations and clear rules for behavior provides stability in the caregiving environment
- the role of responsive caregiving in each child's initial attempts to regulate emotions and behavior
- the importance of supporting children in regulating their behavior and emotions through age appropriate guidance
- how to use positive, **strength-based*** methods of discipline appropriately to support the prosocial behavior of young children
- how strategies may change in response to developmental ages

Content Area: Interactions

Competencies - Relationships

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>I:R 1.1 Treats each child with fairness, respect, and understanding</p> <p>I:R 1.2 Smiles and shows affection to children throughout the day during play activities and routines</p> <p>I:R 1.3 Engages in shared interactions with each child to form safe, nurturing attachment* relationships</p> <p>I:R 1.4 Understands that conflicts are a natural occurrence in groups of children and that some conflicts may be prevented through program planning</p> <p>I:R 1.5 Recognizes that his or her relationships with coworkers, families, and others impacts children</p> <p>I:R 1.6 Is aware of ways to support positive social-emotional interactions* among children</p> <p>I:R 1.7 Conveys respect for diversity* among children and families as evidenced by attempts to accommodate beliefs, needs, and differences noted among children</p> <p>I:R 1.8 Reflects on one's own personal reactions to relationship issues and emotions expressed by children, coworkers, and family members</p>	<p>I:R 2.1 Recognizes each child's individual temperament,* personality, strengths, interests, and development</p> <p>I:R 2.2 Changes interactions to accommodate individual temperament, personality, strengths, interests, and development</p> <p>I:R 2.3 Shows enjoyment during interactions with children to build on the caregiver-child relationship</p> <p>I:R 2.4 Demonstrates a collaborative partnership with family members in daily interactions and in planning for each child's needs</p> <p>I:R 2.5 Plans opportunities for children to communicate, form friendships, help each other, and interact with each other respectfully</p> <p>I:R 2.6 Provides opportunities for children to join together to complete a task in order to foster cooperation and friendship skills</p> <p>I:R 2.7 Guides children in resolving conflicts by modeling and identifying feelings, and encouraging communication, negotiation, and problem solving</p> <p>I:R 2.8 Requests information from parents regarding effective strategies to support children</p> <p>I:R 2.9 Implements policies for nurturing effective social-emotional interactions among children</p>	<p>I:R 3.1 Relates guidance practices to knowledge of children's personalities, levels of development, and different learning needs</p> <p>I:R 3.2 Plans for staffing transitions, including how to support children and families when there is a change in caregivers</p> <p>I:R 3.3 Guides staff in embedding conflict resolution skills throughout daily activities and routines (not only during times of conflict)</p> <p>I:R 3.4 Works with consultants and families in planning learning experiences that meet children's individual needs</p> <p>I:R 3.5 Develops and implements specific written policies for effective social-emotional interactions among children based on the individual temperaments, strengths, and development of the children</p> <p>I:R 3.6 Guides staff to embed teachable moments regarding cultural respect throughout the daily activities</p> <p>I:R 3.7 Provides information to families on social development and the development of emotions and self-regulation</p>

Content Area: Interactions

Level 1	Level 2	Level 3
	<p>I:R 2.10 Serves as a role model for positive social interaction by being respectful and pleasant to adults and other children</p> <p>I:R 2.11 Supports families during transitions into and out of the program (e.g., when the child moves to kindergarten)</p>	

Competencies - Communication

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>I:C 1.9 Observes and responds to each child's nonverbal signals and communications</p> <p>I:C 1.10 Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p>I:C 1.11 Uses a calm, respectful tone</p> <p>I:C 1.12 Listens to children attentively to gain an understanding of what they are trying to communicate</p> <p>I:C 1.13 Provides a rich spoken language environment by talking with children and puts words to children's and adults' actions so that children hear a broad vocabulary, including words describing emotions</p> <p>I:C 1.14 Listens respectfully to the thoughts and feelings of children and other adults</p>	<p>I:C 2.12 Provides an environment that encourages the use of calm and respectful voice tones to facilitate children's social, emotional, and behavioral regulation</p> <p>I:C 2.13 Adapts both verbal and nonverbal responses to each child's unique personality, temperament, mood, ability and culture</p> <p>I:C 2.14 Encourages communication (both verbal and nonverbal) among children in response to their individual and shared interests</p> <p>I:C 2.15 Nurtures children's abilities to use respectful voice tones</p> <p>I:C 2.16 Interacts with children by using encouraging and nurturing words and actions</p> <p>I:C 2.17 Responds quickly and sensitively to children's expressed needs (both verbal and nonverbal)</p>	<p>I:C 3.8 Models for children and adults use of calm and respectful voice tones and respectful communications</p> <p>I:C 3.9 Designs the environment and plans activities that create opportunities for children to converse with each other</p> <p>I:C 3.10 Recognizes and responds to individual behavioral problems related to developmental or emotional stress</p> <p>I:C 3.11 Shares information on guidance techniques with families by using sensitivity, respect, and awareness of diversity</p>

Content Area: Interactions

Level 1	Level 2	Level 3
	<p>I:C 2.18 Encourages children to communicate with each other and listen to each other</p> <p>I:C 2.19 Engages in responsive interactions with children, follows their lead, and scaffolds* interactions where needed</p> <p>I:C 2.20 Assists children in identifying and expressing their feelings in culturally and socially acceptable* ways while recognizing what is possible for that child</p>	

Competencies - Guidance

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>I:G 1.15 Bases expectations* for behavior on age and developmental level of each</p> <p>I:G 1.16 Recognizes each child's signs of stress and helps children maintain self-regulation</p> <p>I:R 1.17 Maintains a dependable routine so that children can more easily predict what will happen during the day</p> <p>I:G 1.18 Accepts that children react in different ways to daily transitions and changes to routines, and helps each child anticipate transitions and changes</p> <p>I:G 1.19 Responds positively and consistently to children's behavior</p>	<p>I:G 2.21 Provides activities and environments that promote positive behaviors and teaches behaviors and social skills as needed</p> <p>I:G 2.22 Articulates* and demonstrates realistic expectations for children's attention spans, interests, social abilities, and physical needs when planning group experiences</p> <p>I:G 2.23 Approaches challenging behavior with an open mind, avoids labeling children, and seeks to identify causes of challenging behaviors, including considering the structure of the environment</p>	<p>I:G 3.12 Recognizes when positive techniques (used fully and appropriately) are not sufficient and seeks additional support or resources, as appropriate</p> <p>I:G 3.13 Establishes written policies for effective child guidance for both typically developing children and those with disabilities</p> <p>I:G 3.14 Guides staff in reflecting on their reactions to challenging behaviors</p> <p>I:G 3.15 Recognizes and responds to individual behavioral problems related to developmental or emotional stress</p> <p>I:G 3.16 Builds staff awareness of community and family conditions that can contribute to stress and advocates in the community to reduce family stressors</p>

Content Area: Interactions

Level 1	Level 2	Level 3
<p>I:G 1.20 Demonstrates awareness that challenging behaviors can have a variety of causes, modifies environment, activities, and expectations to improve behavioral outcomes.</p> <p>I:G 1.21 Is aware of changes in each child's home life that may affect behavior</p> <p>I:G 1.22 Recognizes each child's successes to build self-confidence</p> <p>I:G 1.23 Reflects on own reactions to children's behavior in order to keep children's behavior in perspective</p>	<p>I:G 2.24 Regularly uses approaches that promote positive behaviors, problem solving, and self-control</p> <p>I:G 2.25 Uses behavior guidance strategies that involve children in creating rules and resolving conflicts</p> <p>I:G 2.26 Seeks to identify causes of challenging behaviors and uses guidance approaches that promote positive behaviors, problem solving, and self-control</p> <p>I:G 2.27 Responds to challenging behavior with positive guidance techniques</p> <p>I:G 2.28 Uses a variety of positive direct and indirect methods and avoids negative methods</p> <p>I:G 2.29 Relates practices to knowledge of children's personalities, temperaments, levels of development, and different learning needs</p> <p>I:G 2.30 Designs activities and strategies that give each child opportunities to experience success and build self-confidence</p> <p>I:G 2.31 Shares information on guidance techniques with families by using sensitivity, respect, and awareness of diversity</p>	<p>I:G 3.17 Helps families understand their children's behavior, causes of challenging behaviors, and how to support children in developing conflict-resolution skills</p>

