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

Working with Family Child Care

MINNESOTA
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DEPARTMENT OF HEALTH

Minnesota Department of
Education

Minnesota Department of **Human Services**

Acknowledgements

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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 providers 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 infants and toddlers clearly articulates both the expectations of what early childhood providers 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.
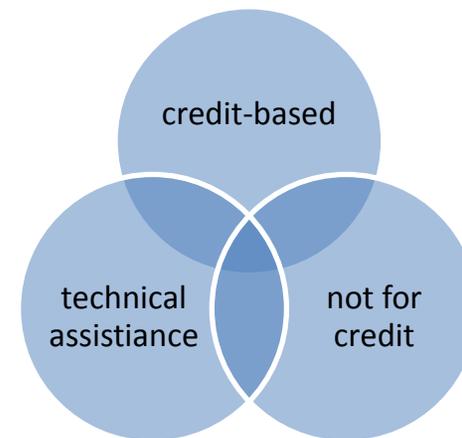
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The *Knowledge and Competency Framework for Early Childhood Professionals: Family Child Care* outlines **standards**, or expectations, regarding what people educating and caring for young children need to know. It also describes **competencies** which define the demonstration of specific skills needed. Providers 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, 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 providers.

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 Family Child Care version of the Knowledge and Competency Framework

The vast number of young children in Minnesota, whose parents or guardians work, are cared for and educated in FCC homes. The family child care providers who work with them can be very influential in preparing them for school and life. FCC providers uniquely offer:

- Care and education of young children in a homelike environment
- A setting in which children from a single family can stay together
- Smaller group sizes with mixed ages
- Continuity of care from infancy to school age

In order to provide these services, FCC providers need many of the same skills as those needed by someone providing care and education in a center or school-based setting. In addition, there are many distinct aspects of the FCC setting which requires unique skills and competencies of the adults working within them.

- Because FCC providers care for and educate children from birth through early school age, they need to be well

grounded in knowledge of child development for this broad range of ages. They need to have knowledge of how families develop and be able to support healthy parent-child relationships.

- 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. The relationship developed with a family child care provider can be an additional trusted adult, offering continuity and a safe base from which a child can explore and learn.
- Early childhood is a time of robust development. It is also a time of profound vulnerability. Development can be seriously compromised not only by delay or disability, but also by a number of adverse childhood experiences. Nurturing and responsive caregiving for children whose development is at risk can help a child develop resilience and be a buffer against some experiences.
- Working closely with children and their families, sometimes over a number of years, can bring up many emotions. FCC providers need to reflect on their own feelings, reactions, and behaviors as well as those of others in order to be most effective.
- When caring for family members or family friends, FCC providers must be sensitive to and balance the needs of their own family and those of the children in their care.
- Oftentimes, FCC providers work alone with young children and can feel isolated especially early in their career. They must know and be able to care for their personal needs including self- evaluation and self-directed professional growth.
- While families often choose FCC because of its homelike atmosphere, the home also holds hazards not found in a space set aside specifically for care and education of a certain age group. FCC providers need to be aware of

these unique concerns and take action to eliminate hazards.

- FCC providers are not only responsible for the care and education of young children; they are responsible for running a successful small business. This requires the ability to market, budget, keep accurate records and utilize appropriate business practices.

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 providers 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 providers 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.
- Providers 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.
- Providers 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

Seven 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: A provider 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: A provider 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: A provider establishes and maintains positive collaborative relationships with families to meet the needs of children.

- Assessment, Evaluation and Individualization: A provider 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: A provider understands how historical and contextual influences impact current practice and the effects of current issues on children, families and programs.

- Professionalism: A provider 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: A provider 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.

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 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, providers will find themselves at different levels of competency depending on their strengths, current education and experience. As providers 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 - Providers at the exploring level are relatively new to the field of early childhood or new to a concept in early childhood. At this level, providers read, try things and draw from their own experiences to inform their work with children. These providers are exploring concepts and beginning to recognize indicators of growth and development. They watch children in order to learn firsthand what children are like and what to expect of them. At this level, providers often rely on prescribed procedures and routines they learn in class or read in a book. They are beginning to recognize the skills they need to effectively care for and educate young children. To grow, they seek out

learning experiences including talking to other providers, taking classes and reflecting on their own experiences.

