Minnesota's Knowledge and Competency Framework for Early Childhood Professionals:

Working with Preschool-Aged Children in Center and School Programs

MINNESOTA
MDH
DEPARTMENT OF HEALTH

Minnesota Department of
Education

Minnesota Department of **Human Services**

Acknowledgements

Minnesota's Knowledge and Competency Framework is a project of the Minnesota Departments of Education, Human Services and Health and their partners. Hundreds of stakeholders representing diverse early childhood care and education programs gave feedback on the core competency document released in 2004. Three advisory groups incorporated the feedback and developed three versions: one for those caring for and educating infants and toddlers, one for those caring for preschool age children, and one for family child care providers.

We greatly appreciate the work and contributions of the following members of the advisory groups:

Preschool Advisory Group

Sharon Bergen, Minnesota Association for the Education of Young Children
Katie Chase, Minnesota Licensed Family Child Care Association
Jeanne Dickhausen, Head Start Collaboration
Diane Etlinger, Minnesota Department of Health
Lora Kussman, Department of Human Services
Kelly McKown, St Paul College/Access
Nedra Robinson, St Paul College and Minnesota Association for Early Childhood Teacher Educators
Cheryl Smoot, Minnesota Department of Health
Sandra Williams, Minnesota Tribal Resources for Early Childhood Care
Roz Zuest, Child Care Aware

Infant and Toddler Advisory Group

Ada Alden, Minnesota Association for Family and Early Education
Michele Dockter, Minnesota Department of Education
Ann Edgerton, University of Minnesota Child Care Center
Diane Etlinger, Minnesota Department of Health
Michelle Fallon, Minnesota Association for Infant & Early Childhood Mental Health
Vicki Hawley, Center for Early Education and Development
Donna Henning, Head Start

Lora Kussman, Department of Human Services
Janice LaFloe, Bush Fellow
Mary Ann Marchel, University of Minnesota, Duluth
Sandy Masgai, Family Child Care
Nedra Robinson, St Paul College and Minnesota Association for Early Childhood Teacher Educators
Mary Santelman, Montessori Training Center
Shelly Tollefson, Minnesota Association for Education of Young Children
Cory Woosley, Child Care Aware

Family Child Care Advisory Group

Deloris Friske, Family Child Care Provider
Pat Gentz, Family Child Care Provider
Jackie Harrington, Family Child Care Provider
Mary Ksiazek, Family Child Care Provider
Natalie Marose, Family Child Care Provider
Sandy Masgai, Family Child Care Provider
Misty McKinley, Family Child Care Provider
Mary Muhs, Rasmussen College
Tammy Oveson, Family Child Care Provider
Wendy Prokosch, Family Child Care Provider
Stephanie Reuss, Family Child Care Provider
Linda Schesso, Family Child Care Provider
Vicki Shofner, Minnesota Licensed Family Child Care Association
Shirell Smith Kerney, Family Child Care Provider
Dana Smith, Minnesota Licensed Family Child Care Association
Michelle Thole, Family Child Care Provider
Sheryl Warner, Family Child Care Provider

Table of Contents

Introduction

Minnesota has a rich history of providing a continuum of services for young children and families. Recent state and national events have encouraged development of a comprehensive, well-coordinated system of programs and services with the goal that all children get the great start they need to succeed in school and in life.

One essential factor in providing young children with stimulating experiences that promote their development is ensuring that those who care for and educate children are well-prepared and informed. People who work with young children come to their positions through a variety of life circumstances, with differing levels of education and a range of experience. Minnesota's professional development system needs to be broad enough to serve this diverse group. Most importantly, it needs to provide educational experiences that improve a person's skills and keeps them up-to-date on advances in research and best practices.

Minnesota's professional development system is based on a national model that recognizes training and education beyond basic requirements are necessary to improve outcomes for young children. This model centers on five key elements: core knowledge; quality assurance; outreach and access; qualifications, credentials and pathways; and funding. One of the primary goals of the system is to ensure that educational opportunities for those working with young children are grounded in high ethical and quality standards.

The core knowledge element of the system emphasizes that early childhood educators need to be equipped with knowledge, competencies, tools and confidence to effectively work with children and families. People working with young children must be well grounded in child development and educational theories.

They need to know not only the wisdom of theory but also the methods and strategies that have been validated by research. This foundation is enhanced when it is combined with the ability to demonstrate skills needed for work as articulated by the field. *Minnesota's Knowledge and Competency Framework for Early Childhood Professionals: Working with Preschool- Aged Children in Center and School Programs* clearly articulates both the expectations of what early childhood educators need to know and what they need to be able to do.

Three types of educational experiences make up Minnesota's Professional Development system: credit-based courses; not-for-credit training; and technical assistance that is made up of relationship-based learning such as mentoring, coaching or consultation. The Knowledge and Competency Framework described here can be a common structure on which to base all types of educational experiences.
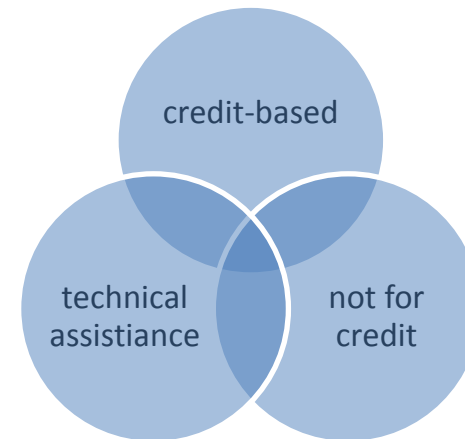
Early Childhood Education Professional Development: Training and Technical Assistance Glossary. **Copyright © 2011 National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies.**

The *Knowledge and Competency Framework for Early Childhood Professionals: Working with Preschool Age Children in Center and School Programs* outlines **standards**, or expectations, regarding what people educating and caring for young children need to know. It also describes **competencies** which define the demonstration of specific skills needed. Educators demonstrate competencies in a variety of ways.

The document is intended to be used in two primary ways:

1) By those developing learning objectives for educational opportunities including educational programs, technical assistance and training.

2) By people working with young children as they assess their own skills and work to improve them.

In addition, program administrators, supervisors of direct service staff, health consultants and licensors will find the document useful as they identify what skills are needed and help to educate those with whom they are working.

Regardless of a person's position or setting, people working with young children and families have many things in common which they need to know and be able to do. In developing the Knowledge and Competency Framework, thought has been given to these commonalities while at the same time recognizing the special skill sets needed for certain positions and settings.

For example, there are many skills and competencies related to working with families, such as establishing a cooperative, reciprocal partnership, needed by those working with preschool age children (three to five years of age) AND infants and toddlers (birth to three). There are also specialized skills needed by those working with preschool-aged children, such as the knowledge and

competencies which help build the foundations for literacy and numeracy. Both skills need to be included in a version written for preschool educators.

It is possible that additional versions of the Knowledge and Competency Framework will be developed. As additional versions are created, an effort should be made to maintain these commonalities. Additional versions might include skill sets for those taking on roles and responsibilities that require more education or experience, such as a trainer or administrator.

The Preschool Version of the Knowledge and Competency Framework

People caring for and educating preschool-aged children need to be well-grounded in knowledge of child development as well as the competencies and vulnerabilities of preschoolers. They need to have knowledge of how families develop and be able to support healthy parent-child relationships. In addition, there are many unique aspects of this period in a child's development which require unique skills and competencies of the adults working with them:

- The preschool years represent a period of rapid growth and development. Development is cumulative and is a product of the interaction between genes and experiences, beginning before birth. From birth, children are active participants in their own development as they learn to select, engage and interpret even their earliest experiences.

- Development is sometimes described in terms of domains or areas of learning. These categories make it easier for adults to discuss its complexities but in reality, all domains are interrelated. Multiple abilities and skills are developing simultaneously

during the preschool years. As these abilities and skills emerge, each affects the development of the others.

- Children develop in the context of their families, cultures and communities. While family members are the most important and influential, children's relationships with others also impact their development. Nurturing and responsive care and education helps children develop secure and trusting relationships which, in turn, facilitate exploration and development.

- This time of robust development is also a time of profound vulnerability. Development can be seriously compromised not only by delay or disability, but also by chronic stress or trauma. Nurturing and responsive care and education for children whose development is at risk can help a child develop resilience and skills needed for success in school and in life.

- Working with young children and their families can bring up many emotions. Educators need to reflect on their own feelings, reactions, and behaviors as well as those of others in order to be most effective.

Integrating the Standards and Competencies

This framework demonstrates an alignment between the Board of Teaching Standards and field-developed core competencies. Standards describe expectations held about what early childhood educators need to know and describe learning outcomes for those in professional development programs. These are set forth in Minnesota Administrative Rule 8710.3000 and are reiterated here. The rule includes standards for infants and toddlers, pre-primary and primary. When referring to children birth to grade 3, the rule uses "young children." Since the language of the rule is reiterated

here, you will see this same terminology. The focus of the document will be working with children of preschool age.

Competencies describe the demonstration of skills and abilities needed to work effectively in the field. In this framework, competencies have been arranged to align vertically to the Board of Teaching standards. Health, Safety and Nutrition standards were added as Board of Teaching standards for this area do not exist.

Standards and competencies are interrelated. In order to reduce redundancies, we decided to place the competency under a related standard. The competencies have also been aligned horizontally to indicate the progression of skill development as educators gain experience. Key competencies have been included; the document does not include every skill a person in the field might need.

Background

Minnesota first created core competencies in its 2004 publication *The Minnesota Core Competencies for Early Childhood Education and Care Practitioners who work with children birth through eight and their families*. Since then, much has been learned about brain development, effective teaching strategies, nutrition and obesity as well as serving children with special health and social emotional needs. There have also been changes in the demographic make-up of society and the early childhood field. This revision is needed to reflect these changes and advances.

To prepare for this revision, hundreds of individuals were surveyed and several groups who have used the document were interviewed. The feedback indicated a need for rigorous health competencies, better descriptions of skills needed to work with children from refugee, immigrant and new American communities, updated competencies based on the most current research, and

contain fewer redundancies. The valuable feedback has been incorporated into this edition. Literature and competency documents of other states were reviewed to gather additional insights.

Several documents were key resources in the development of this framework, including: *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards, National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs*, and *National Health and Safety Performance Standards Guidelines for Early Care and Education Programs.* See the list of resources for additional helpful documents.

Guiding Principles

Several principles guide this document.

