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# ARIZONA EARLY CHILDHOOD Workforce Knowledge and Competencies



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## Introduction

The children\* of Arizona reflect broad difference in racial and cultural heritage, language, health, and family situations that constitute the diversity of this great state. While every child's growth and development varies greatly depending upon a variety of factors, children possess potential for learning.

Research shows that high-quality early childhood education produces substantial long-term educational, social, and economic benefits with the largest benefits for children occurring when teacher are professionally prepared, implementing the practices and strategies they have learned, and adequately compensated.<sup>1</sup> Furthermore, the knowledge and skills required of an effective early childhood educator have increased as science has revealed more about the capabilities of young children, how they learn best, and the importance of early learning for later school success.<sup>2</sup>

Core knowledge and competencies define the content (knowledge) and skills (competencies) that adults working with young children need to support children's individualized learning experiences and development.<sup>3</sup>

Core knowledge and competencies are important because they:

- define what early care and education professionals\* need to know and be able to do to provide quality care and education for children;

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\* Indicates term defined in the glossary the first time it appears in the document.

<sup>1</sup> Whitebrook, M. (2003) Early Education Quality: Higher teacher qualifications for better learning environments – A review of the literature. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley.

<sup>2</sup> Better Teacher, Better Preschools: Student Achievement Linked to Teacher Qualifications Issue 2 / Revised December 2004, W. Steven Barnett, National Institute for Early Education Research.

<sup>3</sup> <http://www.zerotothree.org/public-policy/state-community-policy/nitcci/professional-development-for-the-infant-toddler-workforce.pdf>

- serve as the foundation for decisions and practices carried out by professionals in all early care and education settings;
- establish a set of standards for early care and education settings that support the professionalism of the field; and,
- are an integral part of a comprehensive professional development system.<sup>4</sup>

Core knowledge and competencies may be used in a variety of ways:

- *Teachers; paraprofessionals; family, friend, and neighbor\* caregivers; and practitioners working directly with children* can use the competencies to assess their own skills, strengths, knowledge, and abilities; then identify their own learning needs and areas for growth to create professional development plans.
- *Home visitors* represent a wide range of prevention and early intervention professionals who come from different disciplines such as early intervention, education and special education, health, mental health, family support, and social services. All can use the competencies to steer their family-centered and family-driven practices.
- *Directors, administrators, mentors, coaches, and others who provide support to practitioners* can use the competencies to provide orientation; develop job descriptions; develop salary scales; evaluate performance; assess strengths, challenges, and learning needs; and support individuals in creating professional development plans.
- *Trainers, training organizations and professional development sponsors* can use the competencies to design and organize professional development opportunities in order to provide a range of opportunities for participants to develop core competencies.

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<sup>4</sup> <http://www.del.wa.gov/publications/partnerships/docs/CoreCompetencies.pdf>

- *Higher education faculty, staff, and administrators* can use core competencies to evaluate and refine course content, plan for future course development; and coordinate and design course content to facilitate transfer and articulation agreements.
- *Federal, state, and local agencies* can use competencies to develop and implement policies that will enhance professionalism in the field, connect stakeholders around common goals, and to serve as an advocacy tool for guiding policy makers.
- *Professional development efforts* can use competencies to create a framework for a career development system which will support professionals in pursuit of competency-based training/education, recognition, and compensation commensurate with educational achievement.

The following *principles* guided the development of the Arizona Early Childhood Workforce Knowledge & Competencies (WKC's):

1. *Children* - Every child\* is born learning and develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and abilities, in addition to family background, culture\*, and experiences.
2. *Inclusion* - Every competency and indicator is meant to include all children, including those with developmental delays or disabilities and those who are gifted and talented.
3. *Diversity* - Every competency and indicator is meant to include all children, including those whose families are culturally and linguistically diverse, those from diverse socioeconomic groups, and those with individual learning styles, strengths, and needs.
4. *Families* - All families, encompassing a myriad of ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected. Families are the first and most influential teachers of young children.

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\* Indicates term defined in the glossary the first time it appears in the document.

5. *Early Care & Education Professionals* - High quality teaching is relationship-based and guided by continuous research-driven knowledge and best practices\*. It is necessary for early childhood professionals to engage in continuous, high-quality professional development.
6. *Community* - High quality early learning experiences draw upon and enhance the trust and connections between families, early childhood programs and services, schools, and the community.
7. *Professional Development System* – The Arizona Early Childhood Career and Professional Development Network, a coordinated professional development system, provides strong focused support for professionals, families, and organizations serving children; and enhances and increases the services of children individually, collectively, and in the long term.
8. *Ethical Behavior* - Early Childhood professionals should abide by the National Association for the Education of Young Children's (NAEYC) code of ethical conduct<sup>5</sup>

Many people from across Arizona worked to develop the Arizona Early Childhood Workforce Knowledge & Competencies, including professionals working in the field of early childhood care, education, and program development; officials from the Arizona Department of Education, Department of Economic Security, and Department of Health Services; professionals from colleges and universities; members of charitable foundations serving young children; and other relevant community members (See Participants).

Numerous written sources were consulted during the creation of this document including several Arizona documents, national health and safety standards, national professional recognition standards, and the professional development work of many other states. (See References).

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<sup>5</sup> <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

The Arizona Early Childhood Workforce Knowledge and Competencies are developed in alignment with and support the following core documents (See References):

- Arizona Early Childhood Professional Development Instructor and Technical Assistance Provider Standards, 1st Edition
- Arizona’s Infant and Toddler Developmental Guidelines
- Arizona Early Learning Standards
- Program Guidelines for High Quality Early Education: Birth through Kindergarten
- Arizona’s Common Core Standards
- The Head Start Child Development and Early Learning Framework
- The Council for Exceptional Children Definition of a Well-Prepared Special Education Teacher
- National Association for the Education of Young Children Standards for Early Childhood Professional Preparation Programs
- Quality First Rating Scale

The Arizona Early Childhood Workforce Knowledge & Competencies lay the foundation for Arizona’s Early Childhood Career and Professional Development Network. The Arizona Early Childhood Career and Professional Development Network (Network) is an integrated early childhood professional development system\* for *all* Arizona early childhood professionals working with and on behalf of young children.

**Exhibit 1** shows a picture of the Network components that are described below:

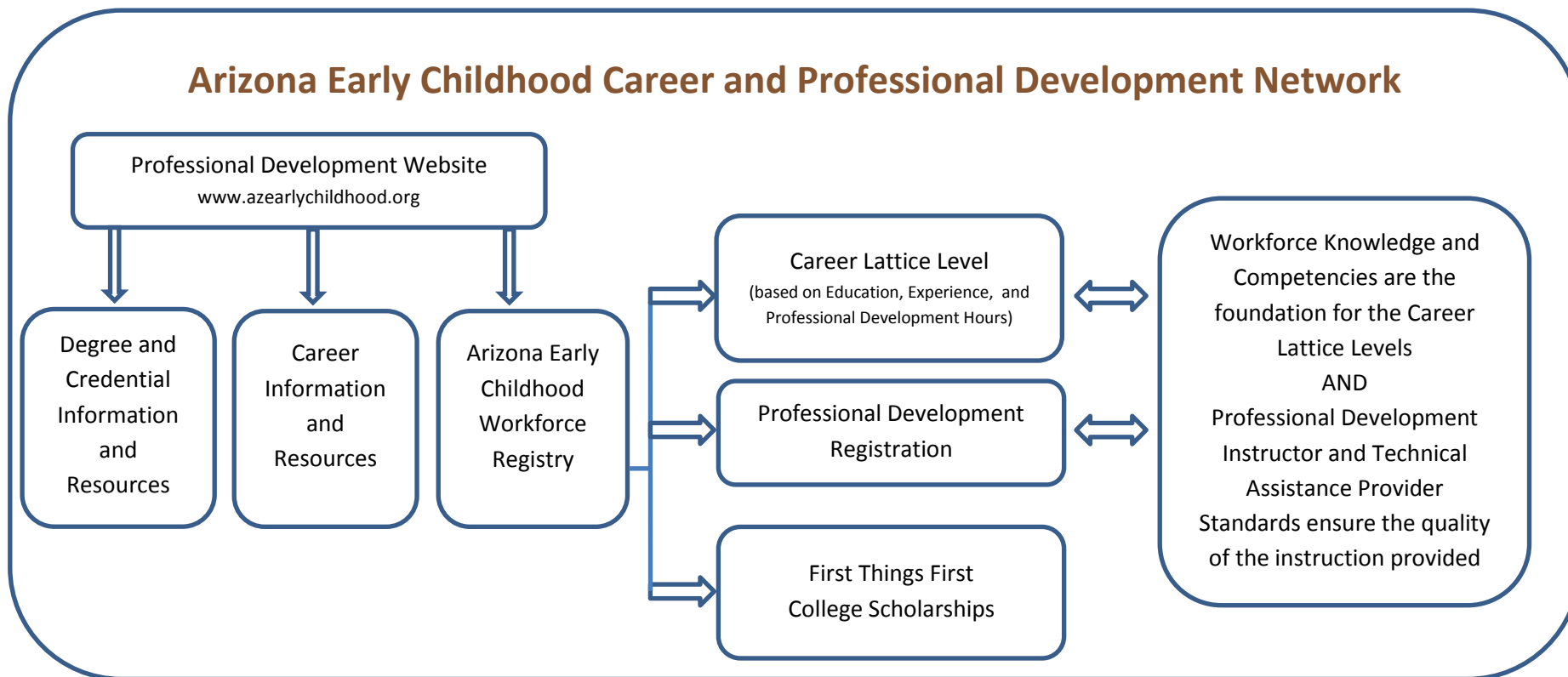
1. The Professional Development website which provides the early childhood workforce access to a variety of professional development resources including competencies and standards,

education pathways and opportunities, career pathways, employment opportunities, and the Arizona Early Childhood Workforce Registry.

2. The Arizona Early Childhood Workforce Registry (Registry) is a web-based system that enables early childhood professionals and those interested in a career in early education to find and register for professional development opportunities and also to keep a record of their experience, education, professional development and credentials in a central location. It is also used to manage application and enrollment in First Things First College Scholarships for Early Childhood Professionals.
3. The Arizona Workforce Knowledge and Competencies is a uniform set of expectations that identify the basic knowledge, skills, and abilities needed for early childhood professionals across sectors of early childhood including, early care and education, early intervention, mental health, physical health and social services/child welfare professionals. They ensure implementation of quality services for young children and their families.
4. The Arizona Career Lattice is a tool within the Registry that provides the pathway of education, professional development, and work experience for early childhood professionals to use for individualized assessment\*, setting professional development goals, and documentation of progress in career development.
5. The Professional Development Instructor and Technical Assistance Provider Standards define the credentials, knowledge and experience necessary to ensure high quality professional development experiences for our workforce from entry through advanced levels.

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The components of Arizona’s Early Childhood Career and Professional Development Network (Network) lay the foundation for an integrated early childhood (EC) professional development system and align with NAEYC’s recommended policy areas<sup>6</sup>. Integrated policies intentionally promote the building and support of an efficient cross-sector system that decreases duplication of efforts and increases accountability and sustainability. An integrated system helps develop and retain a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals<sup>7</sup>. Over the next several years, the BUILD Arizona Professional Development Workgroup (PDWG), staffed by First Things First, will continue to strengthen and support this system.

<sup>6</sup> [http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce\\_Designs.pdf](http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf)

<sup>7</sup> <http://www.naeyc.org/policy/ecwsi>

# Arizona Early Childhood Workforce Knowledge & Competencies

The Arizona Early Childhood Workforce Knowledge and Competencies identify the basic knowledge, skills, and abilities needed for early childhood professionals across all sectors of early care and education, early intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children birth to age eight, and their families.

There are eight **Core Knowledge Areas**:

- Child Growth & Development
- Curriculum & Learning Environment
- Child Observation & Assessment
- Effective Interactions (Adult-Child, Child-Adult, and Child-Child)
- Health, Safety & Nutrition
- Family & Community Partnerships
- Professionalism
- Program Management

Each core knowledge area addresses competencies specific to special needs\*, inclusion, and cultural diversity\* and are made up of the following components:

**Rationale:** Explains why the core knowledge area is important for early childhood professionals.

**Core Knowledge Component:** Defines the content an early childhood professional must know to provide high quality services to children birth-age eight and their families.

**Core Knowledge Competency:** Define the knowledge, skills, and abilities early childhood professionals need to provide high quality services to children birth-age eight and their families.

**Indicator:** Each core knowledge competency is divided into five levels of indicators following a progression of knowledge, skills and abilities

important to providing high quality services to children birth-age eight and their families. The levels build on one another, with the belief that a professional working on competencies at Level 3 is already proficient in most or all of the competencies at Levels 1 and 2. However, it is still possible for a professional to be operating at different proficiency levels in different knowledge areas. For example, an individual may be at competency level 2 in Child Growth and Development while still working through the Level 1 competencies in Professionalism. Professionals progress from one level to another through many pathways, including higher education, training and professional development, work experience, mentoring or coaching, and self-reflection.

## Indicator Levels

### Level 1

Professionals are developing an awareness of the core knowledge areas. Competence may be reflected by knowledge, skills and abilities such as: recognizing, identifying, labeling and observing.

### Level 2

Professionals are able to articulate core knowledge areas. Competence may be reflected by knowledge, skills and abilities such as: describing, discussing, explaining and paraphrasing.

### Level 3

Professionals are able to apply core knowledge areas. Competence may be reflected by knowledge, skills and abilities such as: demonstrating, illustrating, implementing and applying.

### Level 4

Professionals are able to analyze and create based upon core knowledge areas. Competence may be reflected by knowledge, skills and abilities such as: comparing, contrasting, developing, relating, creating, constructing, designing and modifying.

### Level 5

Professionals are able to judge and advocate for core knowledge areas. Competence may be reflected by knowledge, skills and abilities such as: critiquing, assessing, appraising, revising, justifying and advocating.

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Exhibit 2 represents the format of the competencies throughout this document.

## Exhibit 2

Core Knowledge Area	
Core Knowledge Component	
The content an early childhood professional must know to provide high quality services to children birth-age eight and their families.	
<i>Core Knowledge Competency</i>	
<i>The knowledge, skills, and abilities early childhood professionals need to provide high quality services to children birth-age eight and their families.</i>	
<p><b>Level</b></p> <p><i>Indicator Code</i> Identifies the indicator by core knowledge area, component, competency, and indicator level.</p>	<p>Indicator(s)</p> <p>Each core knowledge competency is divided into five levels of indicators following a progression of knowledge, skills and abilities important to the providing high quality services to children birth-age eight and their families.</p>

**Indicator Code:** Identifies the indicator by core knowledge area\*, core knowledge component, core knowledge competency, and indicator level.

**\*Core Knowledge Area Codes:**

CGD = Child Growth & Development

EI = Effective Interactions

P = Professionalism

CLE = Curriculum & Learning Environment

HSN = Health, Safety & Nutrition

PM = Program Management

COA = Child Observation & Assessment

FCP = Family & Community Partnerships

Exhibit 3 provides an example of the indicator code: **CGD 1.1.1**

## Exhibit 3

Child Growth and Development	
1. Basic Child Development	
<i>1. Developmental Patterns &amp; Principles</i>	
<p><b>Level 1</b></p> <p><i>CGD1.1.1</i></p>	<p>Recognize basic developmental patterns and principals that characterize different age groups (e.g., 0-3 months, 4-6 months, 6-9 months, 9-12 months, 12-18 months, 18-24 months, and 3-, 4-, 5-, 6-, 7- and 8-year-olds).</p> <p>Recognize that many factors influence each child’s development, resulting in a wide range of individual variations.</p>



# Arizona Early Childhood Workforce Knowledge & Competencies

## Child Growth and Development

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Basic Child Development
  - 1.1 Developmental Patterns & Principles
  - 1.2 Adaptation of Practices as Development Proceeds
  - 1.3 Developmental Domains
  - 1.4 Interconnectedness of Domains
  - 1.5 Stages Versus Continuous Development
2. Typical & Atypical Behavior
  - 2.1 Recognizing Variation as Typical
  - 2.2 Recognizing Atypical Development
  - 2.3 Adapting the Learning Environment
  - 2.4 Indicators of Risk
  - 2.5 Individualized Family Service Plans (IFSPs), Individualized Education plans (IEPs), Individualized Health Care Plans (IHPs), and 504s
  - 2.6 Recognizing & Respecting Developmental Challenges
3. Individual Differences
  - 3.1 Respecting Personality Differences
4. Influences on Development
  - 4.1 Influences on Development
  - 4.2 Family as the Primary Environmental Influence on Children's Development
  - 4.3 Stress as an Environmental Factor
  - 4.4 Variation in Cultural Practices
5. Facilitation of Development
  - 5.1 Role of Relationships
  - 5.2 Role of Experience
  - 5.3 Role of Play
  - 5.4 Principles of Play
6. Collaboration
  - 6.1 Collaboration on Behalf of Children
  - 6.2 Collaboration with Adults

## Child Growth & Development (CGD)

### Rationale

The period from birth through age 8 encompasses the most dramatic, exciting time of growth and development in the life of an individual. Foundations for a lifetime are laid during this period. Early childhood professionals have the privilege of nurturing this growth and development.

Growth and development is the foundation on which all early childhood practices are based. It is the basis for designing curriculum and environments, observing and assessing, and integrating diverse learners. Early childhood professionals must know what to expect regarding children's range of abilities in order to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for every child. Additionally, early childhood professionals must understand the value of each child as well as the impact of culture, linguistic background, and expectations of families.

### Core Knowledge Components

Based on current theories and ongoing research in the areas of human growth, development, and learning, early childhood professionals in various care and educational settings (e.g., child care centers, family child care homes) must understand:

- **Basic Child Development** – Early childhood professionals must demonstrate knowledge of the principles and patterns of child development; adapt practices as development proceeds; realize the interconnectedness of domains; and understand stage versus continuous development.
- **Typical and Atypical Development** – Early childhood professionals recognize developmental variation as typical; recognize atypical development; adapt the learning environment to meet each child's needs; understand indicators

of risk; develop Individualized Family Service Plans\* and Individualized Education Plans\*; Individualized Healthcare Plans\* and 504s\*, and recognize and respect developmental challenges.