Patricia's Story

Patricia is just starting her family child care business. She says, "There is so much to learn. I've met some of the other providers in my community and probably drive them nuts with all the questions I ask. They've been very generous in sharing ideas and resources with me. One provider in particular, has taken me under her wing and is sharing her experience with me. She's helped me figure out what to do with one little guy having trouble separating from his mom. I've taken some classes, looked at posts on Facebook, and did some of the same things that I remember doing as a kid. Getting started has required some trial and error as I figure out what to do each day and how to make my home work for my business too. One of my biggest challenges is learning to set boundaries and policies that work. I also need to find budgeting and record keeping forms that work for me. At times, it can be a bit overwhelming. But I am getting the hang of it and know this is something I want to do as my career."

Level 2: Implements - Providers at level two know what to expect of children at various stages of development and how to promote learning. They are beginning to focus on the needs of individual children. They understand many early childhood concepts and can implement strategies effectively. They begin to do more problem solving at this level and they reflect on their own performance in order to improve their practices. At this level, providers share information with family members about their observations and what they are doing to promote growth and development. They recognize individual differences in children and respond

appropriately; ensure children are well nourished and that mealtimes are pleasant experiences; ensure a culturally and linguistically responsive setting; and participate in professional development activities.

Angelique's Story

Angelique 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 did something similar again. I feel like I have room arrangements and storage areas that work for both my business and my family. I find I still need to experiment with ways to make things work as children grow or a new child joins the group. I still like talking to the other providers in my community but wanted to be involved more formally. I have connected with my local provider support group and professional organization and go to their meetings regularly. I'm able to communicate, share information, problem solve and learn so much from this group of peers. I worked hard on my parent handbook so I feel confident I've got good policies in place. I also feel like I understand how to budget better and now I'm able to set some aside for upcoming expenses and my future. I love going to class but choose classes and training that fit specific things I'm working on."

Level 3: Designs and Leads - Providers at this level creatively design their environments and learning experiences. They intuitively respond to children and adapt their plans. They model for, guide and teach other adults in the family child care home. They take responsibility for keeping up-to-date on research and work to align their practice with best practices. Providers who design and lead continue to set goals for their professional development and expand their own understanding. They evaluate and choose curriculum based on research and what they know about the children in their group; they conduct and analyze assessment and use this information to guide care and education; they communicate and collaborate with families; and they know community partners and how to coordinate services for children as needed. Importantly, these providers use formal and informal means to assess and improve their program.

Barbara's Story

Barbara said, "Over the years, I've sampled a number of activities and ideas from various curriculums. Now I can pull the best from what I've learned. 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 record keeping and budgeting. I've become acquainted with a number of tools and now I've devised something that works for me. I think about how much I learned from others at the beginning of my career and I believe it's time for me to give back to the field. So I've started training in order to share what I know with others and am exploring (I'm back to level one in my skill development in this area) how to be an approved trainer in our registry. I've volunteered to be part of a planning group for our local family child care conference too."

Dispositions

In addition, to knowledge and skills needed, providers 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 providers. Groups involved in the discussions of dispositions included: infant, toddler and preschool teachers, trainers, family child care providers, parent providers, 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.

Family Child Care providers identified several additional business dispositions. Providers said they need to (be):
- Visionary
- Risk-takers
- Decision makers
- Forward-looking
- Organized
- Persistent
- Entrepreneurial
- Have integrity
- Sincere
- A good communicator

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 others and as a member of a team.
- Accepts constructive feedback and learns from mistakes.
- Listens and responds appropriately.

Knowledge and Competency Framework for Early Childhood Professionals: Family Child Care

This version focuses on the standards and competencies needed by providers working with children in family child care homes. The document is intended to be used by providers, trainers and preparatory education programs. The Board of Teaching (BOT) Standards which appear in this document use the term "teacher" to indicate those who obtain a teaching license. All those who

work with children "teach" them in many ways. The term "provider has been substituted in this version.

Many terms are used to refer to those who provide care and education in their homes such as: licensed child care providers, caregivers and family child care educators. These dedicated people take on many roles as they perform their duties. They care for, nurture and educate young children, support and partner with parents, provide food service, maintain the environment and operate a small business. The advisory group recommended "family child care provider be used throughout most of the document and "small business owner" be used in the business section.