- A highly qualified, well prepared workforce is better equipped to work with young children and leads to better child outcomes.
- Educators need skills, knowledge and support to develop expertise.
- Skills, knowledge and support are acquired through a wide variety of experiences.
- Educational experiences include for-credit classes, not-for-credit learning experiences, technical assistance and a variety of life experiences.
- Educators need opportunities to practice what has been learned as well as personal and guided reflection to improve their practice.
- Planned, intentional professional development is part of an individual's continuous growth and development.

Uses

This document can be used to:

- Promote early childhood as a profession with a recognized body of knowledge.
- Identify key concepts and skills for professional development.
- Plan learning objectives for professional development offerings which emphasize specific content knowledge and competencies.
- Coordinate and design professional development content to facilitate transfer and articulation agreements.
- Identify professional development needs and plan training for a group of people, region or state.
- Assess current offerings across all content areas and levels of competency.
- Self-assess professional development needs and develop an individual plan.
- Create job descriptions.

The framework will be used by Minnesota's Child Care Aware non-credit training delivery system to organize, identify and advertise offerings by content area and levels. Training records tracked by Develop at the Minnesota Center for Professional Development will include content areas and levels an individual has taken. The framework will also inform the revised Individual Training Needs Assessment (ITNA) that is currently used by child care providers to self-assess their knowledge and skills in the various competencies and plan their continuing professional development.

Approved trainers will use the framework to develop learning objectives as they design courses. Training developed by the Department of Human Services will be based on the standards and competencies outlined in the framework. Institutes of Higher

Education (IHE) are responsible for ensuring students are knowledgeable of the Board of Teaching standards included in the framework. Use of the Knowledge and Competency Framework is encouraged in the design of IHE courses and to introduce the document in their coursework.

Organization of the Framework

Eight content areas corresponding to the Board of Teaching standards are used to organize the framework. The content areas assist in describing and discussing standards and competencies; in practice, the content areas are interwoven and dependent on one another. Children benefit when adults who work with them learn more about:

- Child Development and Learning: An educator understands theories of development, research and best practices to help children acquire physical, social, emotional, language, cognitive and creative skills; understands individual differences and approaches to learning; understands the critical role of family, culture and community; and understands the interrelationships among culture, language, and thought.

- Developmentally Appropriate Learning Experiences: An educator establishes and maintains safe and healthy environments, and plans and implements a variety of developmentally appropriate learning experiences that promote cognitive, social and emotional, physical, and creative growth and development.

- Relationships with Families: An educator establishes and maintains positive collaborative relationships with families to meet the needs of children.

- Assessment, Evaluation and Individualization: An educator observes, records and assesses children's skills to identify strengths, needs and approaches to learning to plan appropriate activities, interactions and environments; and assesses and evaluates program quality in an effort to continually improve programming.

- Historical and Contemporary Development of Early Childhood Education: An educator understands how historical and contextual influences impact current practice and the effects of current issues on children, families and programs.

- Professionalism: An educator views learning and continuous improvement as a career-long effort and responsibility; serves children and families in a professional manner; collaborates with others.

- Health, Safety and Nutrition: An educator establishes and maintains an environment and curriculum that ensures the health, safety and nourishment of every child and offers experiences that promote optimal health, safety, nutrition, physical, and social emotional development that support life-long healthy behaviors and lifestyles.

- Application through Clinical Experiences-An educator applies effective education practices in a variety experiences and program models.

Some content areas are further broken down into areas of learning. For example, the content area called Developmentally Appropriate Learning Experiences is further broken into areas of learning including: cognitive development, social and emotional development, physical development and creative development.

Each of the eight content areas contains three levels of competencies. Each level includes and builds on the

competencies of the level before it. Levels describe a progression of skills rather than levels of education. Just as children develop at individual rates and are stronger in some areas of development, educators will find themselves at different levels of competency depending on their strengths, current education and experience. As educators assess their skills, they will find areas in which to improve. This reflection can be used to make professional development plans. The levels are:

Level 1: Explores - People at the exploring level are relatively new to the field of early childhood or new to an early childhood concept. At this level, people observe or learn from other adults as they work with and interact with children; they watch children in order to learn firsthand what children are like and what to expect of them; and they talk with family members to learn more about each child's family and culture. These educators are exploring concepts and beginning to recognize the indicators and elements of child development as well as the competencies they need to effectively care for and educate young children.

People at this level typically rely on prescribed procedures and routines much like a technician. They need support and direction as they learn to handle daily challenges, to reflect on what is being observed and to learn to connect their observations to current understandings and best practices.

Tara's Story

Tara is working in a child care center following her freshman year of college. She says, "I'm having a great time getting to know the kids and playing with them. During free play when some of the kids don't know what to do, I get them started doing things I remember I liked to do. The educator I'm working with has lots of helpful routines in place. Not only do the kids know what to do

between activities or to get ready for lunch but I feel like I know what to do to help. I watch the educator I work with kids having trouble getting along or saying goodbye to their parents and I'm learning lots from her. She is so calm and always helps the kids figure out a way to cope. I like watching the kids as they explore outside or in the science area. It's so great when they make a new discovery. You can see the excitement on their face!"

Level 2: Implements - Educators at level two know what to expect of children at various stages of development and how to promote and engage children in learning. They are beginning to focus on the needs of individual children. They do more problem solving at this level than at the first level and with support and guidance, they reflect on their own experiences and performance in order to improve their practices. At this level educators share information with family members about assessment and how it is connected to materials and activities offered to promote growth. They recognize individual differences in children and respond appropriately; ensure children are safe, healthy, and enjoying mealtime experiences while being well-nourished; ensure a culturally and linguistically responsive setting; and participate in professional development activities.

Joelle's Story

Joelle said, "Now that I'm beyond the basics, I can focus on each child more. I know more activities and can match them to what the child needs to learn. I find it easier to modify my plans for the day in order to explore something that a child shows interest in. Now I really think about my actions and the activities I do and whether they worked; I think about how the children react to me and the activities I offer; and I think about what I would do to modify it if I were to do something like it

again. I feel like I have a room arrangement that really works for the activities I want to offer and so the children can interact with each other. I'm much more confident talking with, sharing information and problem solving with parents than when I first started. I love going to professional development class and now I choose those that fit specific things I'm working on. I've joined a professional organization and like going to their conferences too."

Level 3: Designs and Leads - Educators at this level are highly involved in professional decision making. These educators design learning environments and experiences. They intuitively respond to children and adapt their plan. They model for, guide and teach other adults included in the early childhood setting. They take responsibility for keeping up-to-date on research, linking and aligning their reading and practice to best practices. Educators who design and lead continue to set goals for themselves in their professional development plan (CEU's, credential, certificates, etc.). Primary responsibilities for educators at this level may include: evaluating, choosing curriculum, leading and analyzing assessment and using this information to guide curriculum and instruction. They communicate and collaborate with families to gain input and knowledge of children. These educators are knowledgeable of community partners and how to coordinate services for children as needed. They use formal and informal means to assess and improve the program.

Lisa's Story

Lisa said, "Over the years, I've sampled a number of activities and ideas from various curriculums. I think about when I started I needed to follow step by step directions for activities. Now I can pull the best from what I've learned and do it or modify it on the spot. Because

I've got an array of strategies and activity ideas, I can more flexibly and creatively meet the changing needs of individuals and my group. The same is true for observation and recording. I've become acquainted with a number of tools and now I've devised some that work for me. I remember how, at the beginning of my career, I learned so much from others and I feel like it's time for me to give back to the field. So I've started exploring principles of adult learning so I can share what I've learned by teaching others."

Dispositions

In addition, to knowledge and skills needed, educators who are most effective hold certain dispositions. Dispositions have been described as the tendency or inclination to behave or act in certain ways. These dispositions influence how people interact with others. They are not included in the list of standards or competencies because they are considered "soft skills" that can be difficult (but not impossible) to teach and/or measure. These traits are important to recognize and can be strengthened. Several, but not all, are listed below for self-reflection.

The list was developed by identifying common themes found in conversations held by culturally, geographically, and programmatically diverse Minnesota educators. Groups involved in the discussions of dispositions included: infant, toddler and preschool teachers, trainers, family child care providers, parent educators, mental health consultants, social workers and higher education faculty. While culturally diverse groups used similar words to describe desired dispositions, they described diverse ways to demonstrate each one.

- Is compassionate, sensitive to the needs of others and emotionally available.
- Possesses a sense of humor and can be playful.

- Possesses childlike curiosity.
- Can be flexible, creative and resourceful.
- Questions, demonstrates an interest in learning and reflects on current practices as a way to improve practice.
- Likes children and believes in their ability to learn.
- Is optimistic when faced with challenges.
- Collaborative.
- Is passionate about working with young children.
- Shows respects for self and others.
- Values and appreciates differences; is non-judgmental.
- Demonstrates a high level of integrity.
- Is open to new ideas and concepts.

In addition, several general work habits help a person successfully work with young children:

- Is punctual and responsible.
- Cares for personal hygiene and dresses appropriately for the activity.
- Expects and responds flexibly to continuous change.
- Collaborates with co-workers and as a member of a team.
- Accepts constructive feedback and learns from mistakes.
- Listens and responds appropriately.

Knowledge and Competency Framework: Working with Preschool-age Children in Center and School Programs

This version focuses on the standards and competencies needed by educators working with children of preschool age in a variety of settings and may be used by a broad audience including: preparatory educational programs, continuing education providers, and staff in a variety of programs. Program types include school-based programs such as Early Childhood Family Education and Early Head Start, as well as child care centers and family child care homes. Regardless of the setting or job title, people who interact with children of preschool age provide care for and

educate them. The Board of Teaching Standards use the term "teacher" to indicate those who obtain a teaching license.

The term "educator" will be used in the description of competencies to include people working in a variety of settings and with varying levels of education. The term "families" includes parents, guardians, siblings, grandparents, foster family members and others involved in the care and education of a child. "Parents and guardians" will be used to refer to those who are legally responsible for a child.

Additional versions of the framework include: *Minnesota's Knowledge and Competency Framework for Early Childhood Professionals: Working with Infants and Toddlers*; *Minnesota's Knowledge and Competency Framework for Early Childhood Professionals: Working with Young Children in Family Child Care Homes*; and *Minnesota School Age Core Competencies for School-Age and Youth Care Practitioners who work with children ages 5 through 12 and their families.* These can be found on the Minnesota Department of Education website's Early Learning Resources page. Standards and competencies for administrators and trainers are outside the scope of this project.