- **Individual Differences** – Early childhood professionals use practices that are responsive to the unique abilities, temperaments, and learning styles of individual children.
- **Influences on Development** – Early childhood professionals recognize the variety of influences on development, family as the primary environmental influence on children, stress as an environmental factor, and variations in cultural practice.
- **Facilitation of Development** – Early childhood professionals strategically facilitate development with relationships, experiences, and play\*.
- **Collaboration** – Early childhood professionals collaborate with colleagues, families, and community members on behalf of children.

### Core Knowledge Competencies

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level 3 has already achieved most or all of the competencies at Levels 1 and 2.

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Child Growth & Development	
1. Basic Child Development	
<i>1. Developmental Patterns &amp; Principles</i>	
<b>Level 1</b> CGD 1.1.1	Recognize basic developmental patterns and principals that characterize different age groups (e.g., 0-3 months, 4-6 months, 6-9 months, 9-12 months, 12-18 months, 18-24 months, and 3-, 4-, 5-, 6-, 7- and 8-year-olds). Recognize that many factors influence each child’s development, resulting in a wide range of individual variations.
<b>Level 2</b> CGD 1.1.2	Identify milestones in social and emotional development, approaches to learning*, language development and communication, cognitive development, and physical and motor development. Understand the many influences on each child’s development, including culture, home language, individual abilities or disabilities, family context, and community.
<b>Level 3</b> CGD 1.1.3	Communicate information on child growth and development with families and colleagues.
<b>Level 4</b> CGD 1.1.4	Critically examine and communicate to teachers, caregivers, staff, and families, current theories and research regarding developmental patterns and principles.
<b>Level 5</b> CGD 1.1.5	Articulate, analyze, evaluate, and apply current theory, research, and policy relevant to child growth and development. Engage community in issues relevant to supporting child growth and development.
<i>2. Adaptation of Practices as Development Proceeds</i>	
<b>Level 1</b> CGD 1.2.1	Recognize that children of different age and developmental levels need different methods of care, education and guidance.
<b>Level 2</b> CGD 1.2.2	Implement adjusted methods and practices for nurturing each child as development progresses.
<b>Level 3</b> CGD 1.2.3	Adapt educational practices to facilitate development at increasingly complex and challenging levels.
<b>Level 4</b> CGD 1.2.4	Critically examine and communicate to teachers, caregivers, staff, and families knowledge current theories, research, and policies that enhance development and learning from birth through age 8.
<b>Level 5</b> CGD 1.2.5	Articulate, analyze, evaluate, and apply current theory, research, and policies that enhance development and learning from birth through age 8.

\* Indicates term defined in the glossary the first time it appears in the document.

Child Growth & Development	
<b>1. Basic Child Development (continued)</b>	
<i>3. Developmental Domains</i>	
<b>Level 1</b> CGD 1.3.1	Recognize that development occurs in multiple domains (e.g., social & emotional, approaches to learning, language & communication, etc.).
<b>Level 2</b> CGD 1.3.2	Demonstrate awareness that development can progress at various rates in multiple domains.
<b>Level 3</b> CGD 1.3.3	Categorize the multiple domains of development.
<b>Level 4</b> CGD 1.3.4	Critically examine and communicate to teachers, caregivers, staff, and families how development occurs across multiple domains at varying rates.
<b>Level 5</b> CGD 1.3.5	Articulate, analyze, evaluate, and apply current theory, research, and policies that facilitate in others an understanding of developmental domains and varying rates of development.
<i>4. Interconnectedness of Domains</i>	
<b>Level 1</b> CGD 1.4.1	Recognize that domains of development are interconnected.
<b>Level 2</b> CGD 1.4.2	Understand that active learning experiences can assist development in multiple domains simultaneously.
<b>Level 3</b> CGD 1.4.3	Develop and plan holistic learning experiences that capitalize on the interconnectedness of domains to promote development.
<b>Level 4</b> CGD 1.4.4	Critically examine and communicate to teachers, caregivers, staff, and families current theories and research that explain the interconnectedness of development across domains.
<b>Level 5</b> CGD 1.4.5	Demonstrate how developmental principles, theories and research are used to facilitate early childhood development.
<b>Level 5</b> CGD 1.4.5	Articulate, analyze, evaluate, and apply current theory and research that addresses the interconnectedness of development across domains.
<i>5. Stages Versus Continuous Development</i>	
<b>Level 1</b> CGD 1.5.1	Recognize that development proceeds gradually and continuously.
<b>Level 2</b> CGD 1.5.2	Understand how continuous, incremental changes are related to broad developmental stages.
<b>Level 3</b> CGD 1.5.3	Plan educational experiences that support development as continuous versus stage- dependent.
<b>Level 4</b> CGD 1.5.4	Plan and implement practices that foster continuous developmental progression while using stages or benchmarks to guide expectations and plan curriculum.
<b>Level 5</b> CGD 1.5.5	Articulate, analyze, and evaluate practices that foster continuous developmental progression.

Child Growth & Development	
2. Typical & Atypical Development	
<i>1. Recognizing Variation as Typical</i>	
<b>Level 1</b> CGD 2.1.1	Recognize that developmental variations occur in both typical and atypical development.
<b>Level 2</b> CGD 2.1.2	Understand the normal range of variation in typical development.
<b>Level 3</b> CGD 2.1.3	Categorize patterns of behavior distinguishing typical from atypical development.
<b>Level 4</b> CGD 2.1.4	Communicate to teachers, caregivers, staff, and families, information on current theory and research on typical and atypical development.
<b>Level 5</b> CGD 2.1.5	Facilitate in others an understanding of typical and atypical development.
<i>2. Recognizing Atypical Development</i>	
<b>Level 1</b> CGD 2.2.1	Recognize skill levels that suggest a child’s development is atypical, whether being advanced or delayed in comparison to the average child of the same age.
<b>Level 2</b> CGD 2.2.2	Compare children’s developmental levels with typical milestones to identify whether a child’s skills, behavior, and development are similar to those of the average children of the same age.
<b>Level 3</b> CGD 2.2.3	Use observations, work samples, and other assessment tools to address current skills and abilities.
<b>Level 4</b> CGD 2.2.4	Identify and secure resources and services for developmental assessment.
<b>Level 5</b> CGD 2.2.5	Develop programs and protocol for identifying typical versus atypical development.
<i>3. Adapting the Learning Environment</i>	
<b>Level 1</b> CGD 2.3.1	Recognize that the learning environment needs to be structured to support each child with exceptional needs due to advanced or delayed development.
<b>Level 2</b> CGD 2.3.2	Accommodate the learning environment to meet every child’s needs.
<b>Level 3</b> CGD 2.3.3	Plan and implement evidence-based experiences that support inclusion.
<b>Level 4</b> CGD 2.3.4	Ensure that teachers, caregivers, staff, and families are informed of current trends in educating and nurturing children with special needs*. Identify and secure resources and services for children with special needs.
<b>Level 5</b> CGD 2.3.5	Develop programs and protocol for assisting early childhood environments to adapt the learning environment to children with special needs. Engage the community in assuring that every child is nurtured and supported.

\* Indicates term defined in the glossary the first time it appears in the document.

Child Growth & Development	
2. Typical & Atypical Development (continued)	
<i>4. Indicators of Risk</i>	
<b>Level 1</b> CGD 2.4.1	Recognize environmental and genetic factors that increase the likelihood of disabilities and/or developmental delays.
<b>Level 2</b> CGD 2.4.2	Identify risk factors, disabilities or delays that may indicate a need for special services or accommodations*
<b>Level 3</b> CGD 2.4.3	Use knowledge of risk factors, developmental disabilities, and developmental delays to refer children for specialized services.
<b>Level 4</b> CGD 2.4.4	Secure consultants to assist teachers, caregivers, staff, and families with assessments and curriculum adaptations* and modifications* for children with special needs.
<b>Level 5</b> CGD 2.4.5	Articulate, analyze, and evaluate environmental and genetic factors correlated with disabilities and developmental delays.
<i>5. Individualized Family Service Plans (IFSPs), Individualized Education Plans (IEPs), Individualized Healthcare Plans (IHPs), and 504s<sup>8</sup></i>	
<b>Level 1</b> CGD 2.5.1	Follow directions on implementing IFSPs, IEPs, IHPs, and 504s.
<b>Level 2</b> CGD 2.5.2	Implement goals from IFSPs, IEPs, IHPs, and 504s in daily routines and activities.
<b>Level 3</b> CGD 2.5.3	Develop, plan and assist in the creation IFSPs, IEPs, IHPs, and 504s, including evaluation, assessment, and planning.
<b>Level 4</b> CGD 2.5.4	Analyze, evaluate and modify policies and procedures for IFSPs, IEPs, IHPs, and 504s.
<b>Level 5</b> CGD 2.5.5	Ensure consideration is given to cultural, linguistic and environmental influences for policies and procedures for IFSPs, IEPs, IHPs, and 504s.

\* Indicates term defined in the glossary the first time it appears in the document.

<sup>8</sup> An Individual Service Program (ISP), specifying services and number of hours of those services, is used when a child is placed in a private child care or education setting and the parent(s) declines public school services. For more information, go to <http://www.pacer.org/>

Child Growth & Development	
2. Typical & Atypical Development (continued)	
6. Recognizing & Respecting Developmental Challenges	
<b>Level 1</b> <small>CGD 2.6.1</small>	Recognize and respect developmental challenges, such as cognitive, physical, emotional, or social delays or challenges.
<b>Level 2</b> <small>CGD 2.6.2</small>	Understand that developmental challenges have an impact on developmental rates and patterns.
<b>Level 3</b> <small>CGD 2.6.3</small>	Assess and modify the learning environment to accommodate individual differences in development and learning.
<b>Level 4</b> <small>CGD 2.6.4</small>	Communicate with teachers, caregivers, staff, and families the importance of recognizing & respecting differences in development and how differences influence development.
<b>Level 5</b> <small>CGD 2.6.5</small>	Articulate, analyze, and evaluate current research and theory on developmental variations associated with cognitive, physical, cognitive, emotional, or social delays or challenges and share this with others.

Child Growth & Development	
3. Individual Differences	
1. Respecting Personality Differences	
<b>Level 1</b> <small>CGD 3.1.1</small>	Recognize and respect that each child has a unique personality and behavior style.
<b>Level 2</b> <small>CGD 3.1.2</small>	Understand unique differences in personality and temperament. Understand the impact of these differences on development and implement appropriate educational methods.
<b>Level 3</b> <small>CGD 3.1.3</small>	Create learning experiences based on knowledge of child development and awareness of children’s unique personalities.
<b>Level 4</b> <small>CGD 3.1.4</small>	Analyze, evaluate and modify programs that respect and are responsive to differences in personalities, interest, and abilities.
<b>Level 5</b> <small>CGD 3.1.5</small>	Articulate, analyze, and evaluate the influence of personality differences on individual child growth and development. Promote evidence-based best practices that support personality differences.



Child Growth & Development	
4. Influences on Development	
<i>1. Influences on Development</i>	
<b>Level 1</b> CGD 4.1.1	Recognize that genetic and environmental factors influence development.
<b>Level 2</b> CGD 4.1.2	Understand that environmental, biological, and maturational factors interact to influence development.
<b>Level 3</b> CGD 4.1.3	Implement practices with children that reflect knowledge of current theories and research on environmental and biological factors and their relationship to growth, risks, and delays in development.
<b>Level 4</b> CGD 4.1.4	Analyze, evaluate and modify programs to ensure the implementation of best practice strategies appropriate to current theories and research on environmental and biological factors and their relationship to growth, risks, and delays in development.
<b>Level 5</b> CGD 4.1.5	Articulate, analyze, and evaluate theories of environmental and biological factors on the development of children.
<i>2. Family as the Primary Environmental Influence on Children's Development</i>	
<b>Level 1</b> CGD 4.2.1	Recognize that family is the primary source of environmental influence on development.
<b>Level 2</b> CGD 4.2.2	Acknowledge that early childhood professionals can support families within the boundaries of best practices.
<b>Level 3</b> CGD 4.2.3	Provide support to families in the development of each child while being sensitive to their values and goals.
<b>Level 4</b> CGD 4.2.4	Analyze, evaluate and modify programs to ensure that families are supported in their role as primary influencers of children's development.
<b>Level 5</b> CGD 4.2.5	Articulate, analyze, and evaluate current knowledge, theories, research, and best practices to support and enhance the ability of families to provide appropriate primary environments for children.
<i>3. Stress as an Environmental Factor</i>	
<b>Level 1</b> CGD 4.3.1	Recognize that stressful environmental situations affect behavior and development.
<b>Level 2</b> CGD 4.3.2	Understand that trauma and stress affect development and that supportive relationships play a crucial role in helping children cope.
<b>Level 3</b> CGD 4.3.3	Identify community services and resources for children and families, and make referrals as needed.
<b>Level 4</b> CGD 4.3.4	Obtain consultation services and secure collaborative agreements with community resources for children and families under stress.
<b>Level 5</b> CGD 4.3.5	Engage the community in developing and providing services and resources for children and families under stress.

## Child Growth & Development

### 4. Influences on Development (continued)

#### 4. *Variation in Cultural Practices*

<b>Level 1</b> CGD 4.4.1	Recognize that cultural practices vary from family to family.
<b>Level 2</b> CGD 4.4.2	Implement teaching methods and practices that are responsive to every child's linguistic and cultural diversity.
<b>Level 3</b> CGD 4.4.3	Design and maintain learning environments that are responsive to every child's linguistic and cultural diversity.
<b>Level 4</b> CGD 4.4.4	Analyze current theories and research to support each child's development, being responsive to linguistic and cultural diversity.
<b>Level 5</b> CGD 4.4.5	Articulate, analyze, and evaluate current knowledge, theories, research, and best practices to support each child's development while being responsive to linguistic and cultural diversity.

Child Growth & Development	
5. Facilitation of Development	
<i>1. Role of Relationships</i>	
<b>Level 1</b> CGD 5.1.1	Recognize the importance of safe, secure, caring, and responsive relationships with each child to promote optimal development.
<b>Level 2</b> CGD 5.1.2	Understand the need to provide environments that: <ul style="list-style-type: none"> <li>o Nurture emotional well-being</li> <li>o Provide a secure base for children</li> <li>o Reflect needs, abilities, and interests of every child</li> </ul> Encourage initiative and self-reliant exploration. Facilitate cooperative peer learning experiences (for children who are developmentally ready). Encourage appropriate emotional expression and emotional intelligence (e.g., help children develop social skills and empathy).
<b>Level 3</b> CGD 5.1.3	Design and implement environments that: <ul style="list-style-type: none"> <li>o Nurture emotional well-being</li> <li>o Provide a secure base for children</li> <li>o Reflect needs, abilities, and interests of every child</li> </ul> Model and help others develop competencies for developing relationships that enable each child’s optimal development and learning.
<b>Level 4</b> CGD 5.1.4	Critically examine and communicate to teachers, caregivers, staff, and families current evidence-based research on practices that enhance the development and learning of children from birth through age 8.
<b>Level 5</b> CGD 5.1.5	Articulate, analyze, and evaluate current knowledge, theories, research, and best practices for developing safe, secure, caring and responsive relationships with every child to promote optimal development and learning.
<i>2. Role of Experience</i>	
<b>Level 1</b> CGD 5.2.1	Recognize that young children learn through direct experiences.
<b>Level 2</b> CGD 5.2.2	Understand the need to provide a variety of learning experiences that: <ul style="list-style-type: none"> <li>o Engage each child's natural curiosity and desire to learn new skills</li> <li>o Are challenging but not overly difficult</li> <li>o Are matched to the child's current skill level</li> <li>o Apply theories of development and experiential learning to early childhood practices from birth through age 8</li> </ul>
<b>Level 3</b> CGD 5.2.3	Design educational environments that support developmental change at the appropriate developmental time based on biological, emotional, social, and/or cognitive reasons.
<b>Level 4</b> CGD 5.2.4	Critically examine and communicate to others current evidence-based research regarding the impact of personal experiences to facilitate optimal development. Integrate theory and research with practical application.
<b>Level 5</b> CGD 5.2.5	Advocate for licensing regulations and quality standards that ensure environments provide high quality and developmentally appropriate practices* to support early learning and develop stimulating, engaging learning experiences for young children.

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## Child Growth & Development

### 5. Facilitation of Development (continued)

#### 3. Role of Play

<b>Level 1</b>	CGD 5.3.1	Recognize that play provides the optimal mode for facilitating physical, cognitive, social, and emotional development by actively engaging the whole child.
<b>Level 2</b>	CGD 5.3.2	Understand the need for playful activity versus adult-directed and controlled activity.
<b>Level 3</b>	CGD 5.3.3	Design educational environments and experiences that allow children to have ample time to engage in play. Provide information to families and others regarding the importance of play in the development of young children.
<b>Level 4</b>	CGD 5.3.4	Analyze, evaluate and modify the learning environment to facilitate development through a balance of child-centered play and adult-guided activities.
<b>Level 5</b>	CGD 5.3.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices to support each child's development through age-appropriate play.

#### 4. Principles of Play

<b>Level 1</b>	CGD 5.4.1	Recognize the necessity of providing every child with the time and materials to engage in playful activities.
<b>Level 2</b>	CGD 5.4.2	Understand importance of arranging the physical (e.g., materials, time, and space) and psychological environment to promote play to facilitate and enhance development. Encourage play by following the lead of the child when appropriate and supporting a playful attitude, e.g., flexible rules, choice, make-believe, etc.
<b>Level 3</b>	CGD 5.4.3	Plan and implement a variety of activities that utilize the principles of play in promoting development.
<b>Level 4</b>	CGD 5.4.4	Communicate with teachers, caregivers, staff, and families, best practices for the use of play in promoting development.
<b>Level 5</b>	CGD 5.4.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices to support each child's development through age-appropriate play. Advocate for excellence in programs serving young children from birth through age 8.