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 Preschool-age Children in Center and School Programs*; 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 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 providers. 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 and Child Care Aware of Minnesota. Additional resources appear at the end of this document.

Standard

A family child care provider of young children must understand child development and learning. The provider 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 employees, 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 employees, 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 employees, 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 employees, 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 prenatal, pregnancy, birth, postpartum and child development and explains the wide range of appropriate development	Explains to employees, 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

Standard

A family child care provider of young children plans, designs, and implements developmentally appropriate learning experiences.

A. Creating Positive Learning Experiences: General

The provider 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 young children.
- how to establish and maintain physically and psychologically safe and healthy learning environments for young children that:
    - acknowledge the influence of the physical setting, schedule, routines and transitions on children and use these experiences to promote children's development and learning.
    - acknowledge the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health and importance of supportive relationships.
    - 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).
    - 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).
    - 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 young children, the community, and the curriculum goals and content including how to use:
    - 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.

- 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.   Arranging the Environment

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.1.1	Visualizes and creates an environment that blends needs of child care program and needs of provider's family	Modifies environment as children grow and new families are added to program	Evaluates and continuously improves the environment to reflect program philosophy and address the individual needs of children and providers own family
II.A.1.2	Arranges spaces for wide variety of types of activities including gross motor, movement and music activities	Positions furnishings and gates to create spaces for different activities, to protect different age groups and to allow for group, pair and private space	Creates clear expectations and provides visual cues to designate areas for certain activities and ages
II.A.1.3	Arranges routines so messy as well as non-messy activities are offered when children of the appropriate age are present	Plans schedule to allow for supervision appropriate to the age and development of children during messy activities	Offers messy activities throughout the day; area is protected and easy to clean
II.A.1.4	Organizes outdoor area to allow for various types of activities	Plans and offers a variety of outdoor activities	Adapts a variety of learning activities that can be offered out of doors

2. Choosing and Using Equipment, Materials and Toys

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.2.1	Selects and prioritizes purchase of equipment, materials, toys and furnishings based on research and the needs of the children	Incorporates child-sized equipment, materials, toys and furnishings that are clean and well cared for, into family child care home	Schedules rotation of equipment, materials and toys
II.A.2.2	Recognizes, selects and prioritizes some equipment, materials and toys that are open-ended and can be used in more than one way and by more than one age group	Guides children in using open ended equipment, material and toys by simplifying or increasing the challenge to better meet their needs	Explains to employees and family members the many ways open ended equipment, toys and materials can be used and the learning that results
II.A.2.3	Selects and offers children toys and materials that promote growth and development	Provides toys and materials that scaffold individual growth and development	Builds on and enriches individual interests by offering appropriate toys and materials

3. Caring for Materials and the Environment

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.3.1	Recognizes materials and toys appropriate for each age with safety in mind	Organizes and displays materials with safety in mind so they are accessible and children can select from and use independently	Designs storage and routines so children assist in cleaning up and putting materials away
II.A.3.2	Encourages children to assist with care for the indoor and outdoor environment	Discusses care of the indoor and outdoor environment with children and encourages them to assist	Builds care of indoor and outdoor environment into routines, schedule and curriculum

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

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II. A.4.1	Builds positive relationships with each child; demonstrates physical affection within appropriate professional boundaries	Establishes and maintains a positive caring relationship with each child	Strengthens positive, caring, nurturing relationships with each child
II. A.4.2	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 by including diversity as part of regular lessons and routines
II. A.4.3	Recognizes various ages and individuals require different levels of supervision	Engages in actively supervising individuals, small groups and entire group as well as all age groups	Adapts supervision techniques to meet the need of individuals, small groups and entire groups
II. A.4.4	Interacts with children of all ages	Engages with a few children while keeping an eye on the others	Creates ways to interact with more than one child at a time
II. A.4.5	Plans daily routines while recognizing importance of each individual's needs and those of the group	Plans and can explain the value of predictable routines that build a solid foundation for the child and group	Assesses, evaluates and continually adapts routines to meet the needs of individuals, the group and a variety of ages for activity and rest
II.A.4.6	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

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.A.4.7	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
II.A.4.8	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.4.9	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.4.10	Asks questions and describes concerns about children's development with coach; 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.4.11	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 provider must understand strategies for assessing a young 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 young 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