All those who use this document must understand the needs of children coming from diverse cultural, linguistic, socio-economic and geographic backgrounds. After considerable discussion, it was determined that skills needed to include children from diverse backgrounds as well as those with disabilities and health care needs would be embedded throughout the document. These topics are essential in all aspects of work with children and families.

Resources

This document is one of many resources created for Minnesota's early educators. It is aligned with other materials developed by the Minnesota Departments of Education, Human Services and Health including Minnesota's early learning standards, virtual career guidance tool, career lattice and professional development registry. For additional information, resources and guidance, contact the Minnesota Center for Professional Development, Child Care Aware of Minnesota and Minnesota Department of Education's Licensing Division. Additional resources appear at the end of this document.

Content Area I: Child Development and Learning

Board of Teaching Standard

An educator of infant or toddler-aged, preprimary-aged and primary-aged children must understand child development and learning. The educator must understand:

- the research base for and the best practices of early childhood education.
- the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight.
- how young children differ in their development and learning, and what approaches support these differences.
- the major theories of early childhood development and learning and their implications for practice with young children from birth through age eight and their families.
- the concepts of "belonging" and "family connectedness" as crucial to the development of young children.
- that children are best understood in the contexts of family, culture, and society.
- the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

Competencies

A. Understanding Child Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.A.1	Recognizes all areas of development including physical, social and emotional, executive functioning (planning, organizing, and monitoring of goal oriented behaviors), cognitive, creative and language	Chooses and applies current best practice, research-based and appropriate cultural practices to encourage the foundation of development including physical, social and emotional, executive functioning, cognitive, creative and language	Critiques and explains to coworkers, families and community members major theories and research-based, best practices and appropriate cultural practices related to children's health and physical, language, literacy, cognitive, social and emotional, executive function and creative development
I.A.2	Describes how development in one area affects development in other areas	Gives examples of the relationship between children's health and physical, language, literacy, cognitive, social and emotional, and creative development	Explains to coworkers, families and community members major theories and research regarding the influence of one area of development on another as well as how variations in development are impacted by family, culture, language and environment
I.A.3	Recognizes development occurs in predictable patterns which are identified in the early learning standards	Gives examples of physical, social, emotional, cognitive and language milestones identified in early learning standards	Explains early learning standards to coworkers, families and community members
I.A.4	Recognizes learning taking place in play, interactions with others, and while a child explores surroundings	Gives examples of what children learn through play, interacting with others and by exploring their surroundings	Explains to coworkers, families and community members the rationale for intentional, evidence-based teaching methods that include safe, stable, nurturing relationships, play, small group interactions, problem-solving, and exploration

B. Understanding Influences on Child Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.B.1	Describes how the early experiences young children have effect their growth and development	Communicates the importance of early experiences and adult-child relationships to brain development and the foundation of executive function (planning, organizing, and monitoring of goal-oriented behaviors)	Analyzes and applies understanding of current theory and research on promoting children's learning and development
I.B.2	Describes how children develop at their own rate and within the context of their culture and family	Gives examples of how cultural, language and familial strengths and challenges affect development of skills	Analyzes the influences of environmental factors, family dynamics, culture and linguistics, and diverse ways of learning on development and utilizes the information to make individualized goals for teaching
I.B.3	Recognizes children need a strong base in home language and culture	Illustrates the importance of home language and culture by providing learning opportunities in the home language to promote overall development	Reflects on and identifies the importance of home language and culture as a basis for learning and learning additional languages; develops learning activities that support and integrate home language and culture
I.B.4	Recognizes behavioral expressions of stress and trauma	Gives examples of the developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health; and the importance of safe, stable and nurturing relationships with adults	Educates family and community members about the role of stress in the development of young children

C.   *Recognizing Individual Variances*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
I.C.1	Observes differences in development and ability	Describes stages of child development and explains the wide range of appropriate development	Explains to coworkers, families and community members there is a wide range of appropriate development and that individual rates are often influenced by family, culture, language and environment
I.C.2	Recognizes and accepts individual learning styles, cultural backgrounds and abilities of all children	Implements practices that are respectful and inclusive of a child's individual learning style, cultural background, and educational abilities	Analyzes, evaluates and plans based on individual learning styles, accurate information about the cultural backgrounds of children in the group and abilities of each child

Content Area II: Developmentally Appropriate Learning Experiences

Board of Teaching Standard

An educator of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences.

A. Creating Positive Learning Experiences: General

The educator must understand:

- the cognitive, social and emotional, physical and creative development and how development and learning are integrated.
- the development of infants and toddlers and its effects on the learning and development of preprimary-aged children.
- how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:
  - o acknowledge the influence of the physical setting, schedule, routines and transitions on children and use these experiences to promote children's development and learning.
  - o acknowledge the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health and importance of supportive relationships.
  - o acknowledge basic health, nutrition and safety management practices for young children, including procedures regarding childhood illness and communicable disease (See also Health, Safety and Nutrition).
  - o use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary (See also Health, Safety and Nutrition).
  - o recognize signs of emotional distress, child abuse and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content including how to use:
  - o developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help children develop curiosity, solve problems, and make decisions.

o   knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children's ideas, needs, interests, culture and home experiences.

Competencies

1. *Creating a Positive Learning Environment* *(See also: Promoting Emotional Development)*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.1.1	Builds positive relationships with each child; demonstrates physical affection within appropriate professional boundaries	Establishes and maintains a positive caring relationship with each child	Explains to coworkers, family and community members the importance of forming warm and secure relationships with children
II.A.1.2	Demonstrates respect for and responsiveness to all children including those with disabilities, special health care needs and those from culturally and linguistically diverse backgrounds	Ensures inclusion, in all aspects of program, of children with disabilities, children with special health care needs and those from culturally and linguistically diverse backgrounds	Assesses, evaluates and continually improves the environment to ensure it is culturally and linguistically responsive and promotes the respect of differences
II.A.1.3	Follows daily routine while recognizing importance of each child's individual needs	Plans predictable routines that allow for indoor and outdoor activities	Assesses, evaluates and continually adapts routines to support children's needs for activity, sensory stimulation, and indoor and outdoor activities
II.A.1.4	Responds to each child's need for sleep, food and exercise	Identifies, plans for and responds to each child's eating and sleeping rhythm as well as their preference for comfort	Develops routines and activities that are flexible enough to meet each child's physical needs for rest, hygiene, toileting, and nourishment
II.A.1.5	Encourages children to interact with others one on one and in small and large groups as they explore, experiment, and problem solve	Offers children meaningful, hands-on activities that support and practice newly acquired skills, encourages exploration and experimentation	Constructs learning environments that allow children to make choices, participate in individual, small group and large group experiences, and explore, experiment and problem-solve

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.1.6	Recognizes and follows a child's interests	Prepares culturally and developmentally appropriate learning experiences that build on child's interest	Invents developmentally appropriate learning experiences for individuals and the group using information about needs/interests, language and culture, and home experiences
II.A.1.7	Recognizes that each child within a group will be at an individual stage of development	Reflects on differences between a child's developmental stage and their chronological age and adapts expectations and plans accordingly	Explains to staff and families the many factors that influence a child's abilities, development and behavior
II.A.1.8	Asks questions and describes concerns about children's development with supervisor; maintains confidentiality of child and family	Identifies variations in ability and development that may indicate a need for special attention and suggests referral	Pinpoints atypical development related to physical, language, cognitive, personal and social and creative development and initiates appropriate referral
II.A.1.9	Follows current American Academy of Pediatric recommendations regarding screen time for children while in the early childhood program	Guides screen time for children over 24 months ensuring it is limited, active and alternatives are offered	Creates program policy regarding appropriate use of media, software and technology

B. Promoting Cognitive Development

The educator must understand strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

- facilitate the acquisition of skills to acquire, organize and use information in increasingly complex ways.
- create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information.
- extend children's thinking and learning and move them to higher levels of functioning.
- assist children to play, evaluate, reflect on, revisit, and build on their own experiences.
- allow children to construct understanding or relationships among objects, people and events.
- encourage the use of construction and numeracy skills.
- encourage the development of language and communication skills.

- encourage the use and construction of literacy skills.
- allow children to construct knowledge of the physical world, manipulate objects for desired effects and understand cause-effect relationships.

Competencies

1. Promoting Curiosity

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.1.1	Participates in active exploration of materials in order to encourage curiosity	Provides opportunities for children to ask questions, find answers and organize information through active exploration	Extends children's thinking by helping them observe and collect information, ask questions and predict
II.B.1.2	Observes a child's interest and curiosity in people, objects and their environment and builds on the interest	Encourages children to experiment, problem solve and learn about cause and effect	Constructs activities that allow children to understand their world through experimentation and problem solving
II.B.1.3	Helps children recognize cause and effect when they handle objects	Facilitates opportunities for children to learn about cause and effect while playing and experimenting with objects	Constructs activities that help children manipulate objects to learn cause and effect
II.B.1.4	Talks honestly and respectfully about similarities and differences that children recognize in people, families and communities	Provides opportunities for children to learn about themselves, their family, languages spoken by those in the program and community	Creates opportunities for children to learn about interests, traditions, languages, cultures, and countries of origin of other families in the program and community
II.B.1.5	Participates in everyday activities to promote learning about nature and science	Models a positive relationship with nature and provides opportunities for children to interact with natural materials and environments	Explains to coworkers, families and community partners the importance of fostering an connection to nature and the outdoors

2. Encouraging Communication

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.2.1	Recognizes and responds to children's verbal and non-verbal communication	Facilitates children's verbal and nonverbal communication with adults and other children, including opportunities for children to engage in home language conversations and experiences	Builds positive relationships among children with varying communication skills and encourages them to talk to adults and other children
II.B.2.2	Participates in back and forth conversations with children about their lives in and out of the early childhood program	Uses appropriate vocabulary, grammar and sentence structure when narrating actions for younger children and when talking with older children	Models the use of different kinds of words and sentence structures to expand the language skills of children using words to communicate
II.B.2.3	Recognizes that young Dual Language Learners (DLL) need to hear and be supported to communicate in both home-language development and English-language development	Intentionally responds to DLL by employing strategies that encourage DLL to feel confident in the acquisition of their home language and a new language	Applies current research and theories of language use, language acquisition and development of a second language including the use of home languages in domain-specific activities