Child Growth & Development	
6. Collaboration	
<i>1. Collaboration on Behalf of Children</i>	
<b>Level 1</b> CGD 6.1.1	Follow guidelines for implementing IFSPs, IEPs, IHPs, and 504s as provided by supervisor or consultants.
<b>Level 2</b> CGD 6.1.2	Collaborate with families and consultants in planning learning experiences to meet every child's individual needs and interests.
<b>Level 3</b> CGD 6.1.3	Work with families, community members, and early childhood professionals to advocate policies that nurture the development every child.
<b>Level 4</b> CGD 6.1.4	Use current knowledge, theories, and research about developmental delays, developmental disabilities, and risk factors to advocate on behalf of all young children including those with developmental delays and disabilities.
<b>Level 5</b> CGD 6.1.5	Collaborate with other early childhood professionals and communities to develop policies that nurture the growth and development of every child.
<i>2. Collaboration with Adults</i>	
<b>Level 1</b> CGD 6.2.1	Recognize the importance of working collaboratively with other professionals on behalf of young children.
<b>Level 2</b> CGD 6.2.2	Cooperate with teachers, caregivers, staff, families, and community members to enhance the learning environment.
<b>Level 3</b> CGD 6.2.3	Work in partnership with teachers, caregivers, staff, families, community members, and business leaders to promote optimal growth and development of young children.
<b>Level 4</b> CGD 6.2.4	Use appropriate principles of psychology and human development when working with teachers, caregivers, staff, families, community members, business leaders, and other professionals to promote optimal developmental outcomes.
<b>Level 5</b> CGD 6.2.5	Collaborate with other professionals to conduct inquiry to enhance growth and development of children from birth through age 8.

# Arizona Early Childhood Workforce Knowledge & Competencies

## Curriculum & Learning Environment

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Overall Learning Environment
  - 1.1 Components of the Learning environment
  - 1.2 Developmentally Appropriate and culturally Responsive Teaching
  - 1.3 Continuity of Care
2. Learning Strategies
  - 2.1 Effective Learning Strategies
  - 2.2 Encouraging Participation
  - 2.3 Facilitating Curiosity, Exploration & Play
  - 2.4 Articulating the Rationale for Play Based Learning Strategies
  - 2.5 Creating a Context that Supports curiosity, Exploration, & Play
  - 2.6 Sequential Patterns of Development in Exploration & Play
  - 2.7 Adapting Learning Environments to Support Learners with Atypical Development Patterns
3. Curriculum
  - 3.1 Curriculum philosophy
  - 3.2 Curriculum Framework
  - 3.3 Social and Emotional Development
  - 3.4 Approaches to Learning
  - 3.5 Language Development, Communication & Literacy
  - 3.6 Learning about Mathematics
  - 3.7 Learning about Science
  - 3.8 Learning about Social Studies
  - 3.9 Learning about Fine Arts
  - 3.10 Learning about Physical Development Health, Safety, & Nutrition
4. Schedules, Routines & Transitions
  - 4.1 Predictable & Flexible Schedules & Transitions
  - 4.2 Balanced Schedules
5. Physical Environment
  - 5.1 Environments that Nurture Development
  - 5.2 Monitoring the Physical Environment
  - 5.3 Current Trends in Environmental Design
6. Materials and Equipment
  - 6.1 Materials Appropriate to Age & Ability
  - 6.2 Culturally Responsive Materials & Equipment
  - 6.3 Variety in Materials & Equipment
7. collaboration
  - 7.1 Collaborating with Peers to Improve the Learning Environment
  - 7.2 Collaborating with the Community to Improve the Learning Environment

## Curriculum & Learning Environment (CLE)

### *Rationale*

The relationship between the early childhood professional and the child, in combination with learning experiences and nurturing environments, is the essence of early childhood work. The higher the quality of these relationships, experiences, and environments, the better the outcomes will be. Ensuring high-quality learning experiences involves careful planning, implementation, and evaluation—not only of the content of such experiences, but also of the physical and social settings that surround them. Curriculum and environment are interdependent parts of a continuum of care and education; decisions made in one area impact the other.

Curriculum and the learning environment in early childhood care and education encompass several aspects. First, both curriculum and environment must be designed for the children. Secondly, learning takes place everywhere, so in planning the curriculum and preparing the environment, professionals must consider all areas in the early childhood setting – indoors and outdoors. Thirdly, time plays a substantial role in learning and development, and early childhood professionals should keep in mind the child's need to repeat, revisit, and reflect on earlier experiences leads to deeper understandings and consequently richer learning. Finally, developmentally appropriate, aesthetically pleasing and well-designed environments facilitate every child's relationships with people and materials, therefore laying the foundations for exploration, interaction, and meaningful connections.

### *Core Knowledge Components*

Based on current theories and ongoing research, early childhood professionals must understand:

- **Overall Learning Environment** – They understand components of the learning environment, developmentally appropriate and culturally responsive teaching, and continuity of care\*.

- **Learning Strategies** – They use effective learning strategies; encourage and facilitate participation, curiosity, exploration, and play; understand sequential patterns of development; and adapt learning environments to support learners with atypical developmental patterns.
- **Curriculum** – They understand curriculum philosophy and framework, social and emotional development, approaches to learning, language development, communication, and literacy, mathematics, science, social studies, fine arts, physical development, and health, safety, and nutrition.
- **Schedules, Routines, and Transitions** – They develop predictable, flexible, and balanced schedules, routines, and transitions.
- **Physical Environment** – They strategically facilitate development by creating and monitoring safe, nurturing environments that stimulate learning.
- **Materials and Equipment** – They identify and use materials and equipment that are developmentally appropriate and culturally responsive.
- **Collaboration** – They collaborate with other professionals, families, and community members to enhance the curriculum and environment for each child.

### *Core Knowledge Competencies*

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved most or all of the competencies at Level I and II.

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\* Indicates term defined in the glossary the first time it appears in the document.

Curriculum & Learning Environment	
1. Overall Learning Environment	
1. Components of the Learning Environment	
<p><b>Level 1</b></p> <p>CLE 1.1.1</p>	<p>Recognize that physical and psychological components of the learning environment have dramatic effects on all areas of development, including:</p> <ul style="list-style-type: none"> <li>○ Motor skills</li> <li>○ Learning</li> <li>○ Social competence</li> <li>○ Autonomy and responsibility</li> <li>○ Emotional well-being</li> </ul>
<p><b>Level 2</b></p> <p>CLE 1.1.2</p>	<p>Understand that the indoor and outdoor environments must support and integrate all developmental domains.</p>
<p><b>Level 3</b></p> <p>CLE 1.1.3</p>	<p>Develop, plan, select &amp;/or create developmentally appropriate indoor &amp; outdoor environments that support &amp; integrate all developmental domains</p>
<p><b>Level 4</b></p> <p>CLE 1.1.4</p>	<p>Analyze, evaluate, and modify learning environments to support all developmental domains.</p> <p>Analyze, evaluate and apply current knowledge and best practices on integrated curriculum in early childhood learning environments and share that knowledge with teachers, caregivers, staff, and families.</p>
<p><b>Level 5</b></p> <p>CLE 1.1.5</p>	<p>Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices regarding appropriate components of the learning environment.</p> <p>Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices regarding the development of curriculum for early childhood learning environments.</p> <p>Promote evidence-based practice on appropriate early childhood learning environments.</p>
2. Developmentally Appropriate & Culturally Responsive Teaching	
<p><b>Level 1</b></p> <p>CLE 1.2.1</p>	<p>Recognize the importance of appropriate and culturally responsive interactions with children.</p> <p>Follow program guidelines that create an appropriate and responsive learning environment.</p> <p>Interact positively with each child.</p> <p>Encourage each child to participate in activities.</p> <p>Provide social and emotional support for each child to feel comfortable and safe.</p>
<p><b>Level 2</b></p> <p>CLE 1.2.2</p>	<p>Understand the impact of various components of the learning environment.</p> <p>Implement activities, set behavioral guidelines, organize the physical environment, and plan schedules that are developmentally appropriate and culturally responsive.</p>
<p><b>Level 3</b></p> <p>CLE 1.2.3</p>	<p>Model strategies for and help others understand methods for creating developmentally appropriate and culturally responsive learning environments</p>
<p><b>Level 4</b></p> <p>CLE 1.2.4</p>	<p>Develop systematic plans for creating, implementing, assessing, and modifying learning environments that are safe, appropriate for the developmental levels of every child, and responsive to the children, families, and community.</p>
<p><b>Level 5</b></p> <p>CLE 1.2.5</p>	<p>Analyze, evaluate, articulate, and apply developmentally appropriate and culturally responsive practices* that promote learning environments that foster optimal growth and development.</p> <p>Promote evidence-based practice on developmentally appropriate and culturally responsive learning environments.</p>

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## Curriculum & Learning Environment

### 1. Overall Learning Environment (continued)

#### 3. Continuity of Care

<b>Level 1</b> CLE 1.3.1	Recognize the importance of providing a continuity of care (continuous care by the same provider) for infants, toddlers, and young children. Provide continuous care to infants, toddlers, and young children in order to nurture secure attachment relationships and emotional well-being.
<b>Level 2</b> CLE 1.3.2	Understand and articulate to family members the importance of a continuity of care.
<b>Level 3</b> CLE 1.3.3	Develop, plan, and create environments that allow caregivers to provide care for specific children for extended time periods. Model behaviors that assist others in understanding the importance of continuity of care for infants and toddlers from birth to age 3.
<b>Level 4</b> CLE 1.3.4	Analyze, evaluate and modify programs to ensure the provision of continuity of care for infants and toddlers from birth to age 3.
<b>Level 5</b> CLE 1.3.5	Advocate for licensing regulations and quality standards to ensure children receive continuity of care from individual caregivers. Promote evidence-based continuity of care best practices for infants, toddlers, and young children. Engage the community in the understanding and supporting continuity of care for infants and toddlers.

Curriculum & Learning Environment	
2. Learning Strategies	
<i>1. Effective Learning Strategies</i>	
<b>Level 1</b> CLE 2.1.1	Recognize the importance of utilizing a variety of learning strategies.
<b>Level 2</b> CLE 2.1.2	Develop skill in: <ul style="list-style-type: none"> <li>○ Storytelling</li> <li>○ Implementing music and art experiences</li> <li>○ Planning and leading field trips</li> <li>○ Designing and leading group activities for children</li> </ul>
<b>Level 3</b> CLE 2.1.3	Develop, plan, and create environments that utilize a variety of learning strategies including: <ul style="list-style-type: none"> <li>○ Play</li> <li>○ Small group projects</li> <li>○ Cooperative learning</li> <li>○ Open-ended questioning</li> <li>○ Conversation</li> <li>○ Problem solving</li> <li>○ Methods of inquiry</li> </ul>
<b>Level 4</b> CLE 2.1.4	Model and help others develop skills in a variety of teaching and learning strategies.
<b>Level 4</b> CLE 2.1.4	Encourage teachers, caregivers, staff, and parents to develop effective teaching and learning strategies by sharing up-to-date information on best practices derived from evidence-based research.
<b>Level 5</b> CLE 2.1.5	Advocate for licensing regulations and quality standards to ensure programs provide environments that utilize a variety of learning strategies for children.  Analyze, evaluate, articulate, and apply current theory and evidence-based research on appropriate learning strategies for young children.  Promote evidence-based practices regarding effective learning strategies.
<i>2. Encouraging Participation</i>	
<b>Level 1</b> CLE 2.2.1	Recognize the importance of encouraging every child to participate in a variety of activities while remaining sensitive to individual preferences and choices.
<b>Level 2</b> CLE 2.2.2	Encourage every child to participate in activities, while also maintaining sensitivity to children’s decisions about whether to participate and to what extent the participation will be.
<b>Level 3</b> CLE 2.2.3	Model strategies for encouraging every child to participate in activities while honoring preferences and choices.
<b>Level 4</b> CLE 2.2.4	Assess and modify practices to nurture skills for sensitive encouragement of participation.
<b>Level 5</b> CLE 2.2.5	Analyze, evaluate, articulate, and apply current theory and evidence-based research on appropriate strategies to encourage young children’s participation in activities.  Promote evidence-based practices regarding decision-making in young children and assist programs in developing ways to encourage participation.

Curriculum & Learning Environment	
<b>2. Learning Strategies (continued)</b>	
<i>3. Facilitating Curiosity, Exploration, &amp; Play</i>	
<b>Level 1</b> CLE 2.3.1	Recognize that curiosity, exploration, and play are the primary learning strategies of young children.
<b>Level 2</b> CLE 2.3.2	Understand the importance of providing developmentally appropriate experiences that stimulate curiosity, exploration, and play.
<b>Level 3</b> CLE 2.3.3	Model and nurture others' skills in creating developmentally appropriate experiences that stimulate curiosity, exploration, and play.
<b>Level 4</b> CLE 2.3.4	Analyze, evaluate and apply current knowledge and best practices and inform teachers, staff, and families of the latest research and theory regarding strategic facilitation of curiosity, exploration, play, and creative expression.
<b>Level 5</b> CLE 2.3.5	Analyze, evaluate, articulate, and apply current theory and evidence-based research regarding strategic facilitation of curiosity, exploration, play, and creative expression. Promote evidence-based practices that facilitate curiosity, exploration and play.
<i>4. Articulating the Rationale for Play-Based Learning Strategies</i>	
<b>Level 1</b> CLE 2.4.1	Recognize the importance of curiosity, exploration, and play and the contribution they make to learning and development.
<b>Level 2</b> CLE 2.4.2	Understand how curiosity, exploration, and play contribute to all domains of development.
<b>Level 3</b> CLE 2.4.3	Articulate to families and others how curiosity, exploration, and play facilitate learning and development.
<b>Level 4</b> CLE 2.4.4	Provide professional development opportunities to teachers, caregivers, and staff and resources for families that demonstrate the relationship between curiosity, exploration, play, and learning and development.
<b>Level 5</b> CLE 2.4.5	Engage community members and organizations to enhance understanding of the important role of curiosity, exploration, and play in children's development. Advocate for the support of play environments, e.g., playgrounds, museums, etc.

Curriculum & Learning Environment	
<b>2. Learning Strategies (continued)</b>	
<i>5. Creating a Context that Supports Curiosity, Exploration, &amp; Play</i>	
<b>Level 1</b>  <small>CLE 2.5.1</small>	Implement program guidelines for creating the psychological and physical context for curiosity, exploration, and play related to: <ul style="list-style-type: none"> <li>○ Physical and motor skills</li> <li>○ Cognitive development</li> <li>○ Social engagement</li> <li>○ Emotional expression</li> <li>○ Linguistic development</li> </ul>
<b>Level 2</b>  <small>CLE 2.5.2</small>	Create learning environments which provide a supportive context for exploration and play through such strategies as: <ul style="list-style-type: none"> <li>○ Mutually Engaging Interaction</li> <li>○ Reciprocal exchange of actions/words</li> <li>○ Turn-taking</li> </ul>
<b>Level 3</b>  <small>CLE 2.5.3</small>	Develop, plan, and create environments optimal for the facilitation of learning and development through curiosity, exploration, and play.
<b>Level 4</b>  <small>CLE 2.5.4</small>	Analyze, evaluate and modify environments to ensure opportunities for learning through curiosity, exploration and play. Provide leadership for continuous improvement of program environment in order to facilitate curiosity, exploration, and play.
<b>Level 5</b>  <small>CLE 2.5.5</small>	Advocate for licensing regulations and quality standards to ensure environments that support learning through curiosity, exploration and play. Analyze, evaluate, articulate, and apply current theory and evidence-based research for providing a context
<i>6. Sequential Patterns of Development in Exploration, &amp; Play</i>	
<b>Level 1</b>  <small>CLE 2.6.1</small>	Recognize that each child develops individually and exhibits different types of physical, cognitive, social, and emotional behaviors.
<b>Level 2</b>  <small>CLE 2.6.2</small>	Understand the changes in play behaviors that typically occur as development proceeds.
<b>Level 3</b>  <small>CLE 2.6.3</small>	Share with teachers, caregivers, staff, and families the developmental progression of exploration and play behaviors for children with typical development.
<b>Level 4</b>  <small>CLE 2.6.4</small>	Keep informed of current trends in research and theory on the patterns of development in exploration and play.
<b>Level 5</b>  <small>CLE 2.6.5</small>	Analyze, evaluate, articulate, and apply current theory and evidence-based research on the patterns of development in exploration and play.

## Curriculum & Learning Environment

### 2. Learning Strategies (continued)

#### 7. *Adapting Learning Environments to Support Learners with Atypical Developmental Patterns*

<b>Level 1</b> CLE 2.7.1	Follow instructions to modify the learning environment to support curiosity, exploration, and play among children with atypical patterns of development.
<b>Level 2</b> CLE 2.7.2	Independently adapt the learning environment to support curiosity, exploration, and play among children with atypical patterns of development.
<b>Level 3</b> CLE 2.7.3	Develop, plan, and create environments that support curiosity, exploration, and play among children with atypical development. Model and help others learn ways to adapt the environment to provide optimal support for curiosity, exploration, and play among children with atypical patterns of development.
<b>Level 4</b> CLE 2.7.4	Analyze, evaluate and modify environmental factors that provide adaptive support for curiosity, exploration, and play among learners with atypical development.
<b>Level 5</b> CLE 2.7.5	Advocate for licensing regulations and quality standards to promote evidence-based best practices to support learners with atypical development. Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices to explore new and better ways to optimize learning environments in order to meet the needs of every child.