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
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 employees, 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 attempts to communicate	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	Responds to infants' babble and sound play; 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
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 such as those that help children explore how different shapes fit into containers	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 employees, 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

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
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, while understanding and accommodating for the sensorimotor period of development
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 employees, families and community members practices that strengthen and promote emerging reading and literacy development

C. Promoting Social and Emotional Development

The provider must understand strategies for assessing a young 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 early childhood setting 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 by consistently responding to children's needs	Analyzes, evaluates and improves practices, interactions and activities intended to promote relationship building through responsive caregiving
II.C.1.2	Demonstrates consistency, continuity and responsiveness when supporting children's emotional development	Provides a learning environment that is predictable and responsive in supporting emotional development	Develops policies and procedures that help maintain consistency of caregiving
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 employees, 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 family child care setting	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 caregiving 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	Designs smooth transitions from family child care program to community program, school program or another person providing care
II.C.3.4	Recognizes routine activities and transitions as teachable moments including talking to children while diapering	Utilizes routine activities and transitions to build relationship, expand on child's interest and build skills	Explains to employees, 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 employees, 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
II.C.4.3	Recognizes the effects of stress and trauma and supports a child within the family child care 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 employees, 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

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.5.3	Calls attention to the gestures, sounds, and facial expressions of other children and describes what they might be feeling	Encourages children to provide care for dolls or stuffed animal toys and offer support to other children	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
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

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
II.C.6.5	Uses positive guidance strategies 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 family child care 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 provider must understand strategies for assessing a young 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 young 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; limits the amount of time that infants are placed in stationary equipment (high chairs, bouncy chairs, etc.)	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 floor 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 and development	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 employees and families in identifying signs of readiness to exercise appropriate self-help skills

E. Promoting Creative Development

The provider must understand strategies for assessing a young 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 employees, 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 employees, 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 employees, 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

Standard

A family child care provider of young children establishes and maintains positive, collaborative relationships with families. The provider 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 beginning prenatally and/or pre-adoption	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 and assists child during 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	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 employees, as well as to educate self
III.B.5	Carries out activities to meet agreed-upon goals families have for their child	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 family child care 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	Works with families to resolve concerns or conflicts	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 experiences	Engages families in planning for changes in educational experiences	Collaborates with families and community partners to coordinate services for children leaving the family child care 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 employees, 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	Maintains confidentiality regarding family information, child observations and assessment records and child's behavior	Creates and 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

Standard

A family child care provider of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The provider 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 to learn likes, dislikes, learning style, response patterns and developmental stage	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 employees assessment theories, research methods and importance of sharing results with families
IV.A.2	Observes children of all ages in everyday moments	Focuses attention on the skills demonstrated by two or three children during group activity	Creates ways to assess individual children while engaged with a group of multi-aged children

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.3	Gathers and records information about each child	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 children's progress in English and a child's home language
IV.A.4	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.5	Describes to families 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.6	Shares information with family members about what each child is learning and exploring	Chooses individual goals and activities based on observations and assessment of each child's growth and development	Collaborates with parent to develop goals based on parent and provider observations
IV.A.7	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.8	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	Analyzes influence context may have had when interpreting results

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.9	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 employees, 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 to assist in transitioning to time outside of family child care	Discusses child's daily activities with family to plan and promote consistency between home and family child care 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	Adjusts 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

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	Selects a variety of techniques, assessment tools and procedures to evaluate program effectiveness	Evaluates program using assessment tools to ensure continuous program improvement	Reflects on program effectiveness using data from assessments and evaluation results to ensure continuous improvement and modifies program as needed
IV.C.2	Sets goals for program	Engages in strategic planning and goal setting for the program based on evaluation	Develops strategic planning and goal setting for the program utilizing current research and trends in programing models

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

Standard

A family child care provider of young children understands historical and contemporary development of early childhood education. The provider 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 employees, 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	Models continuous improvement efforts to build quality programming	Promotes local, state and national quality improvement efforts; educates consumers

Content Area VI: Professionalism

Standard:

The provider of family child care to 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 young children. The provider must understand:

- engaging in continuous learning is essential in effective providing care and education.
- how to apply effective practices.
- which behaviors demonstrate professional and ethical behavior.
- small business practices, including how to:
    - comply with all rules and regulations for family child care.
    - create a small business plan.
    - set rates and marketing a small business.
    - use generally accepted bookkeeping and record keeping practices.
    - interview and enroll children in family child care program.
    - maintain the home, equipment and material.
    - hire, train and supervise employees or contracted specialists offering enrichment programs.