Content Area: Learning Environments and Experiences

Rationale

An ideal environment for young children from birth to age 5 is one that provides learning opportunities that stimulate curiosity, encourage exploration and problem solving through play, and challenge learners to master new skills. A welcoming, nurturing space indoors and out, a flexible working schedule or predictable **routine***, and carefully furnished spaces with materials suitable to the age and stage of each child are hallmarks of this ideal environment for young children. Because early childhood educators shape the physical environment, the activities children engage in, and their social interactions, it is imperative that they are well prepared. When early childhood educators create **play-based environments***—physical spaces that reflect each child’s developmental needs and abilities and allow for **play-based learning***—then, they are providing important support and guidance for children’s development, behavior, and learning. Early childhood educators facilitate the active learning of young children by planning **developmentally appropriate*** experiences: experiences that are age appropriate, individually appropriate, and appropriate for the social and **cultural contexts*** in which children live. Young children learn in the context of their relationships. Early childhood educators’ active engagement in children’s learning experiences supports children’s development and helps each child move to a higher level of competence. Learning for young children is best achieved through **play-based activities***, because children engaged in play tend to show higher levels of language, creativity, curiosity, problem solving, empathy, cooperation, and increased attention spans. Children’s relational environment is enhanced when early childhood educators are attuned to emotional and social atmosphere, engage with children, and facilitate positive interactions between adults and children and among children.

Knowledge Base

In order for children to thrive in early childhood programs, educators who provide services to young children and their families must strive to know and understand:

General

- the principles of developmentally appropriate practice
- how children learn and how the learning process changes from birth through age 5
- the developmental progression of young children’s play and strategies for supporting various types of play-based learning
- appropriate strategies to support exploration, discovery, and problem solving from birth through age 5
- that continuous evaluation of the environment and experiences is necessary to meet children’s changing needs
- the influence of the educator as a model

Content Area: Learning Environments and Experiences

Interactions and Relationships

- that children learn in the context of their relationships, and educators have a critical role in engaging with children and facilitating and guiding interpersonal relationships of all sorts
- the importance of respecting, valuing, and accepting each child and treating every child with dignity at all times
- the importance of creating a bias-free, warm, and caring emotional climate
- the importance of bringing each child's culture and language into the shared culture of the group
- the benefits and methods of modeling and encouraging behaviors that contribute to a supportive, inclusive sense of community
- that there are a variety of teaching strategies that can support children's learning

Physical Environments

- how the physical environment contributes to each child's behavior and learning
- how to plan and prepare a **play-based learning environment*** that nurtures children's initiative, encourages active exploration of materials, and supports engagement with activities and interaction with others
- how to choose materials and equipment and arrange physical spaces based on children's developmental needs
- how to maintain a safe and positive environment through careful supervision and anticipation and avoidance of problems before they occur
- that planning and following a predictable routine provides security for children and the freedom to learn

Learning Experiences

- how to embed learning in everyday routines and activities; uses a **routines-based approach***
- principles of integrating **curriculum*** across all developmental domains
- how to provide an environment that fosters relationship building, invites play, and provides concrete experiences related to the children's world
- strategies that encourage language development and early literacy through early and regular interactions with children
- strategies that create an intellectually engaging environment that fosters curiosity, thinking, and problem solving
- how to incorporate **universal design for learning*** into all aspects of learning experiences
- the program's school readiness philosophy and practices, and Louisiana's early childhood goals for school readiness
- expectations for children identified in *Birth to Five Early Learning and Development Standards*
- that children from birth to age 5 are learning *how* to learn as well as *what* to learn
- that children vary in how they approach learning experiences, and adjustments can be made to accommodate each child
- that families are partners in supporting children's early learning

Content Area: Learning Environments and Experiences

Competencies - Interactions and Relationships

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>LEE:IR 1.1 Assumes primary responsibility for specific children in the group while remaining aware of momentary needs or emergencies that may arise outside of their individual assignments</p> <p>LEE:IR 1.2 Interacts positively with children in responsive, consistent ways; acknowledges and encourages children's ideas, interests, efforts and persistence</p> <p>LEE:IR 1.3 Recognizes that his or her relationships with coworkers, families, and others impacts children</p> <p>LEE:IR 1.4 Employs some of the strategies and opportunities described in <i>Birth to Five Early Learning and Development Standards</i> to promote the child's social-emotional competence</p> <p>LEE:IR 1.5 Engages actively with children in daily activities indoors and outdoors and follows the children's lead</p> <p>LEE:IR 1.6 Supports and encourages each child's participation in a variety of activities and expects differing modes and degrees of participation dependent on children's comfort levels, temperament, and/or special learning needs</p> <p>LEE:IR 1.7 Recognizes each child's social and emotional needs</p> <p>LEE:IR 1.8 Shows individual attention to each child within the group by using the interaction approaches most appropriate for that individual child and his or her temperament</p>	<p>LEE:IR 2.1 Assumes responsibility for the needs of all the children present while taking primary responsibility for a subgroup when multiple educators are present</p> <p>LEE:IR 2.2 Moderates interactions with each child based on that child's specific characteristics, strengths, interests, and needs</p> <p>LEE:IR 2.3 Adapts to and includes each child, accommodating for his/her temperament, personality, strengths, interests, and development. Ensures that children with special learning needs receive the supports needed to participate in the group</p> <p>LEE:IR 2.4 Articulates and demonstrates realistic expectations for children's attention spans, interests, social abilities, and physical needs when planning group experiences</p> <p>LEE:IR 2.5 Provides activities and environments that promote appropriate behaviors and teaches behaviors and social skills as needed</p> <p>LEE:IR 2.6 Encourages positive social interactions and provides opportunities for peer play and for children to learn from each other</p> <p>LEE:IR 2.7 Engages in responsive interactions with children, following their lead and scaffolding interactions where needed</p> <p>LEE:IR 2.8 Ensures that each child has opportunities to engage in learning experiences that support mastery of the expectations for children described in <i>Louisiana's Birth to Five Early Learning and Development Standards</i></p>	<p>LEE:IR 3.1 Models and sets the tone for the program through interactions with children, families, and staff</p> <p>LEE:IR 3.2 Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interaction</p> <p>LEE:IR 3.3 Establishes written policies for effective child guidance for both typically developing children and those with disabilities</p> <p>LEE:IR 3.4 Develops and implements written policies for effective social-emotional interactions</p> <p>LEE:IR 3.5 Applies theory and current research to create a community that fosters social-emotional development and communication skills</p>

Content Area: Learning Environments and Experiences

Level 1	Level 2	Level 3
LEE:IR 1.9 Encourages and supports each child's efforts, ideas, accomplishments, and interests	<p>LEE:IR 2.9 Plans and provides opportunities for children to communicate, form friendships, and interact with each other respectfully</p> <p>LEE:IR 2.10 Guides children in resolving conflicts through communication, negotiation, and problem solving by using a variety of means and supports, including visual cues, songs, play-based* interventions and other appropriate strategies</p>	