3. Building Foundations for Literacy and Numeracy

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.3.1	Recognizes and builds on math play that naturally occurs among children	Plans learning experiences that give children opportunities to represent mathematical ideas and make connections	Analyzes, evaluates, and applies current research and best practices in mathematics teaching and learning

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.3.2	Encourages children to learn about early math including numbers and operations, shapes and spatial awareness, patterns, measurement and using math to make sense of information by providing materials and experiences	Provides a math-rich learning environment that encourages exploration of numbers and operations, shapes and spatial awareness, patterns, measurement and data analysis or using math to make sense of information	Designs and provides families with math resources and information
II.B.3.3	Is familiar with and uses math vocabulary, such as the words "more", "less" "over", "under" , 'taller', names of shapes and numbers	Models math language through the use of questions and math vocabulary	Explains to coworkers, families and community partners the importance of using communication to build mathematical knowledge and processing skills
II.B.3.4	Participates in word and sound play, singing, reading and storytelling	Utilizes a variety of strategies to introduce word play, singing, reading and storytelling in home and other languages	Invents literacy activities that engage children in learning about word and sound play, reading and storytelling using knowledge of first and second language acquisition processes
II.B.3.5	Points out written symbols and print in the environment	Prepares a language rich environment including materials written in languages represented in the community	Facilitates understanding of the relationship between spoken and printed words
II.B.3.6	Participates in emerging writing and drawing activities with children	Provides opportunities for emerging writing and drawing	Incorporates a wide variety of writing, drawing and art materials for children to choose from for open-ended expression

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.B.3.7	Carries out a range of planned emerging reading and literacy activities	Facilitates children's interest in print, attention to sounds, conversation, letter knowledge and vocabulary and links literacy and language	Explains to coworkers, families and community members practices that strengthen and promote emerging reading and literacy development

C. Promoting Social and Emotional Development

The educator must understand strategies for assessing a preprimary-aged child's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

- establish environments in which responsive and predictable interaction sequences occur.
- structure the classroom to promote positive, constructive interactions between and among children.
- promote healthy peer relationships.
- build in each child a sense of belonging, security, personal worth, and self-confidence toward learning.
- allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems.
- facilitate the development of self-acceptance, self-control and social responsiveness in children through the use of positive guidance techniques.
- promote children's understanding, acceptance and appreciation of human differences due to social, cultural, physical or developmental factors.

Competencies

1. Establishing Safe, Stable, Nurturing Relationships that Promote Social and Emotional Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.1.1	Forms a trusting, responsive relationship and helps each child feel accepted	Establishes a sense of trust and belonging within the group of children	Analyzes, evaluates and improves practices, interactions and activities intended to promote relationship building

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.1.2	Demonstrates consistency, continuity and responsiveness when supporting children's emotional development	Provides a learning environment that is predictable and responsive	Develops policies and procedures that help maintain consistency of caregiving and education
II.C.1.3	Recognizes safe, stable, nurturing relationship can provide a buffer against some effects of prolonged stress and/or trauma	Provides a safe, stable, nurturing relationship for children experiencing stress and/or trauma	Offers families support and information regarding community services when families experience stress and/or trauma
II.C.1.4	Helps children learn and use positive social skills and make appropriate choices	Offers experiences and activities as well as uses self-talk to promote social and emotional development	Analyzes, evaluates, and applies current best practice and research-based practices which promote social and emotional development

2. *Supporting Self-Regulation*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.2.1	Recognizes and encourages children as they learn to manage their physical and emotional responses, maintain attention, and comfort themselves	Provides activities and organizes the environment to support a child's developing self-regulation	Explains to coworkers, families and community partners the importance of self-regulation in young children and the importance of external supports including support from others
II.C.2.2	Forms a safe, stable, nurturing relationship with each child to provide a secure base from which to explore	Facilitates increasing sense of autonomy and independence by consistently providing a secure base from which to explore	Develops policies and procedures which support the increasing sense of autonomy and independence

3.   *Facilitating Positive Separations, Reunions and Transitions*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.3.1	Assists child in settling into early childhood program	Identifies and mimics family routines to provide continuity from one setting to another and from one person to another	Develops policies and procedures to ease transitions and promote consistency across and within settings
II.C.3.2	Describes the emotional responses of child and parent during separations, reunions and transitions	Supports expression of emotions and suggests strategies for coping during separations, reunions and transitions	Identifies and addresses atypical emotional reactions to separations, reunions and transitions
II.C.3.3	Follows set routines for changing from one activity to another	Provides adequate time and support for smooth transitions from activity to activity	Collaborates with others to design smooth transitions from one age group to another
II.C.3.4	Recognizes routine activities and transitions as teachable moments	Utilizes routine activities and transitions to build relationship, expand on child's interest and build skills	Explains to coworkers, families and community members the importance of routines and transitions in learning

4.   *Encouraging Expression of Emotions*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.4.1	Recognizes the range of and variety of ways a child expresses emotions and needs; responds appropriately	Establishes an environment in which children feel safe to explore their emotions and receive support	Explains to coworkers, families and community partners the importance of an environment that supports the expression of emotions in developmentally and culturally appropriate ways
II.C.4.2	Helps children express feelings, needs and desires and understand those of others	Uses a variety of strategies to assist children in learning to express emotions in appropriate ways within the context of the family and/or culture	Develops learning activities in which children learn to control impulses, express a range of feelings, self-regulate, make choices and solve problems

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.4.3	Recognizes the effects of stress and trauma and supports a child within the program	Recognizes signs of emotional distress in a child/family and takes necessary action, such as initiating discussion with family, providing information and resources to prevent child abuse; makes referrals for community support and/or reports to authorities	Explains to coworkers, families and communities the developmental consequences of stress and trauma related to adverse experiences such as transitions, loss, neglect and abuse

5. Supporting Healthy Peer Relationships and Interactions

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.5.1	Assists children in playing with others	Provides opportunities for children to interact with others with similar and different characteristics	Designs experiences to teach respect and appreciation of others
II.C.5.2	Acknowledges sharing, helping, cooperation and positive interactions among children	Facilitates positive peer interactions and helps children interact cooperatively	Designs and implements a variety of strategies to teach children to negotiate conflict and resolve challenging interactions
II.C.5.3	Calls attention to the gestures, sounds, and facial expressions of other children and describes what they might be feeling	Uses everyday moments to help children develop an understanding of the feelings, ideas and actions of others	Creates activities and opportunities to help children understand the feelings, ideas and actions of others and offer support

6. Providing Guidance

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.6.1	Describes realistic expectations of behavior for children at different developmental ages	Understands how a variety of factors can influence a child's behavior	Evaluates known and unknown factors which might be influencing a child's behavior; mitigates those over which there is some control

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.6.2	Assists children in following simple rules, routines and directions	Plans schedules, routines, and the program environment based on realistic expectations	Adapts schedules, routines and environment based on knowledge of child, child's age, temperament, language, communication skills, interests, cultures and abilities
II.C.6.3	Observes and attempts to identify emotions underlying challenging behaviors; recognizes cultural differences in expressing emotions	Teaches children a variety of ways to cope with and to express emotions	Reflects on personal reaction to expression of strong emotions and challenging behaviors; creates environment that supports each child's developing sense of self-esteem, autonomy and independence
II.C.6.4	Gathers information from families to gain a greater understanding of children's behavior	Partners with family members to promote consistent responses to challenging behavior	Develops a variety of positive strategies to address challenging behavior and collaborates with family to identify mutually agreed-upon strategies
II.C.6.5	Uses positive guidance strategies designed by staff, colleagues, and families to address a child's challenging behaviors	Anticipates and avoids challenging behaviors using positive guidance strategies	Evaluates and continuously improves guidance strategies
II.C.6.6	Visually scans and monitors the early childhood environment to anticipate and redirect potential misbehavior	Demonstrates appropriate responses when challenging behavior cannot be avoided; cares for children involved and notifies parent(s) if appropriate	Develops policies and procedures regarding challenging behavior that include proactive strategies to prevent it and appropriate responses when it cannot be avoided

D. Promoting Physical Development

The educator must understand strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

- foster a positive attitude toward physical activity.
- enhance preprimary-aged children's perceptual skills; balance and coordination; and flexibility, strength, and endurance.

- support age-appropriate risk-taking within safe boundaries.
- help children become competent in acquiring basic gross and fine motor skills.
- facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness and physical safety.
- meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene and nourishment and elimination.

Competencies

1. ***Promoting Physical Development*** *(See also: Health, Safety and Nutrition)*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.1	Actively takes part in and assists children in practicing healthy habits	Provides meaningful experiences and activities related to health, safety and nutrition that help children develop lifelong healthy habits	Assesses, evaluates and continuously improves health, safety and nutrition practices based on current research
II.D.1.2	Encourages and participates in structured and unstructured play while actively supervising	Plans age-appropriate activities at least twice daily that encourage physical movement in open, safe areas; involves families in planning and participating in children's physical activity	Develops policies, practices and an environment that promotes lifelong physical activity habits in indoor and outdoor play spaces and limits screen time; informs families about the research-based recommendations for children's active play and screen time
II.D.1.3	Describes skills being developed in gross motor, balance and knowing where your body is in space and the development of eye-hand coordination	Plans indoor and outdoor activities, materials and space(s) that are appropriate for each child's development of gross motor skills, understanding of where the body is in space (proprioception) and balance (vestibular system)	Creates activities based on knowledge of progressive developmental milestones in physical/motor development, and the vestibular and proprioceptive systems, to promote the optimal development of each child
II.D.1.4	Actively takes part in and assists children in carrying out a variety of physical activities; describes what various equipment does to support development	Provides ample time and activities to encourage movement, physical development, gross and fine motor skills, and an understanding of where the body is in space (proprioception) and balance (vestibular)	Assesses analyzes, evaluates, and applies current best practice and research-based practices to promote physical development, large muscle strength and coordination, and the development of vestibular and proprioception systems

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.D.1.5	Assists children in activities that build vision and eye-to-hand coordination and fine motor skills	Plans and offers meaningful activities to promote the development of vision, eye-to-hand coordination, and brain development, which lead to fine motor skills	Analyzes, evaluates, and applies current best practice and research-based practices to promote eye-hand coordination, hand strength and dexterity; anticipates next stage to promote individual development
II.D.1.6	Recognizes that children need activities that allow the use of all their senses and actively takes part in these activities	Provides multi-sensory materials and experiences for exploration	Analyzes, plans, selects and/or finds materials in nature to ensure rich experiences that enhance physical and sensory development
II.D.1.7	Uses understanding of predictable patterns of development to support children as they learn to complete self-help activities as independently as possible	Provides opportunities and scaffolding techniques to support children who are interested and developmentally ready to develop self-help skills that include motor sequences such as dressing, toilet learning, and feeding	Engages coworkers and families in identifying signs of readiness to exercise appropriate self-help skills

E. Promoting Creative Development

The educator must understand strategies for assessing a preprimary child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

- help children develop and sustain curiosity about the world, including past, present and future events; trends; relationships; and understandings.
- build children's confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion.
- encourage children to express ideas and feelings.
- provide children with opportunities to use materials in self-selected and self-directed ways.
- use open-ended activities to reinforce positive self-esteem and individuality among children.
- promote shared problem solving, creativity and conceptual integration among children.