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	Promotes and models best practices at all times including when working with employees, volunteers and families	Supervises employees (if applicable) and supports them in using best practice and meeting professional development goals
VI.A.3	Recognizes strengths and opportunities for growth and change; responds to helpful professional 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	Compares and chooses software and electronic equipment that best supports programming and business needs
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. Applying Effective Practices

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.B.1	Names and reflects on personal disposition toward providing care and education of young children	Reflects on and assesses personal dispositions related to operating a small business	Discusses effective dispositions with others interested in the field
VI.B.2	Observes environmental organization in real, video or simulated family child care homes and with multiple age groups	Plans family child care environment; seeks professional feedback and coaching; reflects on successes or challenges	Is familiar with and evaluates multiple ways to organize family child care environment; arranges appropriate environment for children in group
VI.B.3	Describes emotional climate (the warmth, enjoyment and respect demonstrated) and instructional strategies observed in real, video or simulated early childhood settings	Plans and implements individual and small group activities using multiple instructional strategies; seeks professional feedback and coaching, and reflects on successes or challenges	Explains how to modify emotional climate and instructional strategies to meet individual needs

C. Demonstrating Professionalism

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.C.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.C.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.C.3	Establishes professional boundaries with children, families and colleagues	Articulates and discusses issues and boundaries in relationships with families and colleagues	Develops policies and explains issues related to establishing professional relationships with families and colleagues

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.C.4	Focuses on family child care even when other family members are home	Establishes appropriate boundaries with family members to focus on child care during business hours	Integrates responsibilities for own family and child care when appropriate
VI.C.5	Recognizes when ethical issues come up and refers to National Association for the Education of Young Children (NAEYC) code of ethics for early care and education	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 colleagues and families how NAEYC code of ethics can be used for making professional decisions; contributes to group problem-solving of ethical dilemmas
VI.C.6	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.C.7	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

D.   Complying with Rules and Regulations

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.D.1	Identifies and follows child care licensing regulations, food program rules and regulations	Keeps current with all changes to child care licensing regulations, food program rules and regulations	Creates program improvements beyond the minimum standards set in rules and regulations

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.D.2	Learns local, state and federal regulations regarding enrollment	Gathers and completes all required enrollment forms	Establishes enrollment policies and procedures in compliance with all laws, rules and regulations; regularly reviews, verifies or improves
VI.D.3	Recognizes that each child has a health record; maintains confidentiality	Works with family to maintain up-to-date child's health record that include physical and oral exams, immunizations, developmental screening and emergency contact information	Develops and implements a plan for the health and safety of each child
VI.D.4	Recognizes need for and establishes security and emergency procedures	Practices security and emergency procedures on a regular basis	Reviews and continuously improves security and emergency procedures

E.   Creating a Small Business Plan

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.E.1	Creates an annual budget based on enrollment regulations and capacity	Determines optimal enrollment, when children will age out and when an opening will be available	Recognizes and maintains optimal enrollment
VI.E.2	Sets financial goals and financial planning for business	Develops short and long term financial plans, saves for retirement and consistently invests in future	Reviews and diversifies investments
VI.E.3	Acknowledges need for assistance in learning aspects of child care as a business	Seeks appropriate resources including competent consultants advice when applicable	Implements advice provided by competent consultants when applicable

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.E.4	Identifies risks involved in operating a small business in your home including safety and transportation	Plans ways to avoid and/or reduce risk; obtains insurance coverage	Ensures adequate insurance coverage for risks unable to mitigate
VI.E.5	Familiarizes self with local, state and federal cost saving and reimbursement programs such as the food program and grants	Recognizes need for cost effectiveness in menu planning, accessing resources and learning to write grants and applications	Encourages others to utilize cost saving programs such as grants and food program; uses strategies to diversify income and reduce lost revenue
VI.E.6	Plans monthly cash flow for utilities, materials, groceries, cleaning supplies, cost of taxes and licensing fees	Budgets for health insurance, professional memberships, professional development, paid vacation, and retirement	Provides benefits such as health insurance, paid vacation and retirement for any employees