Curriculum & Learning Environment	
3. Curriculum	
<i>1. Curriculum Philosophy</i>	
<b>Level 1</b> CLE 3.1.1	Identify basic ideas that guide curriculum development.
<b>Level 2</b> CLE 3.1.2	Understand the relationship between philosophical ideas and curriculum implementation.
<b>Level 3</b> CLE 3.1.3	Develop a written philosophical statement that guides curriculum development.
<b>Level 4</b> CLE 3.1.4	Provide leadership for developing curriculum philosophy.
<b>Level 5</b> CLE 3.1.5	Collaborate with other early childhood professionals and community members to develop philosophies of curriculum.
<i>2. Curriculum Framework</i>	
<b>Level 1</b> CLE 3.2.1	Recognize that the goals for learning should be framed within the context of learning standards.
<b>Level 2</b> CLE 3.2.2	Understand the importance of aligning the curriculum with the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.
<b>Level 3</b> CLE 3.2.3	Clearly align the curriculum with the Arizona Early Learning Standards; Arizona Infant Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; &/ or Arizona Academic Standards, as appropriate.  Develop, plan, select &/or create a developmentally appropriate early education curriculum to support the development of the whole child. The curriculum should: <ul style="list-style-type: none"> <li>○ Reflect the national, current, research- based practices for young children as established by professional organizations</li> <li>○ Emphasize the process of learning as well as the content</li> <li>○ Capitalize on children’s natural curiosity to promote language, thinking and problem solving</li> </ul>
<b>Level 4</b> CLE 3.2.4	Analyze, evaluate and modify the early childhood setting to ensure the implementation of a high quality curriculum that incorporates thoughtful planning and design.  Demonstrate methods and techniques to assist teachers and staff to improve skills in adapting curriculum to foster gradual and continuous acquisition and integration of skills among learners.
<b>Level 5</b> CLE 3.2.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices regarding curriculum development.

Curriculum & Learning Environment	
3. Curriculum (continued)	
3. Social & Emotional Development	
<p><b>Level 1</b></p> <p>CLE 3.3.1</p>	Recognize the importance of using attentive, responsive methods to help children’s socio- emotional development.
<p><b>Level 2</b></p> <p>CLE 3.3.2</p>	Understand the importance of providing a variety of attentive, responsive methods to facilitate each child's social and emotional development. Implement experiences, based on individual children’s progress, to facilitate gradual and continuous mastery of these skills.
<p><b>Level 3</b></p> <p>CLE 3.3.3</p>	<p>Develop, plan, and create an environment which supports children’s development of:</p> <ul style="list-style-type: none"> <li>○ Trust and emotional security</li> <li>○ Self-awareness</li> <li>○ Recognition and expression of feelings</li> <li>○ Self-regulation, i.e., how to manage or regulate one's behavior</li> <li>○ Attachment</li> <li>○ Social interactions</li> <li>○ Relationships with other children</li> <li>○ Respect</li> </ul> <p>Plan social/emotional growth experiences, for children based on observation and assessment of individual children’s growth</p> <p>Model and help others acquire proficient skills to facilitate children’s social and emotional development.</p> <p>Ensure that activities are appropriate, culturally responsive, and adapted for children with special needs.</p>
<p><b>Level 4</b></p> <p>CLE 3.3.4</p>	Analyze, evaluate and modify the setting to ensure the provision of support for the socio- emotional development of children. Support the continuous improvement of social- emotional curriculum using best practices derived from evidenced- based research.
<p><b>Level 5</b></p> <p>CLE 3.3.5</p>	Analyze, evaluate, articulate, and apply current theory and evidence-based research regarding best practices for promoting social and emotional development. Advocate for licensing regulations and quality standards to ensure children experience best practices for promoting social and emotional development.

Curriculum & Learning Environment	
3. Curriculum (continued)	
4. Approaches to learning	
<b>Level 1</b> <small>CLE 3.4.1</small>	Recognize the importance of providing opportunities for each child to develop adaptive approaches to learning.
<b>Level 2</b> <small>CLE 3.4.2</small>	Understand the importance of using a variety of approaches to support each child’s adaptive approaches to learning.
<b>Level 3</b> <small>CLE 3.4.3</small>	<p>Develop, plan, and create an environment which supports children’s development of:</p> <ul style="list-style-type: none"> <li>○ Initiative and curiosity</li> <li>○ Attentiveness and persistence</li> <li>○ Confidence</li> <li>○ Creativity and inventiveness</li> <li>○ Reasoning and problem solving.</li> </ul> <p>Plan experiences, for children that support each child’s natural approach to learning based on observation and assessment of individual children</p> <p>Model and help others to develop proficiency in nurturing each child's adaptive approaches in learning.</p> <p>Ensure that the planning and implementation of approaches to learning activities are appropriate, culturally responsive, and adapted for children with special needs.</p>
<b>Level 4</b> <small>CLE 3.4.4</small>	<p>Analyze, evaluate and modify the setting to ensure it the provision of opportunities for each child to develop adaptive approaches to learning among young children.</p> <p>Support the continuous improvement of curriculum goals that employ adaptive approaches to learning among young children.</p>
<b>Level 5</b> <small>CLE 3.4.5</small>	<p>Analyze, evaluate, articulate, and apply current theory and evidence-based research regarding the development of approaches to learning in young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices for promoting the development of approaches to learning.</p>



Curriculum & Learning Environment	
3. Curriculum (continued)	
5. Language Development, Communication, & Literacy	
<b>Level 1</b> <small>CLE 3.5.1</small>	Recognize the importance of providing opportunities for each child to develop language, communication, and literacy skills.
<b>Level 2</b> <small>CLE 3.5.2</small>	Understand the importance of providing a variety of approaches to support the language development, communication skills, and literacy of children. Implement language development and communication activities based on the on-going formative assessment* of children’s abilities, interests, and individual learning needs.
<b>Level 3</b> <small>CLE 3.5.3</small>	Develop, plan, and create an environment which supports children’s development of: <ul style="list-style-type: none"> <li>○ Receptive language understanding</li> <li>○ Expressive language and communication skills</li> <li>○ Vocabulary</li> <li>○ Emergent literacy/ literacy</li> </ul> <p>Clearly align language and literacy activities with the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play- based language and literacy activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of language and literacy skills.</p> <p>Using observation and assessment data plan language and literacy activities for children that are appropriate to the developmental level and learning abilities of individual learners.</p> <p>Model skills that promote language development, communication and literacy.</p> <p>Ensure that the planning, implementation and facilitation of language, communication, and literacy activities are appropriate, culturally responsive, and adapted for children with special needs.</p>
<b>Level 4</b> <small>CLE 3.5.4</small>	Analyze, evaluate, and modify the language development, communication, and literacy curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced based best practices derived from research.
<b>Level 5</b> <small>CLE 3.5.5</small>	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding language development, communication, and literacy. Advocate for licensing regulations and quality standards to ensure children experience best practices for to enhance language development, communication, and literacy.

\* Indicates term defined in the glossary the first time it appears in the document.

Curriculum & Learning Environment	
3. Curriculum (continued)	
6. Learning about Mathematics	
<b>Level 1</b> <small>CLE 3.6.1</small>	Recognize the importance of providing developmentally appropriate opportunities for each child to explore and play with hands-on experiences and concrete materials related to mathematics.
<b>Level 2</b> <small>CLE 3.6.2</small>	Understand the importance of providing a variety of developmentally appropriate activities to support the mathematical skills of children.
<b>Level 3</b> <small>CLE 3.6.3</small>	<p>Implement mathematics activities based on the on-going formative assessment of children’s abilities, interests, and individual learning needs.</p> <p>Develop, plan, and create an environment which supports children’s development of:</p> <ul style="list-style-type: none"> <li>○ Counting and cardinality</li> <li>○ Determining quantity</li> <li>○ Sorting and classifying</li> <li>○ Sorting</li> <li>○ Creating sets</li> <li>○ Measuring</li> <li>○ Exploring addition and subtraction</li> <li>○ Spatial reasoning and shapes</li> <li>○ Making Patterns</li> </ul> <p>Clearly align mathematics activities with the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play- based mathematic activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of mathematical skills.</p> <p>Using observation and assessment data plan mathematic activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Model skills that promote the mathematical skills of children and adults</p> <p>Ensure that the planning, implementation and facilitation of mathematic activities are appropriate, culturally responsive, and adapted for children with special needs for each and every child in your care.</p>
<b>Level 4</b> <small>CLE 3.6.4</small>	Analyze, evaluate, and modify the mathematics curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced based best practices derived from research.
<b>Level 5</b> <small>CLE 3.6.5</small>	<p>Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the development of mathematical skills by young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the development of mathematical skills.</p>

Curriculum & Learning Environment	
3. Curriculum (continued)	
7. Learning about Science	
<p><b>Level 1</b></p> <p>CLE 3.7.1</p>	Recognize the importance of providing developmentally appropriate opportunities for each child to explore, experiment, play, and use creative expression related to understanding science areas.
<p><b>Level 2</b></p> <p>CLE 3.7.2</p>	Understand the importance of using providing a variety of developmentally appropriate activities to support the science skills of young children. Implement science activities based on the on-going formative assessment of children’s abilities, interests, and individual learning needs.
<p><b>Level 3</b></p> <p>CLE 3.7.3</p>	<p>Develop, plan, and create an environment which supports children’s development of:</p> <ul style="list-style-type: none"> <li>○ Exploration, observation, and hypotheses</li> <li>○ Investigation</li> <li>○ Analysis and conclusions</li> <li>○ Communication</li> </ul> <p>Clearly align science activities with the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play- based science activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of scientific concepts.</p> <p>Using observation and assessment data plan scientific activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of science activities are appropriate, culturally responsive, and adapted for children with special needs.</p>
<p><b>Level 4</b></p> <p>CLE 3.7.4</p>	Analyze, evaluate, and modify the science curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced based best practices derived from research.
<p><b>Level 5</b></p> <p>CLE 3.7.5</p>	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the development of science skills by young children. Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the development of science skills.

Curriculum & Learning Environment	
3. Curriculum (continued)	
8. Learning about Social Studies	
<p><b>Level 1</b></p> <p>CLE 3.8.1</p>	<p>Recognize the importance of providing developmentally appropriate opportunities for children to learn about family, community, and time.</p>
<p><b>Level 2</b></p> <p>CLE 3.8.2</p>	<p>Understand the importance of using providing a variety of developmentally appropriate activities to support the social studies understanding of young children.</p> <p>Implement social studies activities based on the on-going formative assessment of children’s abilities, interests, and individual learning needs.</p> <p>Provide props and materials to extend children’s play and learning related to interactions among people, resources, and communities.</p>
<p><b>Level 3</b></p> <p>CLE 3.8.3</p>	<p>Develop, plan, and create an environment that supports children’s understanding of social studies.</p> <p>Clearly align social studies activities with the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play- based social studies activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of scientific concepts.</p> <p>Using observation and assessment data, plan social study activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of social studies activities are appropriate, culturally responsive, and adapted for children with special needs.</p>
<p><b>Level 4</b></p> <p>CLE 3.8.4</p>	<p>Analyze, evaluate, and modify the social studies curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced-based best practices derived from research.</p>
<p><b>Level 5</b></p> <p>CLE 3.8.5</p>	<p>Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the development of social studies understanding by young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the children’s understanding of social studies.</p>

Curriculum & Learning Environment	
3. Curriculum (continued)	
9. Learning About Fine Arts	
<p><b>Level 1</b></p> <p>CLE 3.9.1</p>	<p>Recognize the importance of providing developmentally appropriate stimulating and nurturing each child’s creativity through fine arts experiences.</p>
<p><b>Level 2</b></p> <p>CLE 3.9.2</p>	<p>Understand the importance of using providing a variety of developmentally appropriate activities to support the fine arts skills and creativity of young children</p> <p>Implement fine arts activities based on the on-going formative assessment of children’s abilities, interests, and individual learning needs</p>
<p><b>Level 3</b></p> <p>CLE 3.9.3</p>	<p>Develop, plan, and create an environment which stimulates and nurtures each child’s creativity through a daily balance of developmentally appropriate and independent experiences in:</p> <ul style="list-style-type: none"> <li>○ Movement, music, and dance</li> <li>○ Dramatic activities</li> <li>○ Visual arts while emphasizing the process of creating art rather than a product</li> </ul> <p>Clearly align fine arts activities with the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play- based fine art activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of fine arts appreciation and skills that set the precedent for lifelong engagement in the fine arts.</p> <p>Using observation and assessment data plan fine art activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of fine art activities are appropriate, culturally responsive, and adapted for children with special needs.</p>
<p><b>Level 4</b></p> <p>CLE 3.9.4</p>	<p>Analyze, evaluate, and modify the fine arts curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced-based best practices derived from research.</p>
<p><b>Level 5</b></p> <p>CLE 3.9.5</p>	<p>Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the development of fine arts appreciation and skills by young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the development of fine arts appreciation and skills by young children.</p>

Curriculum & Learning Environment	
3. Curriculum (continued)	
10. Learning about Physical Development, Health, Safety, & Nutrition	
<p><b>Level 1</b></p> <p>CLE 3.10.1</p>	<p>Recognize the importance of play- based physical and motor activities that foster physical development and children’s understanding of health, safety, and nutrition.</p> <p>Recognize the importance of providing regular opportunities for every child to use health and safety practices, such as: moving/exercising, eating nutritious foods, relaxing, resting, washing hands, brushing teeth, preventing accidents, practicing safety rules, preventing harm to one’s body, getting routine medical care.</p> <p>Recognize the importance of providing opportunities for children to learn about, ask questions, and use stories and play-based activities to reduce anxiety about medical concepts (e.g., immunizations, dentist, and hospital).</p>
<p><b>Level 2</b></p> <p>CLE 3.10.2</p>	<p>Understand the importance of providing a variety of developmentally appropriate activities to support the physical development and children’s understanding of health, safety, and nutrition.</p> <p>Implement activities related to physical development, health, safety, and nutrition based on the on-going formative assessment of children’s abilities, interests, and individual learning needs.</p>
<p><b>Level 3</b></p> <p>CLE 3.10.3</p>	<p>Develop, plan, and create an environment that emphasizes play- based physical and motor activities and that foster development of skills in the areas of gross motor development and fine motor development as well as an understanding of personal health, safety, nutrition, and hygiene practices.</p> <p>Clearly align activities related to physical development, health, safety, and nutrition with the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play- based activities related to physical development, health, safety, and nutrition that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of children’s understanding of physical development, health, safety, and nutrition.</p> <p>Using observation and assessment data plan physical development, health, safety, and nutrition activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of physical development, health, safety, and nutrition activities are appropriate, culturally responsive, and adapted for children with special needs.</p>
<p><b>Level 4</b></p> <p>CLE 3.10.4</p>	<p>Analyze, evaluate, and modify the physical development, health, safety, and nutrition curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced-based best practices derived from research.</p>
<p><b>Level 5</b></p> <p>CLE 3.10.5</p>	<p>Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the development of children’s physical development and understanding of personal health, safety, nutrition, and hygiene practices.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the physical development and understanding of personal health, safety, nutrition, and hygiene practices.</p>

Curriculum & Learning Environment	
4. Schedules, Routines, & Transitions	
<i>1. Predictable &amp; Flexible Schedules &amp; Transitions</i>	
<b>Level 1</b> CLE 4.1.1	Recognize program guidelines for implementing schedules and transitions.
<b>Level 2</b> CLE 4.1.2	Implement consistent, predictable routines and schedules. Observe, identify and discuss how predictable and flexible schedules, routines, and transitions support each child’s needs, interests, and developmental
<b>Level 3</b> CLE 4.1.3	Conduct and manage daily activities and routines in a way that maximizes opportunities for growth, development, and learning.
<b>Level 4</b> CLE 4.1.4	Develop, plan, and implement a program that is predictable, with a flexible schedule and includes routines and appropriate transitions.
<b>Level 5</b> CLE 4.1.5	Analyze, evaluate, and modify the routines, schedules, and transitions to maximize the growth, development and learning of children. Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the implementation of predictable and flexible routines, schedules, and transitions. Advocate for licensing regulations and quality standards to ensure best practices through the implementation of predictable and flexible schedules and transitions.
<i>2. Balanced Schedules</i>	
<b>Level 1</b> CLE 4.2.1	Recognize program guidelines for implementing schedules.
<b>Level 2</b> CLE 4.2.2	Implement plans that contain a varied and balanced schedule. Observe, identify and discuss how balanced schedules support each child’s needs, interests, and developmental needs. Conduct and manage daily activities and routines in a way that maximizes opportunities for growth, development, and learning.
<b>Level 3</b> CLE 4.2.3	Develop, plan, and implement a program with varied and balanced schedules that includes: <ul style="list-style-type: none"> <li>○ Active and quiet activities</li> <li>○ Indoor and outdoor experiences</li> <li>○ Individual as well as group (if age/stage appropriate) opportunities for learning and creative expressions</li> <li>○ Child-initiated activities and adult-directed activities</li> </ul>
<b>Level 4</b> CLE 4.2.4	Analyze, evaluate, and modify the daily schedule to ensure continuous improvement in scheduling and planning variation and balance in schedules.
<b>Level 5</b> CLE 4.2.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the implementation of varied and balanced schedules to ensure that every child’s needs, developmental levels, and interests are addressed. Advocate for licensing regulations and quality standards to ensure best practices through the implementation of varied and balanced schedules.

## Curriculum & Learning Environment

### 5. Physical Environment

#### 1. Environments That Nurture Development

<b>Level 1</b> CLE 5.1.1	Recognize program guidelines for maintaining safe, comfortable, healthy environments. Recognize the elements of the environment that support each child's active exploration.
<b>Level 2</b> CLE 5.1.2	Observe, identify and discuss how elements of the environment support each child's active exploration. Conduct and manage daily activities and routines in a way that maximizes opportunities for growth, development, and learning.
<b>Level 3</b> CLE 5.1.3	Develop, plan, and implement environments that evolve from children's needs, interests, experiences and culture and that facilitate independence, exploration and discovery, and that stimulate learning across content areas. The environment should also encourage: <ul style="list-style-type: none"><li>○ Active involvement,</li><li>○ Taking initiative,</li><li>○ Accepting responsibility, and</li><li>○ A growing sense of autonomy</li></ul> through the selection and use of materials and equipment appropriate for individual learning, developmental levels, special needs, and the languages and cultures in Arizona. Provide individual and cooperative opportunities for every child to learn through various strategies that include decision-making, problem-solving, and inquiry experiences.
<b>Level 4</b> CLE 5.1.4	Analyze, evaluate, and modify indoor and outdoor physical environment to ensure safety, comfort and developmental appropriateness and to maximize the growth, development and learning of children. Demonstrate for others the skills necessary to organize the indoor and outdoor physical environment to ensure safety, comfort and developmental appropriateness and maximize the growth, development and learning of children.
<b>Level 5</b> CLE 5.1.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the creation and implementation of safe, comfortable, and healthy environments to ensure that every child's needs, interests, and developmental levels are addressed. Advocate for licensing regulations and quality standards to ensure children experience safe, comfortable, and healthy environments.