Competencies

1.   Encouraging Self-Expression

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.1.1	Encourages children to use a variety of everyday materials to pretend, dance, make music and create	Provides time, materials and space to allow children to explore and experiment with self-expression and creativity through a wide variety of media	Explains to co-workers, families and communities how children represent their thoughts, feelings, and ideas through creative outlets
II.E.1.2	Recognizes that using materials in new ways is creative	Creates an environment in which self-expression and creativity are valued	Explains to co-workers, families and communities that creativity is important in problem solving, self-expression, development of self-esteem and divergent thinking
II.E.1.3	Encourages the creative process rather than creation of a product	Encourages children to respectfully express their likes and dislikes in music, art and drama	Introduces children to creative expression and aesthetic experiences in their community and from a variety of cultures
II.E.1.4	Uses self and parallel talk to describe a child's creative work	Asks open-ended questions to encourage use of materials in different ways, support creative development, and accept personal preferences	Assesses, evaluates and continuously improves art, music, and dramatic play experiences
II.E.1.5	Encourages children to use materials in more than one way	Provides materials that are open-ended and can be used in more than one way	Explains to co-workers, families and communities what children learn from opportunities to experiment with and use materials to problem solve in creative ways

2. Supporting Dramatic Play

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.E.2.1	Provides uninterrupted blocks of time to encourage pretend play	Plans ample indoor and outdoor time and materials for individual and group dramatic play	Explains to colleagues, families and community members the importance of play and the learning being demonstrated, including social skills, self-regulation and language development
II.E.2.2	Engages with children during play in a way that enhances learning	Uses a variety of strategies to encourage children's growth, development and learning during play	Evaluates daily schedule and curriculum to ensure an emphasis on play, exploration and social interaction

Content Area III: Relationships with Families

Board of Teaching Standard

An educator of young children establishes and maintains positive, collaborative relationships with families. The educator must understand:

- the need to respect families' choices and goals for their children, and the need to communicate with families about curriculum and their children's progress
- the need to be sensitive to differences in family structures and social and cultural backgrounds.
- theories of families and dynamics, roles and relationships within families and between families and communities.
- how to support families in assessing education options and in making decisions related to child development and parenting.
- how to link families with a range of family-oriented services based on identified resources, priorities, and concerns.

Competencies

A.   Understanding Families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.1	Understands parenting as a lifelong process	Describes the connectedness, interrelation, interdependence and multigenerational aspects of family development	Recognizes and explains parenting issues, strategies and successes associated with each stage of development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.2	Recognizes the importance of children's relationship with their family and supports parents emerging competencies	Supports and reinforces parent and family strengths, emerging competencies and positive parent-child interactions; suggests strategies to help family envelop child into busy lives and to find pleasure in parenting their child	Builds on strengths of parent(s) and family; reinforces positive adult-child interactions; promotes parental competence in facing challenges and solving problems

B. **Engaging Families** *(See also: Assessment, Evaluation and Individualization)*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.1	Recognizes the importance of an orientation period, answers questions about the program and assists child in transitioning to the program	Offers an orientation period to assist child in transitioning to the program; learns about each child's family, routines, background, languages spoken in the home and countries they consider most important to their identity	Designs an orientation period that supports a new child transitioning into the group as well as existing members; explains the importance of the orientation
III.B.2	Welcomes families daily by following program policies and practices for separations and reunions	Establishes and maintains a welcoming setting to facilitate positive separations and reunions	Uses information about each family to create an environment that is welcoming and reflects home culture, ethnicities and languages; models positive separations and reunions
III.B.3	Exchanges information with family members about the child's activities; information is provided in their home language and through the use of the family's preferred strategy whenever possible	Establishes an open, cooperative, reciprocal relationship with each child's family; daily events are communicated using the home language and preferred strategy of the family whenever possible	Accesses and uses resources to facilitate communication with family members in their home language and through the use of the family's preferred strategy whenever possible

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.4	Responds appropriately to family's questions about growth and development and/or refers them to the supervisor	Provides information and assistance to families to help them understand typical growth and development; what they can do to promote health, executive function (planning, organizing; monitoring goal-oriented behaviors), language, social emotional and cognitive development as well as family relationship building	Utilizes resources to expand the depth and breadth of information provided to families and co-workers, as well as to educate self
III.B.5	Carries out activities to meet agreed-upon goals families have for their children	Works with families to incorporate mutually agreed upon child-rearing practices; balances desires and goals of multiple families for their children when planning	Collaborates with the family to assess progress on goals for child's development; plans learning activities in response to joint planning and ensures that families have information to make informed decisions about their child's growth and development
III.B.6	Observes and describes child's progress toward agreed-upon goals to family members	Communicates the child's progress toward agreed-upon goals with families; conducts periodic parent conferences	Establishes policies and procedures for regular communication about progress toward agreed-upon goals
III.B.7	Recognizes that families pass their traditions and culture to children and encourages family members to share talents, skills and cultural practices in the early childhood program	Invites family members to share talents, skills and cultural practices and arranges opportunities for families to participate in learning activities with children at home	Considers the influence of cultural heritage on the values, decisions, and behavior of self and others
III.B.8	Describes cultural, economic and family values related to use of food	Promotes awareness of cultural, economic and family values related to the use of food	Creates a process that includes families in decisions regarding the use of food

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.9	Follows policies and procedures to work with families when concerns or conflicts are expressed	Engages in cooperative strategies to address conflict	Uses effective conflict resolution techniques with families when needed
III.B.10	Views families as partners in planning for changes in groups or educational programs	Provides families with information and establishes connections to future early childhood programs	Collaborates with families and community partners to coordinate services for children leaving the early childhood classroom or program
III.B.11	Helps child practice skills using strategies identified in their Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs)	Engages with families and special education team to develop Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs) that are clear and understandable	Explains to co-workers, families and communities the family's legal right to services within the special education and interagency service system; supports the family in advocating for services for their child

C.   Linking Families to Resources

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.C.1	Follows established confidentiality policies regarding family information, child observations and assessment records and child's behavior	Implements confidentiality policies of family information, child observations, assessment records and child's behavior	Engages families in the development of confidentiality and other program policies
III.C.2	Describes community, health and social resources for families	Identifies community resources and provides families with information; refers parents and guardians to community agencies, health or social services when needed	Analyzes, evaluates, and applies current best practice and research-based practices to determine when a referral is needed

Content Area IV: Assessment, Evaluation and Individualization

Board of Teaching Standard

An educator of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The educator must understand:

- how to observe, record, and assess young children's development and learning and engage children in self-assessment.
- how to use information gained by observation of family dynamics and relationships to support the child's learning.
- how to use assessment results to identify needs and learning styles to plan appropriate programs, environments, and interactions.
- how to develop and use formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

Competencies

A.   Observing, Recording and Assessing Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.1	Observes each child daily, using guidelines set by the program	Utilizes a variety of methods on multiple occasions to observe and assess strengths, needs, interests, preferences, and ways of responding to people and events	Explains to co-workers assessment theories, research methods and importance of sharing results with families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.2	Follows procedures for gathering observations, recording and storing information	Collects and organizes information about each child, including photographs, observation notes, samples of work, reports from family members and anecdotal records to use in discussion and planning for each child	Establishes criteria, procedures and documentation methods for assessment of a child's progress in English and his or her home language; leads efforts in assessing each child's strengths and needs
IV.A.3	Describes the linguistic and cultural background of each child being observed	Assesses child in English and his or her home language whenever possible	Analyzes, evaluates, and applies current best practice and research-based practices related to the assessment of culturally and linguistically diverse children
IV.A.4	Describes to others on the assessment team a child's performance on tasks and activities	Summarizes and shares assessment findings with families; asks for their input	Analyzes assessment findings and uses information with families to develop mutually agreed upon child-rearing practices and goals for child's development
IV.A.5	Follows directions when doing ongoing assessment to make sure it is done correctly	Implements ongoing formative assessment procedures; uses ongoing observations to identify progress demonstrated both verbally and nonverbally	Evaluates and chooses appropriate assessment instruments to be used based on the needs of the child and the developmental appropriateness of the data collection method (if interpreter is used, understands the importance of fidelity of the assessment)
IV.A.6	Recognizes how physical setting, context and person assessing can influence the assessment process and results	Identifies and minimizes effects of physical setting, context or characteristics of the assessor on the assessment process and results	Models, orients and reviews assessment processes with co-workers that reduce and/or eliminate influences on assessment results; includes contextual influences when interpreting results

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.7	States rules and regulations for health and developmental screening; describes the difference between screening, assessment and evaluation	Provides families with information about screening and state requirements; identifies resources for children with risk factors; shares resources with parents and/or guardians; makes appropriate referrals	Explains local process for initiating referrals for young children with health and developmental concerns to co-workers, families and communities

B.   *Assessing and Using Information to Plan* *(See also: Relationships with Families)*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.B.1	Reports information from child's day to his or her family	Discusses child's daily activities with family to plan and promote consistency between home and early childhood program	Formulates and shares effective strategies with family to ensure child's needs are met; works with families to identify ways for learning to be extended at home
IV.B.2	Reflects on observations and responds quickly to support newly developing skills	Uses child observations to plan meaningful activities that promote growth and development and communicates this to family members	Analyzes findings from authentic, performance-based assessments of child's learning in English and home language; intentionally uses the information to plan for and guide curriculum, instruction and interactions with child; communicates with families
IV.B.3	Assists in adjusting activities for child using information from assessment	Facilitates child's learning based on multiple sources of information gathered over time (parent report, observations, screening, formative assessment)	Adapts learning environment and instructional strategies based on child's assessment results; communicates adaptations to co-workers and volunteers

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.B.4	Observes family interactions and intentionally comments on strengths to family members	Gathers information to better understand the nature and strengths of each family in an effort to provide information, guidance and support for the family as the primary relationship within which learning occurs	Considers factors that contribute to resiliency and risk in development of healthy family relationships and integrates them into programming

C. Assessing and Using Information to Enhance and Maintain Program Quality

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.C.1	Participates in program evaluation including use of assessment tools to ensure continuous program improvement	Reflects on program effectiveness using data from assessments and evaluation results to ensure continuous improvement	Selects a variety of techniques, assessment tools and procedures to evaluate program effectiveness; modifies program as needed
IV.C.2	Participates in goal-setting for the program	Engages in strategic planning and goal-setting for the program based on evaluation	Collaborates in strategic planning and goal-setting for the program using current research and trends in programing models

Content Area V: Historical & Contemporary Development of Early Childhood Education

Board of Teaching Standard

An educator of young children understands historical and contemporary development of early childhood education. The educator must understand:

- the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice.
- the effects of societal conditions on children and families, and current issues and trends, legal issues, legislation, and other public policies affecting children, families, and programs for young children and the early childhood profession.