F.   Setting Rates and Marketing

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.F.1	Identifies child care rates in your community using public information	Compares rates charged in the community with what is required to meet your expenses; charges competitive rate	Regularly re-evaluates and revises or validates rates; identifies and offers services that allow for increased rates
VI.F.2	Prepares marketing materials and communication strategies which emphasize the unique aspects, special features and benefits of your business	Distributes marketing materials using a variety of strategies	Evaluates and continuously improves marketing plan

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.F.3	Recognizes current clients satisfaction plays into marketing to future families	Identify satisfaction levels of current clients and make reasonable adjustments in programming	Utilizes family satisfaction information to develop marketing strategies
VI.F.4	Talks with family and friends about operating a small business out of your home, reduces fears and asks for assistance with referrals	Discusses with neighbors implications of operating a small business out of your home, attempts to reduce fears and asks for assistance with referrals	Engages in community activities as a way to meet prospective clients
VI.F.5	Recognizes the connection between the appearance of your home, beginning at the curb, as an important marketing tool	Creates a checklist of items to ensure general upkeep and curb appeal of the home as marketing tool; considers parking options	Evaluates and invests in improving space beginning at the curb and throughout the family child care home as a marketing too.

G. Bookkeeping and Recordkeeping

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.G.1	Recognizes need for clear and accurate small business records; sets aside time to maintain required paperwork and maximize tax deductions	Establishes, organizes and maintains small business records	Develops and adapts record keeping forms that meet program needs
VI.G.2	Identifies generally accepted accounting procedures	Utilizes various tools and resources to create and use an accounting system	Maintains clear accounts that demonstrate income and expense and uses that information to inform business decisions
VI.G.3	Identifies income and expenses related to family child care business	Understands income and expenses, profitability and accounts receivable; reconciles incomes and expenses monthly	Analyzes income and expenses, calculates breakeven point and makes adjustments

H. Interviewing and Enrolling

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.H.1	Identifies key elements of a successful phone and face to face interviews with prospective clients and develops an interview plan	Conducts interview; offers program materials; and provides tour of your home/business	Evaluates and continuously improves interviewing practices
VI.H.2	Identifies key elements to include in creating a contract; seeks advice from competent consultants to determine appropriate inclusions	Executes, adheres to and assertively enforces a contract with every family	Consults with professional resources and reviews, verifies or improves contract
VI.H.3	Identifies and includes key policies to include in parent handbook	Articulates policies in writing in parent handbook; discusses policies with family members	Reviews and regularly updates policies

I. Maintaining Your Facility

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.I.1	Is aware of the importance of appearance and condition of home	Establishes plans and routines for general home maintenance and replacement	Invests in general home maintenance and replacement
VI.I.2	Conducts regular check of facility and equipment to determine items that need to be replaced	Maintains facility to meet licensing requirements; plans and budgets for equipment to be replaced	Plans for and budgets for improvements and enhancements of facility and equipment
VI.I.3	Is aware of small business equipment and technology that supports programming	Purchases and maintains small business equipment and technology that support programming	Plans for and budgets repair, replacement and improvement of small business equipment and technology that support programming

J.   Hiring, Training and Supervising

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VI.J.1	Examines attendance patterns, identifies need for, and whether it is cost effective to hire an employee; seeks appropriate resources, including competent consultants, when determining appropriateness of having an employee	Understands labor laws for hiring and firing employees; conducts thorough screening, background checks, interviews and reference checks before hiring	Implements all local, state and federal rules and regulations pertaining to employment
VI.J.2	Introduces employee to families and informs families of employees background and role	Integrates employee effectively into the program	Uses problem solving to resolve conflict with employee; seeks to continuously improve team relationship
VI.J.3	Explains terms of employment and expectations	Educates employee in policies and procedures required for your small business; identifies professional development opportunities that support employee professional growth	Supervises employees and conducts regular performance reviews; documents training and supervision of employees
VI.J.4	Identifies key elements to include in personnel file	Establishes and maintains personnel file including records of conversations regarding performance	Reviews, evaluates and continuously improves record keeping for employees
VI.J.5	Learns requirements for employee payment, withholdings and insurance issues	Budgets for and meets employee payroll	Complies with all employee payroll requirements and maintains appropriate records

Content Area VII: Health, Safety and Nutrition

Standard:

A provider of family child care for young children understands the importance of establishing and maintaining an environment that ensures the health, safety and nourishment of each child. The provider 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 employees, families and community partners; incorporates recommended changes into daily practice
VII.A.3	Conducts a daily health check on children upon entrance to the Family Child Care 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 employees; 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, sanitizing toys, and diapering	Teaches (and assists) children, and informs family members and employees about basic hygiene practices like washing hands, oral health, storage of personal items such as pacifiers and toothbrushes	Analyzes, evaluates, and applies current research and best practices in reducing the spread of infectious disease and implements changes; works with health care professional when appropriate (e.g., nutritionist, environmentalist, health consultant)
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 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	Analyzes, evaluates, and applies current research and best practices to promote safety and prevent injuries and implements changes
VII.B.2	Maintains and ensures availability of emergency contact information and first-aid supplies at all times	Plans and practices emergency drills on a regular schedule	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 safe handling practices such as required safe sleep practices (e.g., babies sleep safest on their backs)	Shares information with families regarding the practice and consistent use of safe sleep policies and practices	Develops a written policy that describes the procedures to be used to promote safe sleep and reduce the risk of Sudden Unexpected Infant Death
VII.B.5	Describes and follows procedures for preventing Shaken Baby Syndrome; reflects on stress experienced and seeks support in providing care for children; reports observed signs of possible Shaken Baby Syndrome	Shares information with families about Shaken Baby Syndrome, causes, consequences, recognition of signs and symptoms of brain injury, strategies and supports to assist with managing child's crying behavior and responding to the needs of the adult and child	Explains to colleagues and community members causes, consequences and recognition of signs and symptoms of brain injury from Shaken Baby Syndrome

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.6	Describes and follows regulations and best practices for safe transportation given to children in a motor vehicle	Shares information with families about child passenger safety and the use of motor vehicles child restraint systems that are age and weight appropriate and comply with state and federal laws and regulations	Explains to colleagues and community members procedures to be used to safely transport children in riding in motor vehicles
VII.B.7	Describes practices and strategies to prevent injuries and provides active supervision	Promotes child injury prevention by teaching children and sharing information with families about 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
VII.B.8	Directly supervises children by sight or sound at all times; anticipates and protects children from unsafe situations; helps children follow safety rules	Shares information about safety concepts and rules to children, families and employees; practices them consistently	Analyzes, evaluates, and applies current research and best practices to establish safety rules and procedures
VII.B.9	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

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.B.10	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, (including breast milk)	Models and monitors safe food preparation and service (including breast milk)	Analyzes, evaluates, and applies current research and best practices to design policies and practices for safe food preparation and service (including labeling, transport and storage of breast milk) and implements changes
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	Follows individualized feeding schedule for infants and toddlers that is responsive to the child's feeding cues; infants are held and spoken with during bottle feeding times assuring interpersonal and joint attention	Works with families to coordinate milk preferences (breastfeeding or formula practice), informed by best practice, and provides daily communication with the family regarding a child's daily milk intake	Develops policies, practices and environment that supports and promotes breastfeeding; provides families information about labeling transport and storage of breast milk

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
VII.C.4	Follows individualized schedule for introducing new foods based on family preferences and the infant's feeding cues; infants are fed one-on-one and encouraged to self-feed as their age and skills progress	Works with families to identify a planned schedule for introducing solid foods and provides the family with daily communication regarding observations of child's food intake and any symptoms of possible allergic reaction to new foods	Develops policies and practices that promote the healthy introduction of solid foods to an infant's feeding schedule and support a child's developmental progression of feeding skills
VII.C.5	Sets up an environment that supports age-appropriate development of feeding, self-help and social and emotional skills	Sits and eats with children; models healthy eating behaviors and encourages positive conversation and social interaction	Provides family style meals and snack times which encourage healthy eating behaviors and social engagement
VII.C.6	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, procedures and an environment for children and employees that allows for safe eating practices

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)

Term	Definition
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.
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.

Term	Definition
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.
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.

Term	Definition
Infectious Disease	An illness or condition caused by organisms such as bacteria, viruses, fungi or parasites which enter and grow in the body.
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.

Term	Definition
Practicum	Field experience where an individual assists, observes, or has limited responsibility. They are generally part-time and for short periods of time.
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.

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