Competencies - Physical Environments

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>LEE:PE 1.10 Recognizes that the environment includes all aspects of the indoor and outdoor spaces used by children and contains physical and emotional characteristics</p> <p>LEE:PE 1.11 Recognizes when a child's behavior is being negatively affected by characteristics of his or her surroundings and seeks assistance to adjust settings and expectations as needed</p> <p>LEE:PE 1.12 Provides adequate space for routine care and play that supports the development and interests of the children</p> <p>LEE:PE 1.13 Ensures that equipment and materials are clean, safe, and free from hazards</p> <p>LEE:PE 1.14 Ensures that physical aspects of the room, such as temperature, noise level, and lighting are comfortable for children</p>	<p>LEE:PE 2.11 Designs environment to allow for individual exploration while maintaining vigilance by adults</p> <p>LEE:PE 2.12 Articulates how changes in the environment may affect the behavior of children and makes adaptations to the environment when necessary</p> <p>LEE:PE 2.13 Provides a balance of spaces for activities that are active and quiet, child-directed and adult-directed, individual and group, and indoor and outdoor</p> <p>LEE:PE 2.14 Creates space for solitary activity to support children's independence and self-regulation</p> <p>LEE:PE 2.15 Uses equipment to help define activity areas and routine areas</p>	<p>LEE:PE 3.6 Observes and evaluates how space is affecting the behavior of children and the management of the program and adjusts the environment as needed</p> <p>LEE:PE 3.7 Articulates, analyzes, and evaluates the environment and applies current theory and research in its design to support individual and group growth</p> <p>LEE:PE 3.8 Uses a continuing process of assessment to guide modification to the environment, teaching strategies, materials and expectations to support each child's development and changing interests and abilities</p> <p>LEE:PE 3.9 Establishes multiple lighting sources (natural, full spectrum, and incandescent), evaluates the effects, and modifies as necessary</p>

Content Area: Learning Environments and Experiences

Level 1	Level 2	Level 3
<p>LEE:PE 1.15 Uses equipment indoors and outdoors that is appropriate for the size and abilities of the children</p> <p>LEE:PE 1.16 Understands state rules and regulations specific to children's environments, both indoors and outdoors</p> <p>LEE:PE 1.17 Selects and makes accessible developmentally appropriate materials that are rotated frequently</p> <p>LEE:PE 1.18 Recognizes that individual space is needed for children to keep their individual belongings</p> <p>LEE:PE 1.19 Allows children to engage in solitary activity as appropriate to gain independence and self-regulation</p> <p>LEE:PE 1.20 Labels children's organizers (e.g., bins, shelving units) with pictures and words to foster children's literacy skills, thinking skills, and independence, and to provide organization to their world</p> <p>LEE:PE 1.21 Understands the different environmental needs for routine and play of infants, toddlers, young preschoolers, and older preschoolers</p>	<p>LEE:PE 2.16 Recognizes that colors, patterns, and other sensory inputs can overstimulate children and adjusts as needed</p> <p>LEE:PE 2.17 Uses real world/real life materials relevant to children's experiences and interests</p> <p>LEE:PE 2.18 Creates indoor and outdoor environments that support each child's exploration in all developmental domains and allow opportunities for using both large and small muscles</p>	<p>LEE:PE 3.10 Articulates, analyzes, and evaluates the environment with consideration of colors, patterns, and other sensory inputs and their effect on stimulation levels for children of various ages and learning stages and adjusts as needed</p> <p>LEE:PE 3.11 Integrates a variety of surfaces for indoor and outdoor use</p> <p>LEE:PE 3.12 Supports administration in creating time and space for adults to plan and confer away from children</p>

Content Area: Learning Environments and Experiences

Competencies - Learning Experiences

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>LEE:LE 1.22 Follows a dependable daily routine and discusses the routine with children so that they can anticipate the daily sequence</p> <p>LEE:LE 1.23. Understands that play contributes to child development and learning in all domains, beginning at birth</p> <p>LEE:LE 1.24 Implements a curriculum that includes all of the developmental domains and incorporates knowledge of individual children and their interests</p> <p>LEE:LE 1.25 Uses routines to teach concepts such as colors, shapes, and names of objects</p> <p>LEE:LE 1.26 Supports daily outdoor activities and children's gross motor play</p> <p>LEE:LE 1.27 Considers children's personal care routines as important learning experiences and allows children time to complete self-care routines</p> <p>LEE:LE 1.28 Follows daily rhythms and individual interests in supporting the activities of infants and toddlers</p> <p>LEE:LE 1.29 Engages children actively in exploring the environment and materials; responds to and expands on their interests</p> <p>LEE:LE 1.30 Is aware of and implements some of the curriculum and instructional practices to support children's development in all areas as described in <i>Louisiana's Birth to Five Early Learning and Development Standards</i></p>	<p>LEE:LE 2.19 Evaluates the daily schedule and routine periodically to accommodate children's development and changing abilities and to ensure that appropriate learning experiences are incorporated</p> <p>LEE:LE 2.20 Makes the schedule clearly available to children by using the most appropriate cues for their age and developmental level</p> <p>LEE:LE 2.21 Plans and implements curriculum and instructional practices to support children's development in all goal areas as described in <i>Birth to Five Early Learning and Development Standards</i></p> <p>LEE:LE 2.22 Makes available a variety of open-ended materials* and activities that provide interest and comfortable challenges, support an integrated curriculum*, and meet the developmental needs and interests of the children</p> <p>LEE:LE 2.23 Uses various language strategies, including visual, written, verbal, and graphic communication</p> <p>LEE:LE 2.24 Plans and implements curriculum and instructional practices based on knowledge of each child's needs, interests, and abilities, as determined by assessment information; ensures that children with special needs can access the same or similar activities and materials as their peers in the group</p> <p>LEE:LE 2.25 Allows children to explore, act on their own ideas, solve problems, and communicate about their experiences in order to develop their own approaches to learning</p>	<p>LEE:LE 3.13 Establishes extended learning opportunities beyond the curriculum by using additional resources and materials and through community engagement</p> <p>LEE:LE 3.14 Implements strategies to support the children's role in planning curriculum based on the interests, skill levels, and potential of each child</p> <p>LEE:LE 3.15 Articulates, analyzes, evaluates, and applies current theory and research on design of curriculum in order to support development and learning</p> <p>LEE:LE 3.16 Evaluates the learning environment, teaching strategies, and materials to maximize the learning potential for individual children</p> <p>LEE:LE 3.17 Uses a continuous process of observation and assessment to guide modification of the curriculum and environment</p> <p>LEE:LE 3.18 Identifies the skills fostered in various learning areas and activities and communicates these to parents and other adults</p> <p>LEE:LE 3.19 Articulates the importance of play in a child's development and provides strategies and techniques that will assist families and other colleagues in supporting each child's developing play skills</p> <p>LEE:LE 3.20 Links curriculum to program philosophy</p> <p>LEE:LE 3.21 Articulates the major theories of children's development and learning and applies these theories to diverse settings</p>

Content Area: Learning Environments and Experiences

Level 1	Level 2	Level 3
<p>LEE:LE 1.31 Consistently models positive attitudes and behaviors about learning that foster a curiosity to continually seek out “what, why, and how”</p> <p>LEE:LE 1.32 Offers children choices and allows them to be self-directed</p> <p>LEE:LE 1.33 Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p>LEE:LE 1.34 Spends time daily talking to and listening to children</p> <p>LEE:LE 1.35 Spends time daily reading with children</p> <p>LEE:LE 1.36 Communicates with families, using sensitivity and respect, about children’s activities, accomplishments, and developmental milestones</p> <p>LEE:LE 1.37 Recognizes indicators of kindergarten readiness in children</p>	<p>LEE:LE 2.26 Allows time for children to practice new skills</p> <p>LEE:LE 2.27 Notices and comments when children apply knowledge to new situations</p> <p>LEE:LE 2.28 Allows all children time to solve problems on their own, intervening if the child is in danger or overly frustrated</p> <p>LEE:LE 2.29 Incorporates gross motor play and outdoor activities into daily curriculum plans</p> <p>LEE:LE 2.30 Observes and supports children during indoor and outdoor play, participating as appropriate, with the goal of making the most of teachable moments</p> <p>LEE:LE 2.31 Incorporates personal care routines as important daily learning experiences and collaborates with families to develop shared strategies</p> <p>LEE:LE 2.32 Engages children primarily through child-directed activities</p> <p>LEE:LE 2.33 Engages children in adult-child interactions by using open-ended questions* or other language expansion activities appropriate for their individual learning needs; points out concepts and relationships(e.g., “Tom’s truck is bigger than Megan’s.”)</p> <p>LEE:LE 2.34 Plans for all children to engage with materials and equipment and adapts plans to the needs, abilities, and interests of each child, based on ongoing observation and assessment.</p> <p>LEE:LE 2.35 Offers many sensory experiences and talks with children about what they are sensing</p> <p>LEE:LE 2.36 Monitors and supports peer play and play interactions for all age groups</p>	<p>LEE:LE 3.22 Understands state and local expectations for kindergarten readiness and assists staff in evaluating the program against these expectations</p> <p>LEE:LE 3.23 Evaluates whether the program is supporting children in meeting the expectations of <i>Birth to Five Early Learning and Development Standards</i>; makes adjustments to the program as appropriate</p> <p>LEE:LE 3.24 Stays informed of current research and literature on school readiness</p> <p>LEE:LE 3.25 Provides information to families on how they can extend a child’s learning in the program through experiences they provide at home</p> <p>LEE:LE 3.26 Helps parents understand Louisiana’s Birth to Five Early Learning and Development Standards and how the continuum supports school readiness</p> <p>LEE:LE 3.27 Builds relationships with community schools and programs that will receive children transitioning to future early education</p>