## Curriculum & Learning Environment

### 5. Physical Environment (continued)

<i>2. Monitoring the Physical Environment</i>	
<b>Level 1</b> CLE 5.2.1	Recognize the importance of program guidelines for monitoring and maintaining the physical environments.
<b>Level 2</b> CLE 5.2.2	Observe, identify and discuss the importance of monitoring the physical environment. Conduct and manage daily activities and routines while monitoring the physical environment and making appropriate modifications.
<b>Level 3</b> CLE 5.2.3	Develop, plan, and implement appropriate monitoring of the physical environment to ensure: <ul style="list-style-type: none"> <li>○ Safety</li> <li>○ Unobstructed pathways</li> <li>○ Ability to see and hear all children at all times</li> <li>○ Variety of activities to meet diverse levels of development</li> <li>○ Nurturing of decision- making, autonomy, and creativity</li> <li>○ Access to materials and activities for all children, including those with special needs</li> <li>○ Storage for personal belongings</li> <li>○ Minimization of interruptions</li> <li>○ Active and quiet activities</li> <li>○ Support of individual and group activities</li> </ul>
<b>Level 4</b> CLE 5.2.4	Analyze, evaluate, and modify the physical environment to ensure safety, comfort and developmental appropriateness and to maximize the growth, development and learning of children. Develop methods, procedures, and guidelines for monitoring the physical environment.
<b>Level 5</b> CLE 5.2.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices regarding monitoring of the physical environment to ensure the safety of every child. Advocate for licensing regulations and quality standards to ensure the safety of every child.
<i>3. Current Trends in Environmental Design</i>	
<b>Level 1</b> CLE 5.3.1	Implement changes in the learning environment as directed.
<b>Level 2</b> CLE 5.3.2	Observe, identify and discuss the importance of adapting environments based current information and trends in learning environment design. Implement changes in physical environments based on current information on environmental design.
<b>Level 3</b> CLE 5.3.3	Develop, plan, and implement optimal environments for young children taking into account current information and trends in learning environment design.
<b>Level 4</b> CLE 5.3.4	Analyze, evaluate, and modify the environment to continually update the design of the indoor and outdoor learning environments.
<b>Level 5</b> CLE 5.3.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices regarding the design of indoor and outdoor early childhood environments.

Curriculum & Learning Environment	
6. Materials & Equipment	
<i>1. Materials Appropriate to Age &amp; Ability</i>	
<b>Level 1</b> CLE 6.1.1	Recognize the importance of using clean, safe, and developmentally appropriate materials.
<b>Level 2</b> CLE 6.1.2	Understand the importance of using developmentally appropriate materials that foster initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving. Implement strategies to ensure the availability of developmentally appropriate materials and manipulatives for every child.
<b>Level 3</b> CLE 6.1.3	Develop, plan, select, and/or create developmentally appropriate materials and equipment that fosters initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving.
<b>Level 4</b> CLE 6.1.4	Analyze, evaluate, and modify the availability of developmentally appropriate materials and equipment that foster initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving.
<b>Level 5</b> CLE 6.1.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices related to developmentally appropriate materials and equipment. Advocate for licensing regulations and quality standards to ensure children are provided with developmentally appropriate materials and equipment that fosters initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving.
<i>2. Culturally Responsive Materials &amp; Equipment</i>	
<b>Level 1</b> CLE 6.2.1	Recognize the importance of using learning materials and equipment that are culturally responsive.
<b>Level 2</b> CLE 6.2.2	Understand the importance of learning experiences that involve materials, literature and equipment that demonstrates diversity in developmental abilities, family composition, and cultural backgrounds.
<b>Level 3</b> CLE 6.2.3	Develop, plan, select, and/or create materials and equipment that that demonstrates diversity in developmental abilities, family composition, and cultural backgrounds.
<b>Level 4</b> CLE 6.2.4	Analyze, evaluate, and modify the selection and use of materials and equipment that demonstrates diversity in developmental abilities, family composition, and cultural backgrounds and encourages respectful relationships among all people.
<b>Level 5</b> CLE 6.2.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices related to culturally responsive materials and equipment. Advocate for licensing regulations and quality standards to ensure children are provided culturally responsive materials and equipment.

## Curriculum & Learning Environment

### 6. Materials & Equipment (continued)

#### 3. Variety in Materials & Equipment

<b>Level 1</b> CLE 6.3.1	Recognize the importance of rotating learning materials and equipment to provide variety in children's experiences and to stimulate new interests.
<b>Level 2</b> CLE 6.3.2	Understand the importance of implementing learning experiences that provide exposure to a wide range of materials and equipment.
<b>Level 3</b> CLE 6.3.3	Rotate materials and equipment to challenge learners to acquire new interests and skills.
<b>Level 4</b> CLE 6.3.4	Analyze, evaluate, and modify the selection of materials and equipment that is provided on a rotating basis. Encourage teachers, caregivers, staff, and families to provide materials and equipment to children on a rotating basis.
<b>Level 5</b> CLE 6.3.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices related to children's exposure to a variety of materials and equipment. Advocate for licensing regulations and quality standards to ensure children are provided learning experiences that provide exposure to a wide range of materials and equipment.

## Curriculum & Learning Environment

### 7. Collaboration

#### 1. Collaborating with Peers to Improve the Learning Environment

<b>Level 1</b> CLE 7.1.1	Recognize the importance of collaboration with other professionals to enhance the learning environment.
<b>Level 2</b> CLE 7.1.2	Understand the importance of participation in various avenues of collaboration with others to improve the learning environment, such as professional meetings, trainings, e-mail, listserv discussions, etc.
<b>Level 3</b> CLE 7.1.3	Actively collaborate with other professionals to create ways to enhance the physical and psychological aspects of the learning environment.
<b>Level 4</b> CLE 7.1.4	Support collaboration among staff members. Provide leadership and time for providers to establish and maintain collaborative opportunities designed to enhance skills in improving the learning environment.
<b>Level 5</b> CLE 7.1.5	Analyze, evaluate, articulate, and apply current theory and evidence-based research with other professionals on ways to improve the learning environment.

#### 2. Collaborating with the Community to Improve the Learning Environment

<b>Level 1</b> CLE 7.2.1	Recognize the importance of establishing and maintaining positive relationships with families, colleagues, businesses, and the larger community to develop an effective learning environment.
<b>Level 2</b> CLE 7.2.2	Understand the importance of establishing and maintaining positive relationships with families, colleagues, businesses, and the larger community. Practice verbal, non-verbal, and written communication skills to develop positive working relationships with others.
<b>Level 3</b> CLE 7.2.3	Demonstrate a variety of strategies to achieve positive working relationships with families, colleagues, businesses, and the larger community to optimize the learning environment.
<b>Level 4</b> CLE 7.2.4	Demonstrate leadership by establishing positive relationships with families, colleagues, businesses, and the larger community. Promote continuous community collaboration.
<b>Level 5</b> CLE 7.2.5	Advocate for early childhood education policies and best practices at the federal, state and local levels as well as with families, business, foundations, and academia.

# Arizona Early Childhood Workforce Knowledge & Competencies

## Child Observation & Assessment

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Assessment Plans & Procedures
  - 1.1 Assessment Planning
  - 1.2 Assessment Procedures
2. Assessment Uses
  - 2.1 For the Identification/Diagnosis of Special Needs
  - 2.2 For On-Going Progress Monitoring of Children for Daily Curriculum Planning
3. Assessment Related to Special Needs
  - 3.1 Individualized Family Service Plans (IFSPs), Individualized Education plans (IEPs), Individualized Health Care Plans (IHPs), and 504s
  - 3.2 Responsive Use of Assessment Data
  - 3.3 Multidisciplinary Teams
4. Communication with Families
  - 4.1 Listening to & Learning from Families
  - 4.2 Sharing Assessment Results
5. Confidentiality
  - 5.1 Maintaining Confidentiality
  - 5.2 Avoiding Negative Labeling

## Child Observation & Assessment (COA)

### *Rationale*

Observation and assessment form an ongoing cycle that is the basis for making educational decisions, informing curriculum planning and evaluating goals for children and programs. Both must be done intentionally and provide a rationale for curriculum planning, teaching strategies, adjustments, accommodations and referrals. Professionals working with young children must observe constantly and maintain documentation of these observations which must take place in all spaces, at all times, and over time so as to form the most complete picture possible of a child.

Assessment, the systematic collection of information and the subsequent analysis of a child's growth and development processes, must also take place continually over time and use tools that are congruent with what is known about developmentally appropriate practice and culturally responsive practice. Because assessment data guide decisions that affect individual children, early childhood professionals must identify the purposes of assessment, use reliable and valid assessment procedures, and ensure that information is used to support children rather than exclude. Finally, professionals must know how to share child assessment information with families and other professionals in an appropriate and confidential manner.

### *Core Knowledge Components*

In order for children to thrive and benefit from the practices of observation and assessment, early childhood professionals must understand:

- **Assessment Plans and Procedures** – They understand planning and collecting data.
- **Assessment Uses** – They use assessment for the identification/diagnosis of special needs and for on-going progress monitoring for daily curriculum planning.
- **Assessment Related to Special Needs** – They recognize the role of assessment in Individual Family Service Plans (IFSPs), Individualized Education Plans (IEPs), Individualized Healthcare Plans (IHPs), and 504s.
- **Communication with Families** – They listen to and learn from families, and they share assessment results with families.
- **Confidentiality** – They maintain confidentiality and avoid negative labeling.

### *Core Knowledge Competencies*

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved most or all of the competencies at Level I and II.

Child Observation & Assessment	
1. Assessment Plans & Procedures	
1. <i>Assessment Planning</i>	
<p><b>Level 1</b></p> <p>COA 1.1.1</p>	Follow instructions for implementing assessment plans, maintaining records, and collecting work samples.
<p><b>Level 2</b></p> <p>COA 1.1.2</p>	Identify sources of assessment data, e.g., observations, parental interviews, work samples, and anecdotal records*, to document development, behaviors, and interests on a regular basis.
<p><b>Level 3</b></p> <p>COA 1.1.3</p>	<p>Develop plans and procedures for ongoing assessment of individual children using both formal and informal assessments focused on behavior and development in order to identify:</p> <ul style="list-style-type: none"> <li>○ Interests</li> <li>○ Needs</li> <li>○ Developmental progress</li> <li>○ Possible need for diagnostic testing</li> </ul>
<p><b>Level 4</b></p> <p>COA 1.1.4</p>	<p>Create systematic plans and procedures for ongoing assessment of children in all areas of behavior and development by:</p> <ul style="list-style-type: none"> <li>○ Using assessment tools that are valid, reliable, and sensitive to diverse cultural and linguistic backgrounds</li> <li>○ Creating schedules for both ongoing and periodic collection of assessment data</li> <li>○ Planning methods to communicate assessment results to families</li> </ul>
<p><b>Level 5</b></p> <p>COA 1.1.5</p>	Analyze, evaluate, articulate, and apply current research to evidence-based best practices and policies on assessment.

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\* Indicates term defined in the glossary the first time it appears in the document.

Child Observation & Assessment	
1. Assessment Plans & Procedures (continued)	
2. Assessment Procedures	
<p><b>Level 1</b></p> <p>COA 1.2.1</p>	Recognize the importance of observing and gathering information relating to children’s cognitive, socio-emotional, and physical development.
<p><b>Level 2</b></p> <p>COA 1.2.2</p>	Observe, identify and discuss the importance of using a variety of methods for the documentation of cognitive, socio- emotional, and physical development on an on- going basis.
<p><b>Level 3</b></p> <p>COA 1.2.3</p>	<p>Develop, plan, select, and schedule procedures for health and developmental screening* using methods which:</p> <ul style="list-style-type: none"> <li>○ Are reliable and valid</li> <li>○ Are sensitive to dual language learners and/or children with special needs.</li> </ul> <p>Implement methods for the assessment of cognitive, socio- emotional, and physical development using developmentally appropriate authentic assessments such as:</p> <ul style="list-style-type: none"> <li>○ Checklists</li> <li>○ Observations</li> <li>○ Work samples</li> <li>○ Rating scales</li> </ul>
<p><b>Level 4</b></p> <p>COA 1.2.4</p>	<p>Analyze, evaluate, and modify assessment procedures by planning, implementing, evaluating, and revising as needed with attention to:</p> <ul style="list-style-type: none"> <li>○ Staff training</li> <li>○ Sensitivity towards cultural and linguistic backgrounds</li> <li>○ Periodic health and development milestones</li> <li>○ Follow-up with norm-referenced assessment where indicated</li> <li>○ Adaptation of curriculum based on assessment</li> <li>○ Procedures for intervention if needed</li> </ul>
<p><b>Level 5</b></p> <p>COA 1.2.5</p>	<p>Analyze, evaluate, articulate, and apply current theory, research, and policy on developmentally appropriate authentic assessments.</p> <p>Advocate for licensing regulations and quality standards to ensure the use of reliable and valid assessments that are sensitive to dual language learners and/or children with special needs.</p>

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Child Observation & Assessment	
2. Assessment Uses	
<i>1. For the Identification/Diagnosis of Special Needs</i>	
<b>Level 1</b> COA 2.1.1	Recognize the importance of using developmental screening to identify/diagnose children who are at risk for developmental delays or may require special needs services.
<b>Level 2</b> COA 2.1.2	Understand the differences between developmental screening and other types of assessment in early childhood. As appropriate, assist staff or specialists in conducting screenings.
<b>Level 3</b> COA 2.1.3	Collaborate with qualified staff or specialists to administer developmental screening. Provide follow-up recommendations to families for children in need of further assessment or intervention.
<b>Level 4</b> COA 2.1.4	Develop program guidelines related to developmental screening. Provide learning opportunities for staff, colleagues, and families on the use, benefits, and limitations of developmental screening.
<b>Level 5</b> COA 2.1.5	Analyze, evaluate, articulate, and apply current theory, research, and policy on appropriate developmental screening to identify/diagnose children who are at risk for development delays. Facilitate the provision of training for early childhood professionals who conduct developmental screening of young children. Advocate for licensing regulations and quality standards that support using developmental screening to identify/diagnose children who are at risk for developmental delays. Advocate for assessment or intervention services and resources for children who are identified as at- risk for developmental delays or are in need of further assessment.
<i>2. For Ongoing Progress Monitoring of Children for Daily Curriculum Planning</i>	
<b>Level 1</b> COA 2.2.1	Recognize the importance of using daily assessment of children to plan, implement, and adjust classroom experiences to promote children’s cognitive, socio-emotional, and physical development.
<b>Level 2</b> COA 2.2.2	Implement learning experiences based on daily observations and monitoring of individual children’s interests, needs, and skills. Engage in interactions that assist learners in reflecting on their own progress and setting learning and achievement goals.
<b>Level 3</b> COA 2.2.3	Develop, plan, and select a systematic approach for daily observations and monitoring of individual children’s interests, needs, and skills. Observe, identify and discuss the importance of using on-going progress monitoring to determine individual child developmental needs, strengths and aspirations. Implement on-going monitoring to plan and adjust daily activities based on individual needs and skills.
<b>Level 4</b> COA 2.2.4	Create systematic plans and procedures for ongoing assessment of individual growth, development, and learning progress and academic achievements and challenges. Analyze, evaluate, and modify assessment procedures to plan and adjust daily activities.
<b>Level 5</b> COA 2.2.5	Analyze, evaluate, articulate, and apply current theory, research, and policy for the on- going monitoring of children and curriculum planning. Promote evidence-based best practices for the on-going monitoring of children for daily curriculum planning. Develop resources to support the use of on- going monitoring of children for daily curriculum planning. Advocate for licensing regulations and quality standards that support the use of on-going progress monitoring of children for daily curriculum planning.

Child Observation & Assessment	
3. Assessment Related to Special Needs	
<i>1. Individualized Family Service Plans (IFSPs), Individualized Education Plans (IEPs), Individualized Healthcare Plans (IHPs) and 504s<sup>9</sup></i>	
<b>Level 1</b> COA 3.1.1	Recognize the role assessment plays in IFSPs, IEPs, IHPs and 504s.
<b>Level 2</b> COA 3.1.2	Use assessment data to assist in the development IFSPs, IEPs, IHPs and 504s.
<b>Level 3</b> COA 3.1.3	Integrate data from a variety of sources to make decisions and to assist in the development and implementation of IFSPs, IEPs, IHPs and 504s.
<b>Level 4</b> COA 3.1.4	Analyze, evaluate, and modify a program’s use of assessment data to construct IFSPs, IEPs, IHPs and 504s.
<b>Level 5</b> COA 3.1.5	Select and interpret information from developmental screening and standardized assessment instruments to construct IFSPs, IEPs, IHPs and 504s.
<i>2. Responsive Use of Assessment Data</i>	
<b>Level 1</b> COA 3.2.1	Recognize the importance of tailored approaches needed for implementation of IFSPs, IEPs, IHPs and 504s.
<b>Level 2</b> COA 3.2.2	Observe, identify and discuss the importance of using assessment data to design the learning environment and plan activities based on individual needs and skills.
<b>Level 3</b> COA 3.2.3	Identify relevant environmental risk factors that affect developmental progress and recommend referrals for diagnostic testing and special services.
<b>Level 4</b> COA 3.2.4	Provide support and resources for staff to facilitate: <ul style="list-style-type: none"> <li>○ Implementation of curricula based on assessments</li> <li>○ Consultative services needed for diagnostic testing and implementation of recommendation.</li> </ul>
<b>Level 5</b> COA 3.2.5	Ensure consideration is given to cultural, linguistic, and environmental influences during the planning, selecting, adapting, and implementing of assessments.