Competencies

A.   Understanding Foundations of Early Childhood Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.A.1	Recognizes historical practices may impact programming and interactions with children	Summarizes historical, social and political influences on current early childhood practices	Explains to co-workers, families and communities the early childhood profession and historical, social, and political influences on its current practices
V.A.2	Is aware that developmental theory and research represent particular perspectives and are not necessarily held by all	Discusses a variety of cultural developmental perspectives, theory and research	Reflects on cultural developmental theories and research and how it affects personal behavior and practices

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.A.3	Recognizes that current trends exist and may impact programming and interactions with children	Identifies current trends and evidence-based practices in the early childhood field and revises practice accordingly	Analyzes, evaluates, and applies current best practice and research-based practices to daily interaction and practice with children and families
V.A.4	Recognizes the value of quality in early care and education programs	Models continuous improvement efforts to build quality programming	Promotes local, state and national quality improvement efforts; educates consumers

B. Adhering to Policies

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
V.B.1	States program policies	Implements program policies	Contributes to development of state or program policies
V.B.2	Describes federal, state, tribal and local policies that impact early childhood programming, such as quality initiatives	Provides programming in accordance with standards set by federal, state, tribal and local early childhood policies	Contributes to the development of and/or explains to co-workers, families and community members federal, state, tribal and local policies related to early childhood programming

Content Area VI: Professionalism

Board of Teaching Standard:

The educator of young children demonstrates a view of professional development as a career-long effort and responsibility, including engaging in personal learning as a daily and as a career-long effort and responsibility to inform instructional practices and interactions with children. The educator must understand:

- engaging in continuous learning is essential in providing effective care and education.
- how to apply effective practices.
- which behaviors demonstrate professional and ethical behavior.

Competencies

A. Engaging in Professional Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.A.1	Participates in ongoing professional development activities, asks questions, and reflects on learning	Plans, engages and reflects on ways to improve own competence through professional conferences, resources, further education and training opportunities	Prioritizes ongoing professional development activities for self and others, and aligns these with practices
VI.A.2	Understands professional growth is a continuous process; reflects on learning and incorporates it into practice(s) with the help of peers and supervisors	Promotes and models best practices at all times including when working with students, volunteers and families	Supervises co-workers, student teachers, practicum students and volunteers to support them in using best practice and meeting professional-development goals

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.A.3	Recognizes strengths and opportunities for growth and change; responds to helpful feedback by monitoring and changing behavior	Reflects on teaching and program practices, observations of children, outcomes, feedback and constructive criticism to further develop personal goals for teaching and improving practices	Evaluates individual differences, multiple perspectives and values observed in a variety of instructional practices
VI.A.4	Has or is gaining useful technological skills to support program goals	Utilizes technological skills to meet program goals	Creates program policy regarding appropriate content of media, software and technology and its use
VI.A.5	Recognizes websites have differing levels of credible information	Reviews website information to determine its level of credibility using standard criteria	Analyzes website information and consistently relies on credible sources; appropriately cites materials

B.   Demonstrating Professionalism

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.B.1	States the mission and purpose of the program	Promotes the mission and purpose of the program	Explains the mission, purpose and standards of the program to colleagues, families, and others
VI.B.2	Recognizes own belief system regarding early care and education	Describes personal philosophy of early care and education	Evaluates early care and education program(s) and practices for consistency with personal philosophy
VI.B.3	Establishes professional boundaries with children, families and co-workers	Articulates and discusses issues and boundaries in relationships with families and co-workers	Develops policies and explains issues related to establishing professional relationships with families and co-workers

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.B.4	Recognizes when ethical issues come up and shares concerns with co-workers	Adheres and refers to the National Association for the Education of Young Children (NAEYC) code of ethics for early care and education and models its use in decision making	Explains to co-workers and families how NAEYC code of ethics can be used for making professional decisions; contributes to group problem-solving of ethical dilemmas
VI.B.5	Demonstrates self-awareness and takes care of oneself	Reflects on own emotional well-being, its impact on young children and peers and takes steps to be mentally healthy as well as to avoid burnout	Models for others ways to care for self in order to better care for others
VI.B.6	Names one professional activity, association, committee or networking group	Participates in one or more professional activity, association, committee or networking group	Serves in a leadership position in a professional activity, association, committee or networking group

Content Area VII: Health, Safety and Nutrition

Standard:

An educator of young children understands the importance of establishing and maintaining an environment that ensures the health, safety and nourishment of each child. The educator must understand:

- how to establish healthy practices.
- how to ensure safety.
- how to provide healthy nutrition.

Competencies

A.   Establishing Healthy Practices

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.A.1	Gives examples of national and local resources for health and safety standards for early childhood programs; complies with licensing regulations for health, safety and nutrition	Establishes and regularly reviews health routines and learning environment to ensure compliance with licensing regulations and incorporates national health standards	Analyzes and evaluates current policies and procedures for effectiveness and compliance with national health and safety standards as well as federal, state and local regulations; implements change as needed; collaborates with health and safety professionals to guide current practice

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.A.2	Gives examples of health and safety practices	Discusses health and safety policies with family members and provides families with written information about health and safety policies prior to enrollment	Keeps current with and communicates new health and safety information to co-workers, families and community partners; incorporates recommended changes into daily practice
VII.A.3	Conducts a daily health check on children upon entrance to the early childhood setting; recognizes signs of illness and follows guidelines for excluding ill children	Provides family members with rationale for policies regarding exclusion and readmission of ill children and co-workers; communicates potential exposures to infectious disease with families	Communicates reportable infectious disease to appropriate public health agencies and carries out public health recommendations to prevent and control the spread of further disease
VII.A.4	Practices age-appropriate standards for reducing the spread of infectious disease such as hand washing, toileting, and sanitizing toys	Teaches (and assists) children, and informs family members and co-workers about basic hygiene practices like washing hands, oral health, storage of personal items such as toothbrushes	Collaborates with early childhood health consultants and public health agencies to maintain health policies and practices based on research and best practices (e.g., nutritionist, environmentalist, health consultant, etc.)
VII.A.5	Recognizes that each child has a health record; maintains confidentiality	Works with families to maintain health records that are up-to-date for physical and oral exams, immunizations, developmental screening and emergency contact information	Proposes a process and implements a plan for the health and safety of each child
VII.A.6	Follows written health and emergency plans for each child with health care needs and disabilities including conditions such as diabetes, epilepsy, asthma, etc.	Works with families and health professionals to ensure each child with special health needs has a written health and emergency plan that is followed	Collaborates with community health professionals to ensure that the health needs of children and families are met

B. Ensuring Safety

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.1	Conducts daily safety check of indoor and outdoor environment and equipment; recognizes potential hazards and informs and/or corrects	Uses knowledge of national health and safety standards as well as the risk of injury related to a child's developmental stage and abilities to plan an environment that allows a child to play and explore while safe and well-supervised	Develops written policies and applies research-based standards and strategies to promote safety and prevent injuries
VII.B.2	Describes emergency plans and follows program policies and procedures	Plans and practices emergency drills on a regular schedule; maintains and ensures availability of emergency contact information and first-aid supplies at all times	Analyzes, evaluates and applies current research and best practices in emergency procedures and implements changes
VII.B.3	Describes and follows policies and procedures for medication storage and administration	Understands and implements medication administration policies and procedures for over-the-counter and prescriptions, including documentation, medication storage, effects and side effects	Collaborates with health care professionals to assess, evaluate and continuously improve medication policies and procedures based on current research and best practice
VII.B.4	Describes and follows regulations and best practices for safe transport of children in vehicles	Teaches co-workers, families, volunteers and others approved to transport children about child passenger safety and the use of child restraint systems that are age- and weight-appropriate and comply with state and federal laws and regulations	Develops written policy that describes the procedures to be used to safely transport children in vehicles
VII.B.5	Describes program policies and strategies to prevent injuries; maintains ratios and provides active supervision	Promotes child injury prevention by teaching children and families safe behaviors; ensures physical environment and planned activities are developed and maintained for safe learning	Develops written policies that describe procedures to be used to prevent unintended injuries including falls, fires and burns, drowning and poisonings; provides families with information and resources related to childhood injury prevention

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.6	Directly supervises children by sight and hearing at all times; anticipates and protects children from unsafe situations; helps children follow safety rules	Teaches safety concepts and rules to children, families and co-workers; practices them consistently	Analyzes, evaluates, and applies current research and best practices to establish safety rules and procedures
VII.B.7	Recognizes and protects children from exposure to hazards related to the environment (such as pesticides, lawn applications, animals/pets, mold, mildew, garbage, diapering, lice, pests, air quality, etc.)	Upholds policies and procedures related to environmental hazards and child health and safety	Assesses and eliminates environmental issues and concerns and assures policies and procedures are current
VII.B.8	Achieves and maintains current certification in First Aid and CPR; provides appropriate care for injuries and is prepared to administer CPR	Establishes and maintains a system for documenting and reporting injuries; provides updated consumer safety alerts and recommendations for families	Analyzes and evaluates injury rates and patterns and applies current best practice and research-based practices to promote safety and prevent injuries; reports products that may have caused injury to the Consumer Product Safety Commission

C.   *Providing Healthy Nutrition*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.C.1	Follows licensing regulations and food codes related to nutrition, safe food storage, preparation, handling and service	Models and monitors safe food preparation and service	Analyzes, evaluates, and applies current research and best practices to design policies and practices for safe food preparation and service

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.C.2	Lists the parts of a healthy diet for young children, using the U.S. Department of Agriculture-Child and Adult Care Food Program (USDA-CACFP) guidelines	Ensures that menus comply with USDA-CACFP nutritional guidelines and provides alternative meals and snacks for children with food allergies or special dietary needs	Involves children and families in menu planning and accommodates cultural food preferences; provides information about healthy food choices
VII.C.3	Sits and eats with children; models healthy eating behaviors and encourages positive conversation and social interaction	Provides family style meal and snack times that encourage healthy eating behaviors and positive social engagement	Constructs an environment that supports age-appropriate development of feeding, self-help and social and emotional skills
VII.C.4	Recognizes and avoids health hazards related to food, such as choking, burns and allergies	Provides age-appropriate foods that are not associated with choking or burn hazards; actively supervises during eating activities to ensure that children are seated while eating and not engaged in activities that might pose a risk for choking (i.e., pocketing food in mouth or falling asleep); has knowledge of children with food allergies and is prepared to respond to potential health needs as they arise	Develops policies and procedures for children with medical and emergency care needs within the setting, ensures all co-workers are trained appropriately

Content Area VIII: Application through Clinical Experiences

Board of Teaching Standard

The educator of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-aged and primary-aged children with a range of educational programming models. The educator must understand:

- how to apply effective instructional practices.