Content Area: Learning Environments and Experiences

Level 1	Level 2	Level 3
	<p>LEE:LE 2.37 Avoids lengthy blocks of whole-group activity</p> <p>LEE:LE 2.38 Encourages parent input in planning and participating in activities in both the school setting and through activities sent to the child's home</p> <p>LEE:LE 2.39 Uses child's home language in daily activities</p> <p>LEE:LE 2.40 Emphasizes the process of creating instead of the finished product</p> <p>LEE:LE 2.41 Incorporates play and active exploration in all activities and routines throughout the day, regardless of children's age and developmental level, and allows for sustained periods of play-based learning*</p> <p>LEE:LE 2.42 Adjusts learning environment, activities, and interactions for children who easily become overstimulated or lack voluntary or controlled physical movement</p> <p>LEE:LE 2.43 Supports individual children as needed to encourage effective play-based learning* interactions within the child's environment</p> <p>LEE:LE 2.44 Models and demonstrates to help children learn new skills.</p> <p>LEE:LE 2.45 Allows children to observe how adults use writing and reading in their daily work</p> <p>LEE:LE 2.46 Limits use of direct assistance and instruction to times when such direct techniques will help children to work at the edge of their current level of competence</p> <p>LEE:LE 2.47 Can explain the program's philosophy of school readiness and steps taken to prepare children to transition to school successfully</p>	

Content Area: Professional Development

Rationale

Professional development in early care and education of young children contributes to ongoing advancement of the field by supporting continuous development of knowledge and use of recommended practices that enhance the quality of early care and education programs for children and families. Research supports that early care and education professionals play a critical role in the well-being and development of every child in their care. The interactions and environments that early care and education professionals provide for children lay the foundation for learning and success in school and life. When early care and education 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 supports every aspect of children's growth and learning. Each early care and education professional is a member of a larger community of professional practice. When each professional adopts the responsibilities of the profession, not only do young children and their families benefit, but the profession as a whole is elevated. Professional responsibilities include ethical behavior, advocacy for young children and families, effective networking inside and outside of the field, **continuous professional development*** and communication of the importance of high-quality early care and education programs.

Knowledge Base

In order for children to thrive in early childhood programs, educators who provide services to young children and their families must strive to know and understand:

- that professional preparation and training is the foundation for knowing how to create experiences and interactions that help children reach their potential
- the importance of effectively communicating research, theory, and professional guidelines as the basis for practice
- how to make decisions about program planning based on the most current recommended practices, professional standards, and research available
- that professional development is demonstrated and evaluated by professionals through construction and implementation of job performance plans
- the value of continually seeking to increase one's own knowledge and skill by reflecting on, analyzing, and evaluating one's own professional practices and integrating the insights gained from this reflection into daily program operations
- how to seek out and take advantage of opportunities to develop personally and professionally
- the ethical responsibilities and practices of the early care and education professional community that support growth and development of the entire learning community and their impact on children and families
- how to advocate for effective services and legislation for children and families, develop collaborative partnerships within the community, and improve the quality of life for all young children and families
- that the professional takes responsibility for his or her own behavior in regard to children, families, and coworkers

Content Area: Professional Development

- the value of professional relationships and the value of each professional's contribution in building the larger community of early care and education recommended practices

Competencies – Professionalism in Practice

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>PD:PP 1.1 Communicates effectively by using appropriate oral and written language skills equivalent to the level of a high school graduate</p> <p>PD:PP 1.2 Recognizes and respects individual differences among children, families, colleagues, and those in the community</p> <p>PD:PP 1.3 Demonstrates professional work habits, including confidentiality, respect for all people, dependability, time management, independence, and teamwork</p> <p>PD:PP 1.4 Enjoys working with children and models a positive attitude and excitement about learning</p> <p>PD:PP 1.5 Presents oneself as a professional in physical appearance, communication, personal hygiene, and appropriate dress for interacting with young children in a variety of indoor and outdoor activities</p> <p>PD:PP 1.6 Shows positive respect and regard for variation in cultures, including family strengths, expectations, values, and child rearing practices</p> <p>PD:PP 1.7 Manages the demands of personal and professional commitments and seeks support or assistance as needed</p> <p>PD:PP 1.8 Demonstrates awareness of developmental milestones and good early care and education practices</p>	<p>PD:PP 2.1 Engages in daily and long-term planning for individual children and the program to support intentionality in practice</p> <p>PD:PP 2.2 Routinely creates effective written communication, such as curriculum plans, parent communication, anecdotal/observation notes, and so forth</p> <p>PD:PP 2.3 Provides materials and experiences within settings reflecting an understanding of individual differences in learning styles, temperaments, and abilities(e.g., signing, adaptive devices, and ESL)</p> <p>PD:PP 2.4 Adopts and maintains professional work habits, behavior, and attitudes</p> <p>PD:PP 2.5 Interacts in a professional manner that reflects the value of self and respect for others</p> <p>PD:PP 2.6 Understands that communication includes speaking, signing, listening, reading, writing, body language, personal appearance, and the use of adaptive devices</p> <p>PD:PP 2.7 Considers family values and strengths in setting goals for individual children and for the program; problem-solves for solutions when family values conflict directly with professional values (e.g., family not accepting special education services)</p>	<p>PD:PP 3.1 Seeks out knowledge of the cultures and populations within the community and families enrolled and integrates it into his or her professional practice</p> <p>PD:PP 3.2 Guides others in developing and maintaining professional work habits, behavior, and attitudes</p> <p>PD:PP 3.3 Actively models and promotes a professional image for the early care and education field in a variety of settings</p> <p>PD:PP 3.4 Explains and models to families and others communication with young children and peers that is respectful, positive, supportive, age-appropriate, and culturally sensitive</p> <p>PD:PP 3.5 Articulates and guides others in developing positive attitudes which show regard and respect for all children and families</p> <p>PD:PP 3.6 Effectively communicates to the wider community, orally and in writing, concerning key early care and education practices, program/professional philosophy, and advocacy issues, adjusting the message to the interests and understanding of the target audience (e.g., business owners, other educators, medical personnel)</p> <p>PD:PP 3.7 Provides guidance to others who exhibit signs of stress and assists with identifying resources and additional support as appropriate</p>

Content Area: Professional Development

Level 1	Level 2	Level 3
<p>PD:PP 1.9 Understands that working with children and families can be stressful and knows own signs of stress</p>	<p>PD:PP 2.8 Recognizes the impact of stress and develops strategies to renew oneself and maintain professional performance</p> <p>PD:PP 2.9 Understands and implements major theories and principles of development related to recommended practices</p> <p>PD:PP 2.10 Treats coworkers' personal information and opinions confidentially</p>	<p>PD:PP 3.8 Keeps abreast of current research and implements practices based on the most current trends in early care and education</p>