<sup>9</sup> An Individual Service Program (ISP), specifying services and service hours, is used when a child is placed in a private child care or education setting and the parents decline public school services. For more information, go to <http://www.pacer.org/>

## Child Observation & Assessment

### 3. Assessment Related to Special Needs (continued)

#### 3. *Multidisciplinary Teams*

<b>Level 1</b> COA 3.3.1	Provide information as requested by the multidisciplinary team.
<b>Level 2</b> COA 3.3.2	Participate as a member of a multidisciplinary assessment team when needed.
<b>Level 3</b> COA 3.3.3	Initiate request for multidisciplinary assessments as needed and participate as team member when appropriate.
<b>Level 4</b> COA 3.3.4	Coordinate arrangements for multidisciplinary assessment when needed.
<b>Level 5</b> COA 3.3.5	Foster and maintain professional relationships across disciplines in order to create collaboration within the community.

Child Observation & Assessment		
4. Communication with Families		
<i>1. Listening to &amp; Learning from Families</i>		
<b>Level 1</b> COA 4.1.1	Recognize the importance of listening attentively to information shared and using information obtained to inform planning.	
<b>Level 2</b> COA 4.1.2	Engage in a systematic approach to ensure on- going communication with families.	
<b>Level 3</b> COA 4.1.3	Demonstrate and assist others with the development of effective communication skills.	
<b>Level 4</b> COA 4.1.4	Develop, plan, select, and/or create a systematic approach for communication with family members.	
<b>Level 5</b> COA 4.1.5	Analyze, evaluate, articulate, and apply current theory, research, and policy on effective communication with families.	
<i>2. Sharing Assessment Results</i>		
<b>Level 1</b> COA 4.2.1	Recognize the importance of sharing assessment results with family members at appropriate times.	
<b>Level 2</b> COA 4.2.2	Observe, identify, and discuss the importance of using a variety of formal and informal methods to share observations and assessments in a respectful and sensitive manner.	
<b>Level 3</b> COA 4.2.3	Plan and implement regular (two or three times a year) conferences are held to share: <ul style="list-style-type: none"> <li>○ Child's progress</li> <li>○ Assessment results</li> </ul>	
<b>Level 4</b> COA 4.2.4	Demonstrate sensitivity to family values, culture, and home language.	
<b>Level 5</b> COA 4.2.5	Analyze, evaluate, and modify policies and procedures to guide staff in sharing of assessment results and the implementation of conferences with families.	
<b>Level 5</b> COA 4.2.5	Analyze, evaluate, articulate, and apply current theory, research, and policy for communication of assessment information.	

Child Observation & Assessment	
5. Confidentiality	
<i>1. Maintaining Confidentiality</i>	
<b>Level 1</b> COA 5.1.1	Recognize the importance of maintaining confidentiality of assessment outcomes at all times.
<b>Level 2</b> COA 5.1.2	Observe, identify, and discuss the importance of demonstrating sensitivity to and maintaining confidentiality guidelines when communicating and collaborating with families and other professionals. Implement confidentiality guidelines when communicating and collaborating with families and other professionals.
<b>Level 3</b> COA 5.1.3	Develop, plan, and implement a systematic approach to maintaining confidentiality of individual child assessment results.
<b>Level 4</b> COA 5.1.4	Demonstrate guidelines and methods of maintaining confidentiality. Inform staff and families of the confidentiality guidelines that include information on: <ul style="list-style-type: none"> <li>○ Who has access to child’s records</li> <li>○ Laws and regulations regarding family members’ right to gain access to files with special attention to legal issues, e.g., foster parents, non-custodial parents, or designated caregivers</li> </ul>
<b>Level 5</b> COA 5.1.5	Advocate for licensing regulations and quality standards to ensure the adherence to current laws and regulations governing all matters involved in the area of confidentiality.
<i>2. Avoiding Negative Labeling</i>	
<b>Level 1</b> COA 5.2.1	Recognize the importance of “people- first” language when referring to a child with special needs, e.g., child with autism rather than autistic child.
<b>Level 2</b> COA 5.2.2	Observe, identify, and discuss the importance of using respectful language, consistently using “people first” language and helping others learn the value of this approach.
<b>Level 3</b> COA 5.2.3	Exhibit positive and constructive methods for sharing assessment information. Share assessment information that results in collaborative plans to optimize development.
<b>Level 4</b> COA 5.2.4	Analyze, evaluate, and implement policies and procedures to ensure negative labels are not used when sharing assessment information with colleagues or family members.
<b>Level 5</b> COA 5.2.5	Advocate for licensing regulations and quality standards to ensure the ethical and respectful use of language and terminology.

# Arizona Early Childhood Workforce Knowledge & Competencies

## Effective Interactions

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Relationships
  - 1.1 Respect
  - 1.2 Psychological Safety & Attachment
  - 1.3 Respectful Voice Tones
  - 1.4 Building Trust
  - 1.5 Respecting Diversity
  - 1.6 Accepting Individual Differences
2. Interactions for Learning
  - 2.1 Concept Development
  - 2.2 Quality of Feedback
3. Group Interactions
  - 3.1 Group Process & Structure
  - 3.2 Classroom Management
4. Communication
  - 4.1 Establishing a Calm, Unhurried Atmosphere
  - 4.2 Engaging in Various Forms of Communication
  - 4.3 Basic Listening
  - 4.4 Verbal & Non-Verbal Expression
  - 4.5 Oral communication Strategies
5. Guidance
  - 5.1 Behavior Expectation
  - 5.2 Expectations for Respectful Interactions
  - 5.3 Nurturing Autonomy & Self-Regulation
  - 5.4 Prosocial Skills
  - 5.5 Managing Change
  - 5.6 Strategies to Promote Prosocial Behavior
  - 5.7 Challenging Behaviors
  - 5.8 Conflict Resolution
6. Interactions with Families
  - 6.1 Positive Family Communication

## Effective Interactions (EI)

### Adult-Child, Child-Adult & Child-Child

#### *Rationale*

Relationships between caring adults and children and among children create the context for healthy social and emotional development. Developmental and educational research has suggested that efforts to promote children's school readiness should focus on supporting their social-emotional development as well as their cognitive development. Interactions and guidance are a fundamental part of the learning environment and curricula.

Whether children's development is supported or compromised by these relationships is determined in large part by the quality of their social-emotional experiences and the role played by early childhood professionals. It is vital that professionals understand the principles and practices that promote a psychologically safe and secure environment where prosocial\* behavior is modeled and encouraged, where conflict resolution and problem solving skills are taught, and where a sense of community for children and families is fostered.

#### *Core Knowledge Components*

Building on an understanding of how children grow and develop, early childhood professionals in all types of programs establish positive interactions with children and families and embrace best practices in five key areas:

- **Relationships** – They create positive and nurturing relationships with respect, psychological safety and attachment, respectful voice tones, and trust, respecting diversity and accepting individual differences.

- **Interactions for Learning** – They use effective questioning and interaction strategies and quality feedback to extend children's learning and development.
- **Group Interactions** – They understand group process and structure and practice effective classroom management.
- **Communication** – They establish a calm, unhurried atmosphere, engage in various forms of communication, listen attentively, and use verbal and non-verbal expression and oral communication strategies.
- **Guidance** – They provide guidance through expectations for behavior and respectful interactions. They nurture autonomy, self-regulation and prosocial skills. They manage schedules and transitions, address challenging behaviors, and engage in conflict resolution.
- **Interactions with Families** – They build positive and reciprocal partnerships with families in order to facilitate deeper understanding of values and needs.

#### *Core Knowledge Competencies*

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved most or all of the competencies at Level I and II.

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## Effective Interactions (Adult-Child, Child-Adult, Child-Child)

### 1. Relationships

#### 1. *Respect*

<b>Level 1</b>	EI 1.1.1	Recognize the need to be respectful, nurturing and show mutual consideration between adults and children, children and adults, and among children.
<b>Level 2</b>	EI 1.1.2	Understand the importance of respect for individual differences in temperament, abilities, and social-emotional development. Demonstrate respect for children using eye contact, speaking in a warm, calm voice, using appropriate body orientation, using respectful language, and engaging in cooperation and/or sharing.
<b>Level 3</b>	EI 1.1.3	Apply knowledge of child development theory to adjust expectations and create an environment that fosters respect between adults and children, children and adults, and among children.
<b>Level 4</b>	EI 1.1.4	Demonstrate and model respect in all interactions with children, teachers, caregivers, parents, and community members. Develop, plan, and create program policies that honor and affirm cultural, linguistic, developmental, and individual differences.
<b>Level 5</b>	EI 1.1.5	Promote evidence-based best practices to facilitate a positive classroom or group climate Analyze, evaluate, articulate, and apply current theory, research, and policy to ensure positive interactions between children and adults.



Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
1. Relationships (continued)	
2. Psychological Safety & Attachment	
<p><b>Level 1</b></p> <p>EI 1.2.1</p>	Recognize the importance of consistency, continuity, and responsiveness in supporting children’s emotional development.
<p><b>Level 2</b></p> <p>EI 1.2.2</p>	<p>Understand the importance of building trusting relationships with children</p> <p>Engage in interactions that support individual children’s emotional needs by maintaining physical proximity and speaking with a positive affect (smiling, laughter, enthusiasm, and verbal or physical affection).</p>
<p><b>Level 3</b></p> <p>EI 1.2.3</p>	<p>Develop, plan, and create a learning environment with predictability, physical, and emotional safeguards to enhance each child’s self-concept, self-regulation, and self-esteem.</p> <p>Ensure children’s emotional needs are met by providing individual attention to each child on a daily basis.</p> <p>Ensure the provision of care continuity (same caregiver over an extended period) when working with children from birth to age 3.</p> <p>Model and help others acquire skills for establishing secure attachment relationships and maintaining children’s psychological safety.</p>
<p><b>Level 4</b></p> <p>EI 1.2.4</p>	<p>Analyze, evaluate and modify the learning environment to ensure predictability, physical, and emotional safeguards to enhance each child’s self-concept, self-regulation, and self-esteem.</p> <p>Develop staffing policies that sustain stability and consistency in the program environment.</p> <p>Ensure professional development opportunities for staff and resources for families, about the critical nature of relationships, attachment, responsiveness, and respect.</p> <p>Work to promote staff retention to ensure continuity for children and families.</p>
<p><b>Level 5</b></p> <p>EI 1.2.5</p>	<p>Promote evidence-based best practices to facilitate psychological safety and secure attachments, including continuity of care for infants and toddlers (birth to age 3.)</p> <p>Advocate and facilitate collaboration among early childhood educators and key partners to create understanding of continuity of care.</p> <p>Analyze, evaluate, articulate, and apply current theory, research, and policy to ensure positive relationships between children and adults.</p>

Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
1. Relationships (continued)	
3. Respectful Voice Tones	
<b>Level 1</b> <small>EI 1.3.1</small>	Recognize the importance of using a calm and respectful tone of voice and respectful language with children, families, and colleagues.
<b>Level 2</b> <small>EI 1.3.2</small>	Use a calm and respectful tone of voice and respectful language with children, families, and colleagues (e.g., no yelling or threats). Encourage children to use a respectful tone of voice and respectful language with each other.
<b>Level 3</b> <small>EI 1.3.3</small>	Model and assist others in acquiring necessary skills for maintaining an atmosphere characterized by warm, calm, and respectful voice tones, respectful language, appropriate eye contact, and proper body orientation (i.e., at child’s level, looking at child when speaking, and giving appropriate non-verbal feedback such as nodding, smiling, or laughing).
<b>Level 4</b> <small>EI 1.3.4</small>	Develop, plan, and organize the learning environment to reflect appropriate interaction styles with children and families. Provide professional development opportunities for staff to acquire skills to engage in appropriate interactions with children, families, and colleagues.
<b>Level 5</b> <small>EI 1.3.5</small>	Promote evidence-based best practices to facilitate a positive classroom or group climate Analyze, evaluate, articulate, and apply current theory, research, and policy to ensure positive interactions between children and adults, adults and children and among children.
4. Building Trust	
<b>Level 1</b> <small>EI 1.4.1</small>	Recognize the importance of consistency, continuity, and responsiveness in building a trusting relationship. Recognize when a child in distress and requires adult attention. Recognize the importance of responding to a child’s needs quickly and supportively. Recognize the importance of engaging in positive communication with children.
<b>Level 2</b> <small>EI 1.4.2</small>	Engage in interactions that create a nurturing emotional climate that provides security for children. Display positive interaction with children that includes smiling, enthusiasm, and verbal and physical affection.
<b>Level 3</b> <small>EI 1.4.3</small>	Develop, plan, and organize the learning environment to reflect the importance of consistency, continuity, and responsiveness in supporting children’s development. Provide for consistency and predictability of: <ul style="list-style-type: none"> <li>○ Adults present</li> <li>○ Behavioral expectations</li> <li>○ Guidance techniques</li> <li>○ Routines</li> <li>○ Transitions</li> </ul>
<b>Level 4</b> <small>EI 1.4.4</small>	Analyze, evaluate, and modify the learning environment to support children’s ability to build trust with adults. Provide professional development opportunities to teachers, caregivers, and staff and resources for families regarding the critical nature of relationships, attachment, responsiveness, and respect in building trust with children.
<b>Level 5</b> <small>EI 1.4.5</small>	Promote evidence-based best practices to facilitate a positive classroom or group climate. Analyze, evaluate, articulate, and apply current theory, research, and policy to ensure positive interactions between children and adults, adults and children and among children.

Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
1. Relationships (continued)	
<i>5. Respecting Diversity</i>	
<b>Level 1</b> EI 1.5.1	Demonstrate respect for diversity of children’s culture, language, and religion in all interactions.
<b>Level 2</b> EI 1.5.2	Actively foster respect for diversity both in individual and group interactions. Provide activities that reflect a welcoming environment for all young children.
<b>Level 3</b> EI 1.5.3	Develop, plan and create an environment that serves as a model of respect for diversity for children and families.
<b>Level 4</b> EI 1.5.4	Analyze, evaluate, and implement policies and procedures to ensure the program has strategies for achieving respect for diversity. Provide professional development opportunities to teachers, caregivers, and staff to develop and improve skills for interacting with diverse children and families in ways that respect all people.
<b>Level 5</b> EI 1.5.5	Analyze, evaluate, articulate, and apply current theory, research, and policy on diversity in early childhood.
<i>6. Accepting Individual Differences</i>	
<b>Level 1</b> EI 1.6.1	Recognize and accept individual differences in behavior as they are influenced by: <ul style="list-style-type: none"> <li>○ Age and stage of development</li> <li>○ Family background</li> <li>○ Culture</li> <li>○ Ability</li> <li>○ Temperament</li> <li>○ Individual strengths</li> <li>○ Interests</li> </ul>
<b>Level 2</b> EI 1.6.2	Demonstrate acceptance of and nurture children’s abilities to understand and accept differences among peers. Affirm each child’s cultural, linguist, developmental, and individual identity.
<b>Level 3</b> EI 1.6.3	Develop, plan, and implement program-wide strategies for promoting acceptance of differences among and between children to affirm each child’s cultural, linguist, developmental, and individual identity. Demonstrate strategies that can assist staff in the development of skills to nurture children’s abilities to accept differences among peers.
<b>Level 4</b> EI 1.6.4	Analyze, evaluate, and modify program-wide strategies for promoting acceptance of all children, families, and adults.
<b>Level 5</b> EI 1.6.5	Provide learning opportunities based on evidence-based best practices research for early childhood educators, families, and community members that informs and builds understanding and appreciation for individual differences.

Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
2. Interactions for Learning	
1. <i>Concept Development</i>	
<b>Level 1</b> EI 2.1.1	Recognize the role of adult and child interactions to facilitate the development of children’s concept development and analysis and reasoning skills.
<b>Level 2</b> EI 2.1.2	Implement interaction strategies that encourage children to ask why and how questions and engage in problem solving.
<b>Level 3</b> EI 2.1.3	Develop, plan, and implement program-wide strategies for promoting effective questioning and interactions that support children’s concept development and analysis and reasoning skills.  Plan and guide classroom experiences that require effective questioning and interactions between adult and child and includes: <ul style="list-style-type: none"> <li>○ Exploration</li> <li>○ Brainstorming</li> <li>○ Problem solving</li> <li>○ Experimentation and prediction</li> <li>○ Comparison and classification</li> <li>○ Evaluation and summarizing<sup>10</sup></li> </ul>
<b>Level 4</b> EI 2.1.4	Analyze, evaluate, and modify program-wide learning strategies that promote children’s concept development and analysis and reasoning skills.  Demonstrate best practices for interacting with children in ways to facilitate concept development and analysis and reasoning skills.  Provide professional development opportunities to teachers, caregivers, and staff to develop and improve effective questioning and instructional interaction skills that promote students’ higher order thinking skills.
<b>Level 5</b> EI 2.1.5	Analyze, evaluate, articulate, and apply evidence-based research for early childhood educators that inform understanding of effective questioning and instructional interactions and activities that promote students’ higher-order thinking skills.

<sup>10</sup> This information is based upon La Paro, K., Hamre, B. K., & Pianta, R. C. (2012). *Classroom assessment scoring system (CLASS) manual, toddler*. Baltimore: Paul H. Brookes Publishing Co. and Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom assessment scoring system (CLASS) manual, pre-K*. Baltimore, MD: Paul H. Brookes Publishing Co.

## Effective Interactions (Adult-Child, Child-Adult, Child-Child)

### 2. Interactions for Learning (continued)

#### 2. *Quality of Feedback*

<b>Level 1</b> EI 2.2.1	Recognize the importance of adult interactions with children that promote learning and development.
<b>Level 2</b> EI 2.2.2	Provide responses to children’s ideas, comments, and work that extend children’s learning and development
<b>Level 3</b> EI 2.2.3	Develop, plan, and implement program-wide strategies for promoting interactions that extend children’s learning and development.  Plan and guide interactive experiences that extend children’s learning and includes: <ul style="list-style-type: none"><li>○ Open ended questions</li><li>○ Prompting of thought processes</li><li>○ Expansion and elaboration</li><li>○ Rich or descriptive vocabulary</li><li>○ Real-world applications</li><li>○ Connections to children’s lives and experiences</li><li>○ Integration of concepts across academic concepts</li></ul>
<b>Level 4</b> EI 2.2.4	Analyze, evaluate, and modify program-wide learning strategies that promote adult to child, child to adult, and child to child interactions to support children’s development of analysis and reasoning skills.  Demonstrate best practices for interacting with children in ways to facilitate analysis and reasoning skills.  Provide professional development opportunities to teachers, caregivers, and staff to develop and improve instructional interaction skills that extend children’s learning.
<b>Level 5</b> EI 2.2.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices that inform understanding of instructional interaction skills to promote students higher-order thinking skills.

Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
<b>3. Group Interactions</b>	
<i>1. Group Process &amp; Structure</i>	
<b>Level 1</b> EI 3.1.1	Recognize the role that adults play in effective interactions and group processes to enhance children’s development and learning.
<b>Level 2</b> EI 3.1.2	Implement strategies that encourage children to participate in all types of learning experiences. Provide appropriate levels of emotional support and supervision for all children.
<b>Level 3</b> EI 3.1.3	Develop, share and model effective strategies for facilitating groups interactions.
<b>Level 4</b> EI 3.1.4	Plan and guide classroom experiences that include an appropriate balance between child led and adult-directed activities. Analyze, evaluate, and modify program-wide strategies for promoting positive interactions between children.
<b>Level 5</b> EI 3.1.5	Demonstrate developmentally appropriate techniques for managing groups and promoting positive interactions. Analyze, evaluate, articulate, and apply evidence-based research for early childhood educators that inform and build understanding of group process and structure.
<i>2. Classroom Management</i>	
<b>Level 1</b> EI 3.2.1	Recognize the importance of clear expectations, proactively anticipating problems, and appropriate redirection of misbehavior.
<b>Level 2</b> EI 3.2.2	Consistently and fairly enforce rules about behavior. Effectively monitor group/classroom to prevent problems from developing. Redirect misbehavior in appropriate, positive, and constructive manner.
<b>Level 3</b> EI 3.2.3	Develop, plan, and implement appropriate group/classroom management policies (e.g., rules and expectations are clear and understood by all, teachers are consistently proactively monitoring the group/classroom, and misbehavior is handled in positive and subtle manners). Model effective strategies for appropriate group/classroom management.
<b>Level 4</b> EI 3.2.4	Use observation and assessment to individualize and improve group/classroom management. Analyze, evaluate and modify group group/classroom management policies to ensure classroom expectations are clearly defined and problems and misbehavior are minimized.
<b>Level 5</b> EI 3.2.5	Analyze, evaluate, articulate, and apply evidence-based research for early childhood educators that inform and provide guidance for classroom management. Provide learning opportunities based on evidence-based best practices for early childhood educators, families, and community members that informs and builds understanding of effective classroom management.

## Effective Interactions (Adult-Child, Child-Adult, Child-Child)

### 4. Communication

#### 1. Establishing a Calm, Unhurried Atmosphere

<b>Level 1</b> EI 4.1.1	Recognize the impact of a calm, positive, and emotionally supportive environment. Contribute to the maintenance of a calm, positive, and emotionally supportive environment.
<b>Level 2</b> EI 4.1.2	Engage in relaxed, non-threatening behaviors and interactions that encourage teacher-child interactions and conversations. Provide supportive feedback to questions and concerns posed by children. Provide comfort, assistance, reassurance, and acceptance of student's ideas and emotions.
<b>Level 3</b> EI 4.1.3	Develop, plan, and implement a calm, positive, and emotionally supportive learning environment. Ensure daily schedule is calm and unhurried by allotting time for transitions and allowing for flexibility as needed by the group.
<b>Level 4</b> EI 4.1.4	Analyze, evaluate and modify schedule and environment to ensure a calm, positive, and emotionally supportive learning environment. Provide professional development opportunities to teachers, caregivers, and staff and resources for families to promote a program-wide sense of calm, positive, and emotionally supportive learning environment.
<b>Level 5</b> EI 4.1.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding the creation and provision of calm, positive, and emotionally supportive environments that support the learning and development of young children.

#### 2. Engaging in Various Forms of Communication

<b>Level 1</b> EI 4.2.1	Recognize the importance of engaging frequently with children through both verbal and non-verbal communication.
<b>Level 2</b> EI 4.2.2	Understand that communication occurs in both verbal and nonverbal manners (e.g., speaking, signing, listening, reading, writing, and body language, etc.). Engage in frequent, intentional, and supportive exchanges with children using multiple methods (e.g., eye contact, words, and touch, etc.). Engage with children using a variety of forms of communication.
<b>Level 3</b> EI 4.2.3	Develop, plan and implement many opportunities throughout the day to build communication skills, facilitate dialogue, teach turn-taking, negotiating, and problem-solving. Adapt interactions with children by respecting children's interaction styles (which are influenced by individual temperament, culture, linguistic diversity, and unique abilities).
<b>Level 4</b> EI 4.2.4	Analyze, evaluate and modify communication throughout the day. Demonstrate effective interaction skills that extend and enhance communication throughout the day using greetings, acknowledgements, questions, comments, and directions.
<b>Level 5</b> EI 4.2.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding effective communication strategies.

## Effective Interactions (Adult-Child, Child-Adult, Child-Child)

### 4. Communication (continued)

#### 3. Basic Listening

<b>Level 1</b> EI 4.3.1	Recognize the importance of listening attentively for understanding with all children.
<b>Level 2</b> EI 4.3.2	Understand the importance of responding sensitively to differences in individual children's communication styles. Engage in interactions with children that demonstrate both active and passive listening to enhance understanding.
<b>Level 3</b> EI 4.3.3	Engage in responsive listening techniques with all children, focusing carefully on children who have communication challenges (hearing, linguistic, receptive, and/or expressive).
<b>Level 4</b> EI 4.3.4	Demonstrate responsive listening skills with staff and families. Identify resources to assist staff in eliminating barriers to communication including active listening.
<b>Level 5</b> EI 4.3.5	Promote effective listening strategies based on best practices and current research through professional development for teachers and learning opportunities for families.

#### 4. Verbal & Non-Verbal Expression

<b>Level 1</b> EI 4.4.1	Recognize the impact of using positive verbal and non-verbal skills in response to children's expressions.
<b>Level 2</b> EI 4.4.2	Understand the importance of understanding and respecting children's expressions. Interact with children using appropriate verbal and non-verbal responses.
<b>Level 3</b> EI 4.4.3	Develop and plan activities that provide opportunities to nurture children's growing abilities to express thoughts and feelings in constructive ways through the use of positive verbal and non-verbal language. Encourage physical proximity, matched positive affect, reciprocal interactions, and peer connections. Encourage smiling, laughter, enthusiasm, and affection.
<b>Level 4</b> EI 4.4.4	Demonstrate and encourage others to develop proficiency in using positive and appropriate expression
<b>Level 5</b> EI 4.4.5	Promote effective listening strategies based on best practices and current research through professional development for teachers and learning opportunities for families.



## Effective Interactions (Adult-Child, Child-Adult, Child-Child)

### 4. Communication (continued)

#### 5. Oral Communication Strategies

<b>Level 1</b> EI 4.5.1	Recognize the importance of articulating sounds and words clearly and appropriately when communicating.
<b>Level 2</b> EI 4.5.2	Understand the importance of using various strategies to develop language and communication skills. Create opportunities for conversation including, but not limited to: <ul style="list-style-type: none"><li>○ Naming objects</li><li>○ Naming actions</li><li>○ Naming feelings</li><li>○ Using open-ended questions</li><li>○ Describing ideas, plans and relationships</li></ul>
<b>Level 3</b> EI 4.5.3	Facilitate communication by using various techniques such as: <ul style="list-style-type: none"><li>○ Modeling (self-talk)</li><li>○ Parallel talk</li><li>○ Physical and verbal prompting</li><li>○ Restatements</li><li>○ Expanding statements</li><li>○ Referring one child to another</li><li>○ Interpreting messages between children</li><li>○ Open-ended questions</li><li>○ Role-playing</li></ul>
<b>Level 4</b> EI 4.5.4	Analyze, evaluate and modify the learning environment for frequency and quality of communication strategies and modify as needed.
<b>Level 5</b> EI 4.5.5	Analyze, evaluate, articulate, and apply evidence-based best practices by providing learning opportunities for early childhood professionals and families.

Effective Interactions (Adult-Child, Child-Adult, Child-Child)		
5. Guidance		
<i>1. Behavioral Expectations</i>		
<b>Level 1</b>	EI 5.1.1	Recognize the importance of using knowledge of child development to guide expectations and respond individually to children’s behavior while considering each child’s age, temperament, language, communication skills, culture, interests, and abilities.
<b>Level 2</b>	EI 5.1.2	Understand the importance of establishing realistic expectations for behavior based also on an individual child’s age, developmental stage, attention span, and cognitive/physical/social/emotional abilities. Respond to child behaviors in a consistent and predictable manner.
<b>Level 3</b>	EI 5.1.3	Apply knowledge of child development theory to determine appropriate rules and expectations for children. Ensure that rules and expectations for behavior are clearly stated and universally understood.
<b>Level 4</b>	EI 5.1.4	Demonstrate and provide guidance to other adults regarding developmentally appropriate rules and expectations of children. Provide professional development opportunities to teachers, caregivers, and staff, and resources for families on the establishment of realistic expectations for behavior based on individual children’s temperament, language, culture, communication skills, and abilities in ways that contribute to learning and development.
<b>Level 5</b>	EI 5.1.5	Analyze, evaluate, articulate, and promote current theory and evidence-based research on behavioral rules and expectations to provide guidance for decisions and actions of early childhood practitioners.
<i>2. Expectations for Respectful Interactions</i>		
<b>Level 1</b>	EI 5.2.1	Recognize the importance of respectful interactions between adult and child, child and adult, and among and between children.
<b>Level 2</b>	EI 5.2.2	Demonstrates respectful interactions by using a warm and calm voice, respectful language (“please”, “thank you”, and “you’re welcome”), referring to a child by name, and interacting with children at eye-level. Engage in respectful interactions with family members, staff, and colleagues.
<b>Level 3</b>	EI 5.2.3	Develop, plan and create an environment in which children can learn how to engage in and practice respectful interactions with adults and other children. Assist staff in identifying and expressing their feelings in a respectful manner with children, families, and other adults.
<b>Level 4</b>	EI 5.2.4	Analyze, evaluate, and modify the environment to ensure children have opportunities to engage in respectful interactions with other children and adults both as an individual and as a member of the group. Develop policies and procedures that encourage respect and promote respectful interactions with children, their families, among children, between staff, and throughout the program.
<b>Level 5</b>	EI 5.2.5	Analyze, evaluate, articulate, and promote current theory and evidence-based research and best practices on respectful interactions to provide guidance for early childhood practitioners.

Effective Interactions (Adult-Child, Child-Adult, Child-Child)

5. Guidance (continued)

3. *Nurturing Autonomy & Self-Regulation*

<p><b>Level 1</b> EI 5.3.1</p>	<p>Recognize that children develop independence and a positive sense of self through simple accomplishments and responsibilities.</p>
<p><b>Level 2</b> EI 5.3.2</p>	<p>Understand the importance of providing opportunities for children to be as independent as possible. Engage in planned opportunities that nurture autonomy and self-regulation in children.</p>
<p><b>Level 3</b> EI 5.3.3</p>	<p>Develop, plan and create a classroom environment that provides developmentally appropriate opportunities to increase in autonomy and self-regulation appropriate to children’s level of development. The classroom should:</p> <ul style="list-style-type: none"> <li>○ Allow children opportunities to make choices (e.g., choose between acceptable options for food, clothing, or play activities)</li> <li>○ Encourage children to practice simple tasks in increasing responsibility appropriate to their level of development</li> <li>○ Support children’s developing capacity to engage in self-care</li> <li>○ Assist children in perspective taking and resolving conflicts with peers</li> <li>○ Respect children’s choices, ideas, and suggestions</li> </ul>
<p><b>Level 4</b> EI 5.3.4</p>	<p>Analyze, evaluate, and modify the environment to ensure children experience opportunities to develop autonomy and self-regulation. Provide professional development opportunities to teachers, caregivers, and staff and resources for families that focus on developmentally appropriate methods of fostering autonomy and self-regulation.</p>
<p><b>Level 5</b> EI 5.3.5</p>	<p>Analyze, evaluate, articulate, and promote current theory and evidence-based research using best practices to promote and nurture a child’s development of autonomy and self-regulation.</p>

**Effective Interactions (Adult-Child, Child-Adult, Child-Child)**

**5. Guidance (continued)**

*4. Prosocial Skills*

<p><b>Level 1</b> EI 5.4.1</p>	<p>Recognize that children need prosocial skills in order to form healthy friendships and relationships.</p>
<p><b>Level 2</b> EI 5.4.2</p>	<p>Understand the importance of helping children develop social skills. Engage in interactions with children and adults that demonstrate perspective taking, empathy, self-calming skills, and other prosocial skills and behaviors.</p>
<p><b>Level 3</b> EI 5.4.3</p>	<p>Develop, plan, and create an environment where prosocial skills are nurtured, modeled, and encouraged. Encouraged skills should include:</p> <ul style="list-style-type: none"> <li>○ Self-calming skills</li> <li>○ Being aware of one’s own emotions</li> <li>○ Recognizing the feelings of others</li> <li>○ Impulse control</li> <li>○ Ability to make eye contact</li> <li>○ Sharing</li> <li>○ Turn taking</li> <li>○ Conflict resolution</li> </ul>
<p><b>Level 4</b> EI 5.4.4</p>	<p>Analyze, evaluate, and modify the environment to provide adult to child, child to adult, and child to child experiences that enable children to practice and develop prosocial skills. Provide professional development opportunities to teachers, caregivers, and staff and resources for families that focus on strategies for developing prosocial skills in children.</p>
<p><b>Level 5</b> EI 5.4.5</p>	<p>Analyze, evaluate, articulate, and promote current theory and evidence-based research on best practices to promote understanding of child development and the importance of prosocial skills.</p>

Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
5. Guidance (continued)	
5. <i>Managing Change</i>	
<b>Level 1</b> EI 5.5.1	Recognize the impact of unexpected changes on a child.
<b>Level 2</b> EI 5.5.2	Understand the need to plan for and schedule anticipated changes with attention to minimizing anxiety and disruption to the daily schedule. Manage unanticipated change calmly while helping children understand the reasons for the change.
<b>Level 3</b> EI 5.5.3	Understand and support children at times of change, transitions, or separation. Develop, plan, and implement transition methods for alerting children to changes in activities or routines. The transition methods should include: <ul style="list-style-type: none"> <li>○ Assisting children in understanding unexpected events</li> <li>○ Maintaining established routines as consistently as possible to support children’s need for predictability</li> <li>○ Developing and employing plans to assist children in coping with major transitions (e.g., moving to a new environment, classroom or school, changes in staff, etc.)</li> </ul>
<b>Level 4</b> EI 5.5.4	Analyze, evaluate and modify transition methods used with children. Develop policies and procedures to minimize the number of separations or transitions that children experience and the stress that those changes may cause. Provide professional development opportunities to teachers, caregivers, and staff and resources for families that focus on assisting children during change, transitions, or separations. Facilitate collaboration among schools/programs, educators and families to provide support for children transitioning to a new environment, classroom or school.
<b>Level 5</b> EI 5.5.5	Analyze, evaluate, articulate, and promote current theory and evidence-based best practices to facilitate transitions within and between home and programs, classrooms, and schools. Advocate for collaborative systems to address issues related to transitions and changes within and between home and programs, classrooms, and schools (e.g., preschool to kindergarten).

**Effective Interactions (Adult-Child, Child-Adult, Child-Child)**

**5. Guidance (continued)**

*6. Strategies to Promote Prosocial Behavior*

<p><b>Level 1</b></p> <p>El 5.6.1</p>	<p>Recognize the importance of consistency, continuity, and responsiveness in supporting children’s development of prosocial behaviors.</p>
<p><b>Level 2</b></p> <p>El 5.6.2</p>	<p>Understand the importance of establishing realistic expectations for behavior and responding to child behaviors in a consistent and predictable manner.</p> <p>Ensure sufficient quantities of materials and equipment are available for the number of the children.</p> <p>Actively monitor children’s behaviors and use strategies to respond to children’s needs while supporting positive behavior (e.g., reinforce positive behavior, engage in specific redirection or provision of directions, and conflict resolution etc.).</p>
<p><b>Level 3</b></p> <p>El 5.6.3</p>	<p>Develop, plan, and implement a daily schedule that reflects the importance of consistency, continuity, and responsiveness in supporting children’s development of prosocial behaviors.</p> <p>Facilitate children’s involvement in developing rules and behavioral expectations, limits, and routines.</p> <p>Ensure that rules, routines, and activities are developmentally appropriate and designed to encourage prosocial behavior.</p> <p>Anticipate problems and intervene when potential disruptors occur.</p>
<p><b>Level 4</b></p> <p>El 5.6.4</p>	<p>Analyze, evaluate and modify rules, routines, and activities based on children’s functioning within the room.</p> <p>Coordinate schedules and routines throughout the program to support the need for both flexibility and consistency of routine for individual children and larger groups.</p> <p>Work jointly with staff to support children and families during major transitions.</p> <p>Provide professional development opportunities to teachers, caregivers, and staff and resources for families that focus on strategies to facilitate the development of prosocial behavior in children.</p>
<p><b>Level 5</b></p> <p>El 5.6.5</p>	<p>Analyze, evaluate, articulate, and promote evidence-based best practices to facilitate the development of prosocial behaviors in children.</p>

Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
5. Guidance (continued)	
7. <i>Challenging Behaviors</i>	
<b>Level 1</b> EI 5.7.1	Recognize the importance of appropriate and strategic responses to address children’s challenging behaviors.
<b>Level 2</b> EI 5.7.2	Actively monitor children’s behaviors and implement appropriate responses to challenging behaviors.
<b>Level 3</b> EI 5.7.3	Develop, plan, and implement strategic responses to challenging behaviors including: <ul style="list-style-type: none"> <li>○ Not exhibiting strong negative affect, irritability, sarcasm, or disrespectful comments during interactions with children.</li> <li>○ Not engaging in punishing behaviors (e.g., yelling, threats, physical control or harsh punishments, etc.).</li> <li>○ Addressing challenging behaviors without labeling a child</li> <li>○ Engaging in proactive behaviors to reduce potential misbehavior (e.g., anticipating problems, minimal waiting periods, using appropriate redirection, etc.)</li> </ul>
<b>Level 4</b> EI 5.7.4	Analyze, evaluate and, if necessary, modify responses to specific challenging behaviors. Provide professional development opportunities to teachers, caregivers, and staff and resources for families regarding strategies to respond to challenging behaviors. Initiate request for support from behavioral or developmental specialists, early interventionists, and mental-health professionals as necessary.
<b>Level 5</b> EI 5.7.5	Analyze, evaluate, articulate, and promote evidence-based best practices to facilitate responses to challenging behaviors exhibited by children. Advocate for appropriate and accessible services to support children exhibiting challenging behaviors.
8. <i>Conflict Resolution</i>	
<b>Level 1</b> EI 5.8.1	Recognize the importance of assisting children’s engagement in conflict resolution.
<b>Level 2</b> EI 5.8.2	Engage in problem solving and conflict resolution strategies with children and adults. Facilitate conflict resolution between child and adult, child and child, and adult and adult.
<b>Level 3</b> EI 5.8.3	Develop, plan, and implement strategic responses to conflicts including: <ul style="list-style-type: none"> <li>○ Encouraging student talk</li> <li>○ Listening and acknowledging emotions and difficulties</li> <li>○ Providing support</li> <li>○ Negotiating solutions</li> <li>○ Solving problems</li> </ul>
<b>Level 4</b> EI 5.8.4	Provide professional development opportunities to teachers, caregivers, and staff and resources for families regarding the development of conflict-resolution strategies, communication skills, and factors that may influence behavior in young children.
<b>Level 5</b> EI 5.8.5	Analyze, evaluate, articulate, and promote evidence-based best practices to facilitate conflict resolution between child and adult, child and child, and adult and adult.