Competencies

A. Applying Instructional Practices through Clinical Experiences

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VIII.A.1	Names and reflects on personal disposition toward teaching and working with young children	Reflects on and assesses personal dispositions while interacting in an early childhood program	Discusses dispositions and models dispositions helpful in working with young children for others
VIII.A.2	Observes environmental organization in a variety of settings (real, video or simulated early childhood settings) with a variety of age groups	Plans learning environment for specified age of child, seeks professional feedback and coaching, and reflects on successes and challenges	Is familiar with and evaluates multiple learning environments; uses appropriate environment for learners

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VIII.A.3	Describes emotional climate (the warmth, enjoyment and respect demonstrated) and instructional strategies observed in each age group's early childhood setting (real, video or simulated)	Implements planned individual and small-group activities using multiple instructional strategies; seeks professional feedback and coaching; reflects on successes or challenges	Explains how to modify emotional climate and instructional strategies to meet individual needs

Glossary

Term	Definition
Adverse Childhood Experiences	An adverse childhood experience (ACE) describes a traumatic experience in a person's life occurring before the age of 18 that the person remembers as an adult including: physical abuse, sexual abuse, verbal abuse, mental illness of a household member, problematic drinking or alcoholism of a household member, illegal street or prescription drug use by a household member, divorce or separation of a parent, domestic violence towards a parent, and incarceration of a household member.
Anecdotal Notes	Short notes written during or after a lesson/experience as students work in groups or individually.
Approaches to Learning	Attitudes, behaviors and learning styles children use in social situations and when learning new information.
Articulation Agreements	A formal agreement between two institutes of higher education that allows credits earned in community college to be transferred to a four-year college or university.
Assessment	Gathering data about a child through a variety of methods, such as screening: focused problem solving, describing strengths and weaknesses, observing, testing, or progress monitoring, in order to make informed teaching decisions. Note: Assessment concerns the collection of data.
Attribute	A quality, characteristic or property of an object or a person. Something you can say it has (such as size or color). Example: The attributes of a dog include height, speed and color.
Atypical Development	A behavior or skill develops in a way or at a rate that is different from that of peers (that falls outside of the normal or expected range of development).
Authentic Assessments	Assessment practices that are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process (McAfee, 2004).
Best Practice	The strategies, methods, techniques and standards of high-quality, developmentally appropriate, early childhood programs and interactions that are based on current knowledge and shared beliefs and consistently show results that are superior to other methods and strategies.
Caregiver	Any adult providing care to a young child.
Child Care Center	Businesses that care for and educate young children outside of a home setting: childcare or development centers, full- or part-day programs.
Child and Adult Care Food Program (CACFP)	A federally funded program that assists early childhood programs in planning and paying for nutritious meals and snacks served to children.

Term	Definition
Clinical Experiences	Placement of undergraduate students in field experiences (narrow focus on one aspect of a class or study) and student teaching (immersion in all aspects of teaching) to gain experience in a classroom setting.
Collaboration	All members of a group working toward a common goal.
Competency	Demonstration of a skill or ability. Core competency refers to capability required within an industry that is essential for a person to be accepted to work in that industry, an observable and measurable set of knowledge or skills. The knowledge and skill must distinguish between superior performers (or exemplary performance) and others.
Compliance	Conforming to rules or regulations; acting according to regulations.
Confidentiality (Data Privacy)	The protection of data collected or maintained on an individual, in accordance with the data practices acts to which a professional is held accountable (i.e., FERPA, HIPAA, Minnesota Data Privacy Act). Data governed by state law that are classified as something other than public are classified in one of the following ways: • Private: data identifying an individual that are only available to the individual or with the individual's consent (Minn. Stat. §13.02, subd. 12). • Confidential: data identifying an individual that are not available to anyone outside the entity holding the data, including the individual (Minn. Stat. § 13.02, subd. 3).
Content Area	Categories used to organize and talk about a large body of information (i.e., learning). Each area has its own knowledge base and strategies for teaching.
Continuous Improvement	An ongoing effort to improve strategies, skills, processes and programs.
Credit-Based	Course or training that receives a "credit" or unit of value. Credit is given for the level of difficulty or time requirements of an academic course taken at an educational institution, such as two- and four-year colleges and universities.
Compliance	Conforming to relevant regulations, rules, policies, standards or laws.
Culture	The customary beliefs, practices, and habits of a racial, religious or social group.
Cultural Practices	Traditional or customary practices of a particular ethnic or other cultural group.

Term	Definition
Curriculum	An organized framework that outlines the content that children are to learn, the processes through which children achieve the identified goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur (Rosegrant, 1992). The Parent Aware definition of curriculum is a set of written materials caregivers/early educators use to develop engaging learning experiences for young children.
Developmental Stage	A time during development when certain features or abilities generally appear, sometimes referred to as milestones.
Developmentally Appropriate Practice (DAP)	The use of teaching strategies that are based on knowledge of how young children develop and learn, what makes each child unique, and the child's community and family culture and home language. DAP activities are not too difficult or too easy, but just right (Growing Glossary of Early Childhood Terms).
Dexterity	Skill in using the hands to manipulate objects.
Disability	Please reference the appropriate site to ensure that you are applying the definition specific to your particular situation: ADA Current text of the Americans with Disabilities Act of 1990 incorporating changes made by the ADA Amendments Act of 2008 (http://www.ada.gov/pubs/adastatute08.htm#12102) Head Start: Through the Early Childhood Learning & Knowledge Center (ECLKC): Section 637 is definitions (http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Act#641-c) Part C (Birth through 2) §303.21 Infant or toddler with a disability (http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=07769158a96f85d5ac1abd0eb7fdd1e3&rgn=div8&view=text&node=34:2.1.1.1.2.1.102.21&idno=34) Part B (3 to Kindergarten entry) IDEA 2004 Statute: TITLE I / A / 602 / 3 (http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CA%2C602%2C3%2C) Specific to Minnesota (https://www.revisor.mn.gov/statutes/?id=125A.02)
Disposition	A usual tendency, mood or inclination; a temperamental makeup; and the tendency to act in a certain manner under given circumstances usual moods or attitudes of a person toward life.
Divergent Thinking	Creative thinking that generates new and original solutions to problems.

Term	Definition
Diversity	Variety in demographic variables, such as race, religion, gender, national origin, disability, language spoken, socioeconomic level and geographic origin.
Domain	Main areas of development.
Dual Language Learners	Children who are learning both the language of their family as well as the language of the larger community.
Educator	An adult who has responsibility for providing instructional and emotional support to children in a care and education setting; includes people who interact with children in school-based programs, Head Start, preschools, and child care centers.
Emotional Climate	The emotional tones associated with formal and informal interactions, attitudinal responses, and warmth, enjoyment and respect demonstrated. The quality of social and emotional interactions between and among children and adults can be positive and/or negative.
English Learner	Use or study of English by someone who has a native language other than English.
Ethics	The study of right and wrong, duty and obligation.
Evaluation	General: Weighing of evidence for decision making. Evaluation can pertain to systems, programs and people. Program evaluation: Process by which a program measures efficiencies and outcomes based on a set of criteria during implementation of program activities. Student evaluation (most common usage of term): Process by which a child is assessed by a multi-disciplinary team on areas of need identified through early childhood screening, in order to determine the child's eligibility for special education services.
Evidence-Based Practices	An intervention, strategy or component of instruction that has been proven, through data-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity (i.e., exactly how the practice or intervention was meant to be carried out).
Executive Functioning	Cognitive skills that help a person achieve goals. Executive functioning includes the ability to: manage time and attention, switch focus, plan and organize, remember details, curb inappropriate speech or behavior, and integrate past experience with present action.
Family Child Care	Care and education of a child in a residence outside the child's own home on a regular basis, for any part of a 24-hour day.

Term	Definition
Family-Style Meal	Family-style meal service means serving foods in bowls or dishes on the table; children are encouraged to serve themselves, or serve themselves with help from an adult.
Fidelity	Implementation of an intervention, program, curriculum or assessment in the way in which it was intended by the developers in order to achieve desired results.
Field Experience	A way to combine academic studies with periods of employment or volunteer experience related to the field of study. Students learn by doing real-world projects under close supervision.
Formative Assessment	Process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students achievement and intended instructional outcomes (Officers, 2008).
Guidance	Approach to guide, correct and socialize children in ways that help them develop self-control, make thoughtful choices, and take responsibility for their actions. The approach focuses on teaching children what to do rather than what not to do.
Head Start	A federally funded comprehensive child development program serving children from 0-5 years of age, pregnant women, and their families. It is a child-focused program with the goal of increasing the school readiness of young children in low-income families.
Implement	To put into practice and/or carry out.
Inclusion	Policies, procedures and beliefs that all children should be included in early childhood settings, including those with developmental delays or disabilities; children who are gifted and talented; children whose families are culturally and linguistically diverse; and children from all socioeconomic groups.
Individual Education Program	An annually revised plan or guide for teaching a student with disabilities, detailing present achievement level, goals and strategies, drawn up by teachers, parents, specialists and when appropriate, the student.
Individual Family Service Plans	The written document specified in the Individuals with Disabilities Education Act (IDEA) to guide the implementation of early intervention services for children from birth to age three and their families. It is developed through collaborative discussion between families and the professionals involved in assessment and service delivery.
Individualization	Adapting or changing an activity to respond to the interests and learning styles of a child.
Infectious Disease	An illness or condition caused by organisms such as bacteria, viruses, fungi or parasites which enter and grow in the body.