Competencies – Continuous and Reflective Professional Development

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>PD:CR 1.10 Meets minimum regulatory requirements for professional development</p> <p>PD:CR 1.11 Reflects upon own practices, seeks input from supervisors and colleagues, and integrates feedback into professional development planning</p> <p>1 PD:CR.12 Utilizes professional resources* and seeks information if the appropriate resource cannot easily be located</p> <p>PD:CR 1.13 Is aware of state and national standards that promote quality early childcare and education (LDE, NAEYC, Quality Start, LA ELGs).</p>	<p>PD:CR 2.11 Continues to pursue ongoing, intentional learning through a professional development plan</p> <p>PD:CR 2.12 Develops personal goals based on reflections on current practice articulated into a professional development plan</p> <p>PD:CR 2.13 Works toward credentials, degrees, and/or program accreditation and seeks out and utilizes supports (both monetary and professional) to allow progress towards improved practice</p> <p>PD:CR 2.14 Uses local, state, and national professional resources* to evaluate and improve practices (LDE, NAEYC, Quality Start, LA ELGs).</p>	<p>PD:CR 3.9 Facilitates professional development opportunities for others based on reflective approaches* and adult learning styles</p> <p>PD:CR 3.10 Develops and presents professional resources* to improve practices for a variety of audiences, including colleagues, community members, and families</p> <p>PD:CR 3.11 Evaluates and applies current research and trends presented in professional resources* and shares information with other colleagues, community members, or families as appropriate</p> <p>PD:CR 3.12 Routinely engages in reflection on teaching practices and the behaviors of children and uses the additional information to improve both personal practice and general advocacy or support in the wider community</p>

Content Area: Professional Development

Level 1	Level 2	Level 3
<p>PD:CR 1.14 Participates in opportunities for professional growth and development at the local, state, and national level and through a variety of means (e.g., workshops, conferences, reading material, professional organizations) in order to improve own knowledge and competence</p> <p>PD:CR 1.15 Engages in and values supportive working relationships with peers, supervisors, mentors,* and coaches*</p> <p>PD:CR 1.16 Understands the purpose of self-reflection in improving early childhood professional practice and participates in opportunities to reflect on experiences with children and families in the program</p>	<p>PD:CR 2.15 Explores current trends and research-based practices in early care and education through a variety of means (e.g., workshops, conferences, reading material, professional organizations)</p> <p>PD:CR 2.16 Stays open to new approaches based on emerging research, changes in standards, or changing needs of children and families</p> <p>PD:CR 2.17 Applies quality standards* and participates in evaluation of program related to quality standards</p> <p>PD:CR 2.18 Is actively involved in professional organizations</p> <p>PD:CR 2.19 Demonstrates interest in adults as well as children's development as a means to improve interaction with families and colleagues</p> <p>PD:CR 2.20 Serves as a catalyst for change by supporting less experienced colleagues by mentoring or coaching</p>	<p>PD:CR 3.13 Engages in the development and implementation of quality standards at the local, state, and/or national level</p> <p>PD:CR 3.14 Serves in a leadership capacity in professional organizations or groups through direct service, professional organization membership, advocacy, and other professional activities that will further the development of appropriate practices across settings</p>

Competencies – Leadership and Advocacy

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>PD:LA 1.17 Follows all legal and regulatory mandates including issues of abuse and neglect</p> <p>PD:LA 1.18 Recognizes the family's right to make decisions about their child's care and education</p>	<p>PD:LA 2.21 Participates in planning and evaluating the program by utilizing recognized tools</p> <p>PD:LA 2.22 Creates and develops relationships with the family to ensure the family's ability to make decisions about their child care and education</p>	<p>PD:LA 3.15 Analyzes and evaluates practice on an ongoing basis and implements changes that will strengthen the quality and the effectiveness of the work</p> <p>PD:LA 3.16 Educates parents on advocacy measures that are in the best interest of the child, family, and community</p>

Content Area: Professional Development

Level 1	Level 2	Level 3
<p>PD:LA 1.19 Contributes to staff discussions and decision-making based on current knowledge of child development and the individual children in the program</p> <p>PD:LA 1.20 Engages and values mentoring opportunities with both colleagues and families</p> <p>PD:LA 1.21 Recognizes oneself as a decision maker within the early care and education setting</p> <p>PD:LA 1.22 Recognizes early care and education as a profession and is fully aware and can articulate this value to the general community</p> <p>PD:LA 1.23 Understands that local, state, and national legislation and public policy affect young children and families</p>	<p>PD:LA 2.23 Provides support and additional resources when the family is unwilling or unable to make decisions concerning their child's education</p> <p>PD:LA 2.24 Acquires and shares additional knowledge and competencies through participation in staff development</p> <p>PD:LA 2.25 Serves as a mentor* and resource for less experienced staff by providing guidance, resources, and support as appropriate</p> <p>PD:LA 2.26 Participates in leadership activities with staff, family, and colleagues</p> <p>PD:LA 2.27 Discusses the significance of the early years and the value of early care and education programs with families and others in the community</p> <p>PD:LA 2.28 Uses experiences and knowledge to promote quality in program regulation and other services for all young children, families, and the profession</p>	<p>PD:LA 3.17 Provides support and additional resources when the family needs support to advocate for their child's well-being</p> <p>PD:LA 3.18 Collaborates with colleagues and others to improve programs and practices for young children and their families and communities</p> <p>PD:LA 3.19 Collaborates with families, kindergarten educators, and K-12 leadership to support transitions to kindergarten</p> <p>PD:LA 3.20 Is aware of local school readiness expectations and advocates for developmentally appropriate practices</p> <p>PD:LA 3.21 Serves as a mentor* to others in the field by providing guidance, resources, support, and encouragement of continued professional education as appropriate</p> <p>PD:LA 3.22 Assumes early childhood leadership role in the community and in state and national professional organizations</p> <p>PD:LA 3.23 Advocates for recognition of early care and education as a profession, including the economic impact</p> <p>PD:LA 3.24 Identifies community needs and advocates for programs, services, and legislation that promote accessible and affordable quality services for all young children, families, and the profession</p>

Content Area: Professional Development

Competencies – Ethical Standards and Professional Guidelines

Knowledge in this area of professional practice is demonstrated when the early childhood educator does the following:

Level 1	Level 2	Level 3
<p>PD:EG 1.24 Shows awareness of, has read, and practices the ethical responsibilities in the code of ethical conduct promoted by the professional association most closely associated with his or her professional role (i.e. NAEYC Code of Ethics*)</p> <p>PD:EG 1.25 Can explain the reason for the code of ethics or recognizes the workforce values* that underlie the code of ethics</p> <p>PD:EG 1.26 Can identify the difference between a code of ethics and personal values</p> <p>PD:EG 1.27 Recognizes and acts on primary responsibility to value early childhood and avoid participating in any practices that are disrespectful, exploitative, or potentially harmful to children</p> <p>PD:EG 1.28 Discusses the importance of collaboration and respect among all adults who work in early childhood settings, including confidentiality</p> <p>PD:EG 1.29 Describes the responsibility of the profession to provide high-quality early childhood programs for the community</p>	<p>PD:EG 2.29 Practices and promotes the ethical responsibilities in the applicable code of ethical conduct</p> <p>PD:EG 2.30 Recognizes potentially unethical practices, such as violations of confidentiality, seeks to apply ethical code as a tool, and problem-solves to identify appropriate actions to take when the code of ethics has been transgressed.</p> <p>PD:EG 2.31 Identifies ethical dilemmas* and solves the identified problem and/or seeks additional assistance as appropriate</p> <p>PD:EG 2.32 Promotes and informs others of the need to support emotional, social, physical, and intellectual development for every child</p> <p>PD:EG 2.33 Describes the roles and responsibilities of supervisors, staff, families, and volunteers and follows program policy in all communications</p> <p>PD:EG 2.34 Promotes policies and practices that provide for the well-being of all children and their families</p>	<p>PD:EG 3.25 Consistently models and informs others of standards and principles set forth in the code of ethics</p> <p>PD:EG 3.26 Integrates the ethical code into practice and policies and explains to others how the ethical code can be used to solve everyday ethical dilemmas, including the appropriate local supports and resources that can be accessed as needed</p> <p>PD:EG 3.27 Analyzes ethical dilemmas and determines appropriate course of action</p> <p>PD:EG 3.28 Accesses community resources and professional services that respect personal dignity and the diversity of children and families</p> <p>PD:EG 3.29 Creates opportunities for respectful dialogue with others who may have multiple perspectives; diverse cultural values, attitudes, and beliefs; and/or differences in beliefs about child development and recommended practices</p> <p>PD:EG 3.30 Informs others about research and current knowledge related to impact of high-quality programs for all young children and families</p>

References

General References

Research in child development and early care and education practices provides the foundation upon which the *Workforce Knowledge* is built. Research findings presented in the following references were useful throughout the document.

Bredenkamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

Chaddock, L., Erickson, K. I., Prakash, R. S., Kim, J. S., Voss, M. W., VanPatter, & Hillman, C. H. (2010). A neuroimaging investigation of the association between aerobic fitness, hippocampal volume and memory performance in preadolescent children. *Brain Research*; doi: 10.1016/j.brainres.2010.08.049

Hirsh-Pasek, K. (2012). *From Crib to Classroom: Developing Language and Skills for Reading*. A position paper from Invest in US, a campaign of the First Five Years Fund.

Hyson, M. (Ed.). (2003). *Preparing early childhood professionals: NAEYC's standards for programs*. Washington, DC: NAEYC.

Lally, J. Ronald. (2012). Want Success in Schools? Start with Babies! *Kappa Delta Pi Record* 8(1), 10–16.

NAEYC. (2009). *Position statement: NAEYC standards for early childhood professional preparation programs*. Washington, DC: NAEYC.

Schumacher, R., Hoffmann, E., & Goldstein, A. (2008–2010). *Policy Framework for the Charting Progress for Babies in Child Care Project*. Washington, DC: The Center for Law and Social Policy (CLASP) and Zero to Three.

Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington DC: National Academies Press.

References

The rationale statements and information for each content area were based upon research cited in the following references:

Child Development

Ainsworth, M.S. (1973). The development of infant-mother attachment. In B. Caldwell, & H. Ricciuti (Eds.), *Review of child development research* Vol. 3 (pp. 1–94). Chicago: University of Chicago Press.

Cushner, K., McClelland, A., & Safford, P. (2006). *Human diversity in education: An integrative approach*. New York: McGraw Hill.

Gillespie, L. G., & Seibel, N. L. (2006). Self-regulation: A cornerstone of early childhood development. *Young Children*, 61(4), 34–39.

Kagan, R. (2004). *Rebuilding attachments with traumatized children: Healing from losses, violence, abuse and neglect*. New York: Haworth Maltreatment and Trauma Press.

Kaiser, B., & Rasminsky, J. S. (2006). *Challenging behavior in young children: Understanding, preventing and responding effectively* (2nd ed). Boston: Allyn & Bacon.

Child Observation & Assessment

Bentzen, W. R., & Frost, M. B. (2003). *Seeing child care: A guide for assessing the effectiveness of child care programs*. Clifton Park, NY: Thomson Delmar Learning.

Buysse, V., & Wesley, P. W. (2004). *Consultation in early childhood settings*. Baltimore, MD: Brookes Publishing.

Center for Applied Special Technology (CAST) - What is UDL? (<http://www.cast.org/research/udl>)

Neisworth, J. T., & Bagnato, S. J. (2005). Recommended practices: Assessment. In S. Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean (Eds). *DEC recommended practices: A comprehensive guide for practical application* (pp. 45–70). Longmont, CO: Sopris West.

References

Family & Community Relationships

Dunst C. J., & Trivette, C. M. (1998). *Current and prospective use of family-centered principles and practices in the early elementary grades*. Ashville, NC: Orelena Hawks Puckett Institute.

Epstein, J. L. (1996). Perspectives and previews on research and policy for school, family, and community partnerships. In A. Booth, & J. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* Mahwah, NJ: Erlbaum.

Garris-Christian, L. (2006). Understanding families: Applying family systems theory to early childhood practice. *Young Children*, 61(1), 12–20.

Lareau, A. (2000). *Home advantage: Social class and parental intervention in elementary education*. Lanham, MD: Rowman & Littlefield Publishers.

Lerner, R. M. (1989). Individual development and the family system: A life span perspective. In K. Kreppner, & R. M. Lerner (Eds.), *Family systems and life-span development*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Pfannensteil, J., Lambson, T., & Yarnell, V. (1996). *The parents as teachers program: Longitudinal follow up to the second wave study*. Overland Park, KS.: Research & Training Associates.

Health, Safety & Nutrition

Aronson, S. (2002). *Healthy young children: A manual for programs* (4th ed.). Washington, DC: NAEYC.

Charlesworth, R. (2004). *Understanding child development* (6th ed.). Clifton Park, NY: Delmar Learning.

Earls, F. (1998). The era of health promotion for children and adolescents: A cross-sectional survey of strategies and new knowledge. *American Journal of Public Health*, 88, 869–871.

Richardson, M., Elliman, D., Macguire, H., Simpson, J., & Nicoll, A. (2001). Evidence base of incubation periods, periods of infectiousness and exclusion policies for the control of communicable diseases in schools and preschools. *Pediatric Infections Disease Journal*, 20, 380–391.

References

Interactions

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) <http://csefel.vanderbilt.edu/>

Honig, A. S. (2005). *Behavior guidance for infants and toddlers*. Little Rock, AR: Southern Early Childhood Association.

Lally, J. R. (2009). *The science and psychology of infant-toddler care: How an understanding of early learning has transformed childcare*. Washington, DC: Zero to Three.

Lally, J. R., Mangione, P. L., & Greenwald, D. (Eds.). (2006). *Concepts in care: 20 essays on infant-toddler development and learning*. San Francisco, CA: WestEd.

Nunnelley, J. C. (2002). *Power, positive, and practical practices: Behavior guidance strategies*. Little Rock, AR: Southern Early Childhood Association.

Zero to Three: National Center for Infants and Toddlers. <http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>

Learning Environments & Experiences

Elkind, D. (2005). Early childhood amnesia: Reaffirming children's need for developmentally appropriate programs. *Young Children*, 60, 38–40.

Gallagher, K. C. (2005). Brain research and early childhood development: A primer for developmentally appropriate practice. *Young Children*, 60, 12–20.

Greenman, J. (2005). *Caring space, learning places: Children's environments that work*. Redmond, WA: Exchange Press, Inc.

Rushton, S. P. (2001). Applying brain research to create developmentally appropriate learning environments. *Young Children*, 56, 76–82.

References

Professional Development

Brown, B., Johnson, E., Traill, S., & Wohl, J. (Eds). (2004). *The economic impact of the early care & education industry in Ohio*. Oakland, CA.: National Economic Development & Law Center.

Eliot, L. (1999). *What's going on in there?: How the brain and mind develop in the first five years of life*. New York: Bantam Books.

Hyson, M. (2003). *Preparing early childhood professionals: NAEYC's standards for programs*. Washington, DC: NAEYC.

Zaslow, M., & Martinez-Beck, I. (2006). *Critical issues in early childhood professional development*. Baltimore, MD: Paul H. Brooks Publishing.

Appendix A: Glossary

Although many of these words may have other definitions, the definition given in this list is the one that best fits the meaning of the word or phrase as used in this document. Words that are defined in this glossary are marked with an **asterisk [*] and bolded** the first time they appear in each content section, but not necessarily each time.

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

Articulates: Expresses ideas or concepts easily, clearly, and effectively.

Assessment: The process of gathering information by using multiple tools and resources for the purpose of making decisions.

Attachment: The process of affection, bonding, and connectedness between an infant and significant care providers or parents that builds a sense of trust and security within the child and profoundly affects all areas of development.

Blood-borne pathogens: Pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Bullying: Physical or psychological intimidation that occurs repeatedly over time and creates an ongoing pattern of harassment and abuse.

Coach(es) or Coaching: A relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group.

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

Code of Ethics: Defines the workforce values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work. The Code of Ethics referenced in this document is from the National Association for the Education of Young Children (NAEYC), but others may be applicable.

Appendix A: Glossary

Collaborative: All members of a group working toward a common goal.

Communicable disease: A condition that can be spread or transmitted from one individual to another.

Community (Communities): 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, and so forth (e.g., “early childhood community,” “classroom community”).

Community services and Community resources: Assets and 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, and so forth, as well as oral communication based on such information.

Continuous Professional Development: Ongoing self-assessment of professional performance, the establishment of goals to maintain career standards and participate in advocacy actions, and the execution of a plan to make improvements.

Culture (or cultural context): All of the socially transmitted behavior patterns, values, attitudes, beliefs and knowledge that are typical of a population or community of people at a given time and more specifically to an individual family.

Culturally sensitive: The ability to work sensitively and respectfully with children and their families, honoring the diversity of their cultures (including values, attitudes, and beliefs), spoken languages, and racial and ethnic groups.

Curriculum or Curricula: Planned, sequenced program of study and daily activity based on what is age appropriate, the skill levels of children, and what is deemed important by *Louisiana’s Birth to Five Early Learning and Developmental Standards*. For infants and toddlers, the curriculum should use a routines-based approach and emerge from the children’s interest.

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. Developmental theorists may list some of these areas as subdomains within other domains. The domains and subdomains in Louisiana’s Birth to Five Early Learning and

Appendix A: Glossary

Development Standards are listed in alphabetical order as follows: Approaches to Learning, Cognitive Development and General Knowledge (including Creative Thinking and Expression, Mathematics, Science and Social Studies), Language and Literacy Development, Physical Well-Being and Motor Development, and Social-Emotional Development.

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. Developmentally appropriate must be (a) age appropriate, (b) individually appropriate, and (c) culturally appropriate. It calls for meeting children where they are, enabling them to reach goals that are both challenging and achievable, and using an approach of best practice based on research, not on assumptions.

Diversity: The variance among family structures, functions, characteristics, and interests.

Early Intervention: Comprehensive educational programs for young children who are at risk or who have been identified as having a disability. Louisiana's system of early intervention services for children from birth to age 3 is called Early Steps. Early intervention services for children 3 and older may be provided by the local school district.

Emergency preparedness: All activities designed or undertaken to minimize the effects of a hazard upon people, to deal with the immediate emergency conditions that would be caused by the hazard, and to repair or restore vital utilities or facilities destroyed or damaged by the hazard.

Empower(s): The establishment of a model whereby all families can assert an active role in the care and education of their children.

Environment: 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 dilemma: A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Expectations: The behavior an educator expects from a child. Often the expectations for certain behaviors are not based on sound developmental information. For example, educators should not expect 2-year olds to master "sharing," because it is not developmentally appropriate for 2-year-olds.

Appendix A: Glossary

Family or Families: 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.

Family Systems Theory: A framework that emphasizes the notion that everything that happens to any family member affects all other family members.

Formal (observation/assessment): Following accepted rules and standards for use of forms, structure, and arrangement of outcomes.

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

Hydration: The taking in of water in an amount sufficient to the size, age, and activities of the child.

IEP: Individualized Education Plan.

IFSP: Individualized Family Service Plan.

Inclusion: An educational practice whereby programs enroll both typically developing children and children with identified disabilities or special needs.

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

Integrated curriculum: Developing activities and opportunities that include chances for skill development and/or knowledge acquisition across all developmental domains.

Interactions: The action or influence of people, groups, or things on one another. In caring for young children, interactions could include a glance, a facial expression, a verbal exchange, or a reaction to the child's behavior.

Appendix A: Glossary

Leadership: The ability to understand, achieve, and maintain institutional quality, as well as to build, manage, and sustain organizational culture.

Mentor(s) or Mentoring: A relationship-based process between colleagues in similar professional roles, with a more experienced individual with adult learning knowledge and skills (the mentor) providing guidance and example to the less experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

MFE: Under the Individuals with Disabilities Education Act (IDEA), children must undergo a multifactor evaluation to determine eligibility for special education services. An MFE consists of an evaluation, conducted by a multidisciplinary team, of more than one area of a child's functioning so that no single procedure is the sole criterion for determining a child's eligibility for a free, appropriate educational program under the law. Children must be evaluated in all areas of suspected disability.

Nutrition: The study of food and how it is used in the body.

Objective: Uninfluenced by emotions or personal biases.

Observation: Gathering information through one or more of the senses for the basic purpose of determining a child's individual needs and learning style.

Open-ended materials: Materials that can be used in multiple ways and allow for children's construction, concrete problem-solving, imagination, and creativity.

Open-ended questions: Questions that require some thought to giving an answer beyond a "yes" or "no" and could have multiple correct answers.

Play-based environment or play-based learning or activities: An interactive learning environment in which play is the medium through which children learn and make sense of their world. It provides a forum for children to learn to deal with the world on a symbolic level—the foundation for all subsequent intellectual development. In a play-based environment, children have the opportunity to gain a variety of social, emotional, and physical skills. This type of environment is in contrast to the

Appendix A: Glossary

environment where learning is compartmentalized into the traditional content areas and children have little opportunity to actively explore, experiment, and interact.

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

Prosocial behavior: Caring behaviors toward others and concern over the distress of someone else; behavior that is deemed appropriate in a social group.

Quality Standards: Principles that provide a set of guidelines to ensure the optimum level of regulations and practice in the field of early childhood. Louisiana's quality standards are part of the Quality Start program found at <http://www.qrslouisiana.org/>

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

Reflective Practice or Reflective approach: Ongoing thinking about one's role, personal actions, or effects on others, (e.g., children, staff, families, or colleagues) that lead to improvement and meaningful change.

Regulation or Self-regulation: Child's ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention.

Reliable or Reliability: 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.

Routines: The times during the day when the activities of dressing, bathing, toileting, and resting take place. For young children, the routine times of the day are a large part of the curriculum. Predictable routines mean that the same type of events take place in a predictable sequence (e.g., lunch is after outdoor time and is followed by rest time). Predictable routines do not mean a rigid schedule, but a sequential series of events that let children know that the world has order and what to expect next.

Routine-based approach: In a routine-based approach, "routines and play" are the curriculum. Activities are in the context of routines, and emerge as a product of a reflective curriculum process where caregivers look at the child's needs and interests to plan opportunities and/or activities.

Appendix A: Glossary

Safe sleep: A sleep environment that reduces the risks associated with Sudden Infant Death Syndrome.

Safety: Security and freedom from danger.

Sanitized: Cleaned or sterilized according to state regulations.

Scaffolds: This term refers to building new ideas and concepts on prior knowledge and using the help of those with knowledge that is “a little” above one’s own knowledge to support new learning. Children scaffold knowledge on an ongoing basis. In this reference the teacher/educator scaffolds the ideas of the interactions on knowledge that the child already has.

Screening(s): A brief procedure to determine whether a child requires further and more comprehensive evaluation.

Self-regulation: Child’s ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention.

Sensitivity: Positive responsiveness to the attitudes, feelings, and circumstances of others.

Separation: The process of a young child’s sensory interpretation of and emotional response to noticing a primary caregiver or parent’s leaving or being out of sight, causing the child to experience anxiety and insecurity.

Socially acceptable: Behavior that is generally accepted to foster positive functioning within a group.

Special needs or Special health care needs: Children with special needs or special health care needs are those who have, or are at risk for, chronic physical, developmental, behavioral, or emotional conditions and who also require health and related services of a type or amount not usually required by typically developing children.

Standards: Agreed upon expectations for young children, programs, and educators. Varying terms are used to describe standards: early learning 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; and 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. *Louisiana’s Birth to Five Early Learning and Development Standards* meet the following federal definition:

Appendix A: Glossary

A set of expectations, guidelines, or developmental milestones that:

- (a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- (b) Are appropriate for each age group (i.e., infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- (c) Cover all essential domains of School Readiness; and
- (d) Are universally designed and developmentally, culturally, and linguistically appropriate.

Strength-based: The ability to recognize and utilize existing abilities and competencies in children in order to refrain from a negative focus.