Term	Definition
Interagency Individual Intervention Plans	A written plan describing the programs and services available to eligible children with disabilities ages 3 through 21.
Infrastructure	The policies, processes, facilities, and services needed for the functioning of a system or organization.
In-service	Training for people already employed.
Instructional Practices or Strategies	Strategies and techniques chosen for their effectiveness in helping a student learn a particular concept.
Intentional Instruction	Instruction that has an explicit purpose and considers the best approach to promote children's development (child-guided, adult-guided, or a combination of both).
Kinesthetic Learning	Learning style where the student learns best through physical activity and by doing.
Language Acquisition	Ability to produce as well as understand language in order to communicate with others.
Lesson Plan	An outline for teaching a lesson including the goal (what the teacher wants the children to learn), the procedures for reaching this goal (the format of the lesson), and how the teacher will measure that the goal has been reached (a demonstration of understanding).
Literacy	The ability to read and write.
Mathematics	The study of number concepts and operations, patterns and relationships, spatial relationships, measurement and reasoning.
Milestones	An ability or skill that most children achieve by a certain age.
Non-credit Based or Not-for-Credit Training	Training for which one does not receive college credit.
Observation	A process used by early childhood educators to watch, listen to, and record children's actions, facial expressions, body language, sounds, words, and gestures. Educators use the information to learn about a child and his/her skills and plan ways to support and strengthen the child's skill development.
Perceptual Skills	Skills that require the coordination of cognitive, sensory and motor abilities to interact with a person's environment.
Practicum	Field experience where an individual assists, observes, or has limited responsibility. They are generally part-time and for short periods of time.

Term	Definition
Pre-primary	Age three to kindergarten entrance.
Pre-service	The training and education a person takes prior to employment.
Primary Care	In primary care, each child is assigned to one special infant/toddler care teacher who is principally responsible for that child's care.
Proprioception	Sensory information regarding position, motion and equilibrium that allows a person to control their arms and legs limbs without directly looking at them.
Print-rich	Learning environment that offers children many different materials for reading and writing and the time and opportunities to use them for a wide variety of authentic, everyday purposes. Such learning environments include books, magazines, and other forms of print; signs and labels to communicate information; and paper and writing tools throughout the room.
Professional Development	For an individual-the educational experiences a person engages in to develop, grow or enhance their knowledge and skills and apply the knowledge in practice. It might include educational experiences such as college coursework, conferences, training sessions or relationship-based learning experiences like mentoring and coaching.
	System–the educational activities, supports and materials available to enhance skills, knowledge, and abilities for the members of a field.
Proficient	Being accomplished or competent.
Protective Factors	Five protective factors are listed as key elements in a strong family: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.
Referral	Recommending a source of help, services or information.
Reflection	To think about actions in order to improve practice.
Related Systems	Family support, health, and mental health.
Research-based	Instructional and management strategies shown by research to have positive effects on student outcomes.
Resilience	An ability to overcome hardships or adjust to challenging situations or change.

Term	Definition
Responsive Caregiving	Acting promptly in ways that relate to what an infant, toddler or young child tells you, in ways that help them with their needs; it focuses on the child's development of a sense of wellbeing, belonging, exploration, communication.
Safe to Sleep	Actions that can help a baby sleep safely and reduce the risk of Sudden Unexpected Infant Death Syndrome (SUIDS) and other sleep-related causes of infant death.
Scaffold	Adult support given during the child's learning process, individualized to the child's skill level and learning style.
School-Based	Early childhood programs that are operated by a school district.
Screen Time	Time spent viewing television or using computers, phones and other electronic devices for entertainment.
Screening	A brief, simple procedure used to identify potential health or developmental problems in infants and young children who may need a health assessment, diagnostic assessment or educational evaluation.
Sectors	Child care, Head Start/Early Head Start, public preschool/primary education, and early intervention/special education.
Sensorimotor	A period in an infant's development when they learn about themselves and their world through their senses (e.g., sight, hearing, touch) and physical activity.
Self-regulation	The ability to act in keeping with long-term best interest and the ability to calm down when upset.
Self-talk	A child talks to self; comments are not directed to another person. An adult talks about his actions, thoughts or feeling to model language for a child; comments are not directed to the child.
Settings	Centers, schools and homes.
Shaken Baby Syndrome	A serious type of head injury considered child abuse, caused by shaking, throwing, hitting, slamming, or jerking.
Special Health Care Needs	Children who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally (McPherson, 1998).

Term	Definition
Standard Precautions	Standard precautions are used to reduce the risk of transmission of bloodborne and other infectious agents from known and unknown sources. It includes handwashing, respiratory and cough etiquette, use of protective barriers (gloves, gowns, aprons, masks, protective eyewear), prevention of needle sticks or injuries from other sharp instruments and procedures to clean, and disinfect contaminated objects and surfaces.
Standards	Standards against which to measure performance. Something set up and established by an authority as a rule for the measure of quantity, weights, extent, value, or quality.
Students	Persons enrolled in early childhood preparatory programs.
Sudden Unexpected Infant Death Syndrome	Death in an infant that occurs suddenly and unexpectedly, and cause of death is not immediately understood.
Summative Assessment	Assessment that is intended to evaluate or benchmark what students have achieved after a particular phase in their schooling: for example, after a course or a unit of study (Growing Glossary of Early Childhood Terms).
Symbolic Representation	The cognitive ability to have one item represent another (i.e., to use objects to pretend).
Tactile	Relating to the sense of touch.
Teachable Moments	Spontaneous teaching when a child indicates interest in a topic or when a suitable situation occurs.
Teacher	Person who has completed a teacher or administrative licensure program and has successfully obtained a teaching license.
Technical Assistance	Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients (National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies). Relationship-Based Professional Development (RBPD) is a broad term used to refer to four types of technical assistance that use relationships as a foundation: coaching, mentoring, consultation and advising (DHS).
Technology	The tools, devices and other machines or equipment that deliver media, including televisions, computers, smartphones, radios, MP3 players, video game consoles, eReaders and tablets (Levin, 2013).
Temperament	An individual's behavioral style and characteristic emotional response.

Term	Definition
Vestibular System	Sense, maintain and regain balance and where the body and its parts are positioned in space.
Young Children	Children birth to age eight.

Bibliography

Black, P., & William, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice 5 (1).*

Child Development Institute, A. (July, 2011). *The Big Picture Planning Guide Building Cross-Sector Professional Development Systems 3rd Edition.* Retrieved April 24, 2013, from National Professional Development Center on Inclusion: http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Big-Picture-Planning-Guide-3rd-edition-7-2011_0.pdf

Dichtelmiller, M. J. (2001). *Work Sampling in the Classroom: A teachers manual.* Minneapolis: Pearson Publishing.

Growing Glossary of Early Childhood Terms. (n.d.). Retrieved April 24, 2013, from NAEYC: http://www.naeyc.org/tyc/eceglossary

Levin, D. (2013). *Beyond Remote-Controlled Childhood. Teaching Young Children in the Media Age.* Washington, DC: NAEYC.

McAfee, O. L. (2004). Basics of assessment: A primer for early childood professionals. Washington, D.C.: National Association for the Education of Young Children.

McPherson, E. A. (1998). *Pediatrics Official Journal of American Pediatrics.* Retrieved September 4, 2013, from http://pediatrics.aappublications.org/content/102/1/137.full.pdf

National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies. (n.d.). *Early Childhood Education Professional Development: Training and Technical Assistance Glossary.* Retrieved October 10, 2014, from http://www.naeyc.org/GlossaryTraining_TA.pdf

Officers, C. O. (2008). Attributes of Effective Fromative Assessment: A work product coordinated by Sarah McManus. Washington, D.C.: North Carolina Department of Public Instruction for the CCSSO Fromative Asessment for Students and Teachers (FAST) SCASS.

Rosegrant, B. A. (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children.* Washington, DC: NAEYC.

Titley, K. (2006, January). *Anticipatory Guidance-Our Role as Practitioners.* Retrieved April 24, 2013, from Oralhealthgroup: http://www.oralhealthgroup.com/news/anticipatory-guidance-our-role-as-practitioners/1000200457/

Additional Resources

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION. (2012). *Minnesota Administrative Rule 8710.3000.* State of Minnesota: Office of the Revisor of Statutes.

Arce, E. (2013). *Curriculum for Young Children: An Introduction.* CA: Wadsworth/Cengage Learning.

Caring for Our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, Third Edition. (2011).

Carroll, D. (n.d.). *Developing Dispositions for Ambitious Teaching.* Retrieved May 6, 2013, from Journal of Education Controversy: http://www.wce.wwu.edu/Resources/CEP/eJournal/v002n002/a010.shtml

Early Childhood Education Professional Development: Training and Technical Assistance Glossary. (2011). National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies.

Infectious Diseases in Childcare Settings and Schools Manual. (2008). Hennepin County.

LeMoine, S. (n.d.). *Professional Development System Policy Overview.* Retrieved November 13, 2013, from National Association for the Education of Young Children: http://www.naeyc.org/files/naeyc/NAEYC_WorforcePolicyOverview_2010.pdf

Minnesota Department of Education. (2005). *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards.* St. Paul: Minnesota Department of Education.

Minnesota Department of Human Services. (2006). *Minnesota Core Competencies for School Age and Youth Practitioners.* St Paul: Minnesota Department of Human Services.

Minnesota Department of Human Services. (2007). *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to Three.* St Paul: Minnesota Department of Human Services.

National Association for the Education of Young Children. (1993, November). *A Conceptual Framework for Early Childhood.* Retrieved November 13, 2013, from NAEYC: http://www.naeyc.org/files/naeyc/file/positions/PSCONF98.PDF

National Association for the Education of Young Children. (2009, July). *NAEYC Standards for Early Childhood.* Retrieved November 13, 2013, from NAEYC: http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

The Head Start Parent, Family and Community Engagement Framework. (2011). U.S. Department of Health and Human Services: Office of Head Start, The National Center on Parent, Family and Community Engagement.