Temperament: Traits of personality that we are born with. Most references to temperament in current literature refer to the nine temperament traits identified by Dr. Stella Chess and Dr. Alexander Thomas. These include Adaptability, Distractibility, Activity Level, Approach/Withdrawal, Persistence, Quality of Mood, Biological Rhythms, Intensity of Reaction, and Physical Sensitivity. Temperament traits at either end of the spectrum are neither good nor bad.

Systems of Care: A practice that structures the care to promote maximum relationship-building and social-emotional growth. Such practices include having small groups in one room, high educator/child ratios, assigning one educator to become the primary caregiver to a small group, and keeping continuity of one educator with a small group of children over a longer period of time.

Universal design for learning: a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers and maintains high achievement expectations for all students, including students with disabilities and students who have limited English proficiency.

Valid or Validity: Extent to which a test measures what its authors claim it measures; appropriateness of the inferences that can be made about test or observation results.

Workforce values: Critical attitudes and beliefs that shape one's philosophy and guide one's behavior, especially when dealing with work-related ethical issues. Refer to the Dispositions in the Introductory Section of this document.

Appendix B: For More Information

The following resources are recommended for additional information:

General Information

Ashcraft, M. (2005). *Best practices: Guidelines for school-age programs*. Eden Prairie, MN: Sparrow Media Group.

Bredekamp, S., & Copple, C. (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children.

Buysee, V., and Wesley, P. (Eds.). (2006). *Evidence-based practice in the early childhood field*. Washington, DC: Zero to Three.

Council for Professional Recognition. (n.d.). *The Child Development Associate Assessment System and Competency Standards* (various publications). Washington, DC: The Council for Professional Recognition. Retrieved from <http://www.cdacouncil.org/shop/index.html>

Harms, T., Clifford, R.M., & Cryer, D. (n.d.). *Environmental Rating Scales* (various publications). New York: Teachers' College Press. Retrieved from <http://www.fpg.unc.edu/~ecers/>

Howes, C., Pianta, R., Bryant, D., Hamre, B., Downer, J., and Soliday-Hong, S. (2011). Appendix: Ensuring Effective teaching in early childhood education through linked professional development systems, quality rating systems and state competencies: the role of research in an evidence-driven system. In C. Howes and R.C. Pianta (Eds.), *Foundations for teaching excellence: Connecting early childhood quality rating, professional development and competency systems in states*. Baltimore, MD: Paul H. Brookes.

Lally, R. (2003). *Caring for infants and toddlers in groups: Developmentally appropriate practice*. Washington, DC: Zero to Three.

Szanton, E. S. (1997). *Creating child-centered programs for infants and toddlers*. New York: Open Society Institute.

U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau (1998). *Head Start Program Performance Standards*. Washington, DC: Author.

Winton, P., and West, T. (2011). Early childhood competencies: Sitting on the shelf or guiding professional development? In C. Howes and R.C. Pianta (Eds.), *Foundations for teaching excellence: Connecting early childhood quality rating, professional development and competency systems in states*. Baltimore, MD: Paul H. Brookes.

Appendix B: For More Information

York, Stacey. (2003). *Roots & Wings: Affirming Culture in Early Childhood Programs*. St. Paul, MN: Redleaf Press.

Child Growth & Development

Berk, L. (2005). *Child development* (7th ed.). Needham Heights, MA: Allyn & Bacon.

Croft, C. (Ed.). (2004). *Children & challenging behavior: Making inclusion work* (Vols. 1 & 2). Eden Prairie, MN: Sparrow Media Group.

Gartrell, D. (2003). *A guidance approach for the encouraging classroom*. Clifton Park, NY: Thomson Delmar Learning.

Honig, A. (2002). *Secure relationships: Nurturing infant/toddler attachment in early care settings*. Washington, DC: NAEYC.

Child Observation and Assessment

Beaty, J. J. (2001). *Observing development of the young child* (5th ed.). Upper Saddle River, N. J.: Prentice-Hall.

Bentzen, W. R. (2005). *Seeing young children: A guide to observing and recording behavior* (5th ed.). Clifton Park, NY: Thomson Delmar Learning.

McAfee, O., Leong, D. .J., & Bodrova, E. (2004). *Basics of assessment: A primer for early childhood educators*. Washington, DC: NAEYC.

Nicolson, S., & Shipstead, S. G. (2001). *Through the looking glass: Observations in the early childhood classroom* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Family & Community Relations

Anderson, H., & Johnson, S. (1994). *Regarding children: A new respect for childhood and families*. Louisville, KY: Westminster John Knox Press.

Chira, S. (1993). What do teachers want most? Help from parents. *New York Times*, 23, June 7.

Appendix B: For More Information

Couchenour, D., & Chrisman, K. (2004). *Families, schools, and communities: Together for young children* (2nd ed.). Clifton Park, NY: Thomson Delmar Learning.

Kagan, S., & Weissbourd, B. (1994). *Putting families first: America's family support movement and the challenge of change*. San Francisco: Jossey-Bass.

Health Safety and Nutrition

American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care. (2002). *Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs* (2nd ed.). Elk Grove Village, IL: American Academy of Pediatrics and Washington, DC: American Public Health Association.

Aronson, S. S. (Ed.). (2002). *Healthy young children: A manual for programs*. Washington, DC: NAEYC

Marotz, L., Cross, M. Z., & Rush, J. M. (2004). *Health, safety and nutrition for the young child* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Robertson, C. (2001). *Safety, nutrition and health in child care*. Clifton Park, NY: Thomson Delmar Learning.

National Resource Center for Health and Safety in Child Care <http://nrc.uchsc.edu/>

Interactions

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) <http://csefel.vanderbilt.edu/>

Honig, A. S. (2002). *Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings*. Washington, DC: NAEYC.

Honig, A. S. (2008). Early Childhood Today Interviews Dr. Alice Sterling Honig On: *Working With Infants And Toddlers*. <http://www.scholastic.com/teachers/article/early-childhood-today-interviews-dr-alice-sterling-honig-working-infants-and-toddlers>

Appendix B: For More Information

Honig, A. S. & Lally, J. R. (1981). *Infant Caregiving: A Design for Training*. New York: Syracuse University Press.

Lally, J. R. (2009). *The science and psychology of infant-toddler care: How an understanding of early learning has transformed childcare*. Washington, DC: Zero to Three.

Lally, J. R., Mangione, P. L., & Greenwald, D. (Eds.). (2006). *Concepts in care: 20 essays on infant-toddler development and learning*. San Francisco, CA: WestEd.

Nunnelley, J. C. (2002). *Power, positive, and practical practices: Behavior guidance strategies*. Little Rock, AR: Southern Early Childhood Association.

Zero to Three: National Center for Infants and Toddlers. <http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html>

Learning Environments & Experiences

Bredenkamp, S. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

Bronson, M. B. (1995). *The right stuff for children birth to eight: Selecting play materials to support development*. Washington, DC: NAEYC.

Copple, C., & Bredekamp, S. (2006). *Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6*. Washington, DC: NAEYC.

Gonzalez-Mena, J., & Eyer, D. W. (2003). *Infants, toddler, and caregivers: A curriculum of respectful, responsive care and education* (6th ed.). New York: McGraw-Hill.

Greenman, J. (2005). *Caring space, learning places: Children's environments that work*. Redmond, WA: Exchange Press.

Ralph, K. S., & Eddowes, E. A. (2003). *Interactions for development and learning: Birth through eight years* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Appendix B: For More Information

Professional Development

Bloom, P. J., Sheerer, M., Britz, J. (2005). *Blueprint for action: Achieving center-based change through staff development* (2nd ed.). Lake Forest, IL: New Horizons.

Feeney, S., & Freeman, N. K. (1999). *Ethics and the early childhood educator: Using the NAEYC Code*. Washington, DC: NAEYC.

Kagan, S., & Bowman, B. (Eds.). (1997). *Leadership in early care & education*. Washington, DC: NAEYC.

Sullivan, D. R. (2003). *Learning to lead: Effective leadership skills for teachers of young children*. St. Paul, MN: Redleaf Press.

Tertell, E. A., Klein, S. M., & Jewett, J. (Eds.). (1998). *When teachers reflect: Journeys toward effective, inclusive practice*. Washington, DC: NAEYC.