Effective Interactions (Adult-Child, Child-Adult, Child-Child)	
6. Interactions with Families	
1. Positive Family Communication	
<p><b>Level 1</b></p> <p>EI 6.1.1</p>	<p>Recognize the importance of positive and respectful interactions with family members.</p> <p>Demonstrate respect for the values, ideas, and expectations of families.</p>
<p><b>Level 2</b></p> <p>EI 6.1.2</p>	<p>Engage in positive and respectful interactions with family members.</p> <p>Communicate respect for the interaction styles and guidance practices used in the home.</p>
<p><b>Level 3</b></p> <p>EI 6.1.3</p>	<p>Develop, plan, and implement strategic on-going communication methods with families.</p> <p>Communicate important information with families in multiple manners including:</p> <ul style="list-style-type: none"> <li>○ E-mail</li> <li>○ Home visits</li> <li>○ Face-to-face</li> <li>○ Phone calls</li> <li>○ Written messages (e.g., letters, email, newsletters)</li> </ul> <p>Create a climate that encourages open and honest communication with respect for diversity in values, ideas, and expectations.</p> <p>Understand the impact of non-verbal messages (e.g., body language, tone of voice, gestures and facial expressions) and how they can undermine interactions with families.</p> <p>Assist staff in identifying and expressing their feelings in a respectful manner with families.</p>
<p><b>Level 4</b></p> <p>EI 6.1.4</p>	<p>Analyze, evaluate, and modify the schedule to ensure teachers and staff have opportunities to engage in respectful interactions with family members.</p> <p>Develop policies and procedures that encourage respect and promote positive interactions with families.</p>
<p><b>Level 5</b></p> <p>EI 6.1.5</p>	<p>Analyze, evaluate, articulate, and promote current theory and evidence-based research and best practices on respectful interactions to provide guidance for early childhood practitioners.</p>



# Arizona Early Childhood Workforce Knowledge & Competencies

## Health, Safety, & Nutrition

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Policies, Practices & Procedures
  - 1.1 General Policies/Procedures
  - 1.2 Control of Communicable Disease
  - 1.3 Routine Oral Hygiene
  - 1.4 Administration of Medications
  - 1.5 Reduction of Environmental Hazards
  - 1.6 Sanitation Procedures
  - 1.7 Prevention of Injuries
  - 1.8 Immediate Response to Injuries
  - 1.9 Follow-Up Response to Injuries
  - 1.10 Emergency Preparedness
2. Abuse & Neglect
  - 2.1 Suspected Abuse/Neglect
3. Nutrition & Dietary Practices
  - 3.1 Nutrition
  - 3.2 Food Selection & Preparation
  - 3.3 Mealtime Behaviors
  - 3.4 Response to Food Preferences
4. Communication with Families
  - 4.1 Respect
  - 4.2 Communication Regarding Policies
  - 4.3 Communication Regarding Special Needs
  - 4.4 Communication Regarding Nutrition & Food
5. Health Education
  - 5.1 Basic Health Practices
  - 5.2 Nutrition Education
  - 5.3 Safety Education
  - 5.4 Education for Healthy Self-Care
  - 5.5 Education for Physical Activity
  - 5.6 Health & Safety Resources

## Health, Safety, & Nutrition (HSN)

### *Rationale*

The health, safety, and nutrition of each child in their care are the greatest responsibility of early childhood professionals. Safety encompasses physical, social, and emotional health. Professionals must know and follow all requirements dictated by laws and regulations regarding health, safety, and nutrition.

### *Core Knowledge Components*

Based on current theories and ongoing research, early childhood professionals in various care and educational settings must understand:

- **Policies, Practices, & Procedures** – They demonstrate knowledge of general policies and procedures regarding communicable diseases, oral hygiene, administration of medication, environmental hazards, sanitation, prevention of injuries, immediate and follow-up response to injuries, and emergency preparedness.
- **Abuse and Neglect** – They are familiar with signs and symptoms of abuse and neglect and know the course of action to take as mandated reporters.

- **Nutrition and Dietary Practices** – They understand the importance of good nutrition. They understand good selection and preparation, manage mealtime behaviors, and respond to food preferences.
- **Communication with Families** – They respectfully communicate with families regarding policies, special needs, and nutrition and foods.
- **Health Education** – They understand and implement basic health practices. They communicate information regarding nutrition, safety, healthy self-care, physical activity, and health and safety resources.

### *Core Knowledge Competencies*

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved most or all of the competencies at Level I and II.

Health, Safety, & Nutrition	
1. Policies, Practices, & Procedures	
1. General Policies/Procedures	
<b>Level 1</b> <small>HSN 1.1.1</small>	Follow laws, policies, and procedures for health, confidentiality, safety, and nutrition. Follow directions for monitoring for up-to-date immunizations and routine health screenings.
<b>Level 2</b> <small>HSN 1.1.2</small>	Implement policies and procedures for documenting child and family health history, medication, growth, allergies, immunizations, hospitalizations, special needs, etc.
<b>Level 3</b> <small>HSN 1.1.3</small>	Align policies and procedures with the Physical Development and Health content area of the Arizona Early Learning Standards. Apply Arizona Department of Health Services guidelines and regulations. Stay informed of current regulations and literature. Assist families in obtaining information for medical, vision, hearing, dental, nutrition, and developmental screening. Follow up after screening activities to identify further information or assistance.
<b>Level 4</b> <small>HSN 1.1.4</small>	Examine and apply current theory and research related to health, safety, and nutrition policies and procedures, making program modifications as necessary.
<b>Level 5</b> <small>HSN 1.1.5</small>	Analyze, evaluate and apply current knowledge and best practices related to health, safety, and nutrition policies and procedures. Collaborate with the community to develop policies and procedures for the health, safety, and nutrition of all children.

## Health, Safety, & Nutrition

### 1. Policies, Practices, & Procedures (continued)

#### 2. Control of Communicable Disease

<p><b>Level 1</b></p> <p>HSN 1.2.1</p>	<p>Follow communicable disease policies and procedures including:</p> <ul style="list-style-type: none"> <li>○ Provide documented proof of immunizations against measles, rubella, diphtheria, and tetanus.</li> <li>○ Routinely wash hands (adults and children) according to American Academy of Pediatrics guidelines</li> <li>○ Sanitize toys, surfaces, and items that come in contact with body fluids after each child's use</li> <li>○ Clean toys not in contact with body fluids weekly and as needed</li> <li>○ Clean table and counter surfaces daily and as needed</li> <li>○ Use universal precautions to avoid/ control blood-borne pathogens</li> <li>○ Exclude or isolate individuals with symptoms of communicable disease</li> <li>○ Follow procedures for diapering or changing clothes following toileting accidents</li> <li>○ Follow procedures for safe food handling</li> <li>○ Inform families of possible exposure to communicable disease</li> <li>○ Monitor water used for activities to prevent spread of disease</li> </ul>
<p><b>Level 2</b></p> <p>HSN 1.2.2</p>	<p>Assess and document each child's health status daily.</p> <p>If signs of communicable disease are observed, notify authorized person and isolate the child from contact with others until picked up by an authorized person</p>
<p><b>Level 3</b></p> <p>HSN 1.2.3</p>	<p>Stay informed of current health, safety, and nutrition concerns in the community, when appropriate, share with families.</p> <p>Develop and update as necessary procedures for the control of communicable disease.</p>
<p><b>Level 4</b></p> <p>HSN 1.2.4</p>	<p>Analyze, evaluate, and modify procedures to prevent the spread of communicable disease, including:</p> <ul style="list-style-type: none"> <li>○ Develop plans for sharing information with families</li> <li>○ Create plans for the interim care of children who show symptoms of communicable disease and must be isolated until picked up</li> <li>○ Secure the services of health consultant</li> </ul>
<p><b>Level 5</b></p> <p>HSN 1.2.5</p>	<p>Analyze, evaluate, articulate, and apply evidence-based best practices regarding the prevention of communicable disease in programs and communities.</p>



Health, Safety, & Nutrition	
1. Policies, Practices, & Procedures (continued)	
<i>4. Administration of Medications</i>	
<b>Level 1</b>  HSN 1.4.1	Follow policies and procedures for labeling, storing, and administering medications.  Document as needed.  Protect the privacy of children and families regarding the use of medications.
<b>Level 2</b>  HSN 1.4.2	With families, identify and implement individualized plans for each child requiring medication.  Support each child’s understanding of the use of medication.  Understand and implement Arizona Department of Health Services guidelines and regulations for the administration of medication.
<b>Level 3</b>  HSN 1.4.3	Develop plans for the administration of medications.
<b>Level 4</b>  HSN 1.4.4	Develop policies and procedures to meet each child’s medication requirements and protect their privacy and confidentiality.
<b>Level 5</b>  HSN 1.4.5	Analyze, evaluate articulate, and promote current knowledge, theories, research, and best practices regarding with teachers, staff, caregivers, families, professionals, and community agencies regarding the administration of medications to young children.
<i>5. Reduction of Environmental Hazards</i>	
<b>Level 1</b>  HSN 1.5.1	Follow procedures for monitoring the environment for hazards, for example: <ul style="list-style-type: none"> <li>○ Extreme cold, heat, or sun</li> <li>○ Improper or broken equipment</li> <li>○ Allergens and asthma-inducing substances</li> <li>○ Animals (program or visiting pets) without proper immunizations or unsuitable for children</li> <li>○ Insect-borne disease</li> <li>○ Mold</li> <li>○ Toxic chemicals or gases</li> <li>○ Safe administration and storage of medications</li> <li>○ Vehicle traffic</li> </ul>
<b>Level 2</b>  HSN 1.5.2	Implement systematic procedures to monitor environmental hazards.  Implement both initial and ongoing methods of monitoring indoor and outdoor environments for safety, e.g., air quality, water purity - unless on a public supply, radon, mold, carbon monoxide, etc.
<b>Level 3</b>  HSN 1.5.3	Design and create (in consultation with appropriate professionals and agencies) initial and ongoing methods of monitoring indoor and outdoor environments for safety, e.g., air quality, water purity - unless on a public supply, radon, mold, carbon monoxide, etc.
<b>Level 4</b>  HSN 1.5.4	Analyze, evaluate and apply current knowledge and best practices about environmental hazards.
<b>Level 5</b>  HSN 1.5.5	Develop policies and procedures for reducing the risk of occurrence of environmental hazards.  Analyze, evaluate, articulate, and apply evidence-based best practices on safe and healthful environments in early childhood care and education.  Engage with community agencies and advocate for the reduction of environmental hazards to young children.

Health, Safety, & Nutrition	
1. Policies, Practices, & Procedures (continued)	
<i>6. Sanitation Procedures</i>	
<b>Level 1</b> HSN 1.6.1	Follow procedures for meeting local, state and federal laws and regulations, and recommendations from the American Academy of Pediatrics for sanitation procedures.
<b>Level 2</b> HSN 1.6.2	Implement local, state and federal laws and regulations, and recommendations from the American Academy of Pediatrics for sanitation procedures.
<b>Level 3</b> HSN 1.6.3	Assess and adapt procedures to meet local, state and federal laws and regulations, and recommendations from the American Academy of Pediatrics.
<b>Level 4</b> HSN 1.6.4	Develop policies and procedures to meet local, state and federal laws and regulations, and recommendations from the American Academy of Pediatrics.
<b>Level 5</b> HSN 1.6.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices for meeting local, state and federal laws and regulations, and recommendations from the American Academy of Pediatrics.
<i>7. Prevention of Injuries</i>	
<b>Level 1</b> HSN 1.7.1	Avoid injuries by practices such as the following: <ul style="list-style-type: none"> <li>○ Maintaining clutter-free play areas</li> <li>○ Inspecting environments and equipment and removing safety hazards</li> <li>○ Supervising children by sound and sight</li> <li>○ Establishing and maintaining safety procedures for children for the safe use of equipment</li> <li>○ Arranging safe entry/exit areas, with special attention to fall hazards and motor vehicle traffic</li> <li>○ Maintaining safe travel conditions (if responsible for transporting children)</li> </ul>
<b>Level 2</b> HSN 1.7.2	Understand how to use all safety equipment, such as smoke alarms and fire extinguishers, child safety seats, helmets, and gun safety locks. Ensure that all safety equipment is in working condition and replace batteries regularly. Make modifications to the environment to ensure the safety of each child.
<b>Level 3</b> HSN 1.7.3	Design and continually assess the learning environment to reduce the risk of preventable injuries and other emergencies.
<b>Level 4</b> HSN 1.7.4	Develop and continually examine policies and procedures to eliminate preventable injuries and emergencies., including, but not limited to: <ul style="list-style-type: none"> <li>○ Traffic, transportation, and pedestrian safety</li> <li>○ Falls, burns, drowning, poisoning, and shock</li> <li>○ Lead, asbestos, and other environmental hazards</li> </ul>
<b>Level 5</b> HSN 1.7.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices for environmental health and safety policies and practices for early childhood care and education settings, including policies and practices that address safe indoor and outdoor working environments for adults.

Health, Safety, & Nutrition	
1. Policies, Practices, & Procedures (continued)	
<i>8. Immediate Response to Injuries</i>	
<b>Level 1</b> HSN 1.8.1	Follow directions for responding to injuries according to pediatric first aid training.
<b>Level 2</b> HSN 1.8.2	Possess the skill and knowledge to administer infant/child and adult cardiopulmonary resuscitation (CPR).
<b>Level 3</b> HSN 1.8.3	Monitor for proper response to injuries and make suggestions for improvement if needed.
<b>Level 4</b> HSN 1.8.4	Develop policies and procedures for: <ul style="list-style-type: none"> <li>○ Responding to, documenting, and reporting injuries</li> <li>○ Analyzing injuries, near-injury incidents, and identified hazards to decrease risks</li> <li>○ Responding to emergencies for all children and staff, including those who have special health care needs or those who require specialized intervention</li> </ul>
<b>Level 5</b> HSN 1.8.5	Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices for methods of responding to injuries and emergencies.
<i>9. Follow-Up Response to Injuries</i>	
<b>Level 1</b> HSN 1.9.1	Follow policies for: <ul style="list-style-type: none"> <li>○ Comforting and caring for other children while injured persons are receiving attention</li> <li>○ Documenting and reporting injuries</li> <li>○ Communicating with family members about an injury</li> </ul>
<b>Level 2</b> HSN 1.9.2	Maintain an easily accessible, current list of phone numbers for families and community services.
<b>Level 3</b> HSN 1.9.3	Model behavior and skills for appropriately responding to injuries.
<b>Level 4</b> HSN 1.9.4	Develop policies and procedures for responding to emergencies. Provide professional development opportunities to teachers, caregivers, and staff and resources for families regarding emergency responses.
<b>Level 5</b> HSN 1.9.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices in health and safety. Collaborate with public service officials, emergency personnel, early childhood professionals, families, and the community in reducing the risk of accidents and responding to them.



## Health, Safety, & Nutrition

### 1. Policies, Practices, & Procedures (continued)

#### 10. Emergency Preparedness

<b>Level 1</b>  HSN 1.10.1	Receive training in emergency preparedness.  Follow directions for appropriate response (including emotional support) in the event of an emergency such as fire, severe weather, or natural or manmade disasters.
<b>Level 2</b>  HSN 1.10.2	Direct children and adults during an emergency or drill.  Engage families and staff during and regarding emergencies and drills.  Use emergency equipment effectively and appropriately.  Help children understand emergency plans and procedures.
<b>Level 3</b>  HSN 1.10.3	Conduct drills and engage in ongoing evaluation of emergency <i>preparedness</i> .  Plan and inform others of emergency procedures, including emotional support.  Ensure that emergency supplies and equipment are available, accessible, and current.  Identify and use community resources available for emergency preparedness and post-event stress and trauma.
<b>Level 4</b>  HSN 1.10.4	Develop disaster preparedness policies and procedures and emergency response plans, including arrangements with community resources for emergency assistance.
<b>Level 5</b>  HSN 1.10.5	Collaborate with public service officials, emergency personnel and agencies, and the community to develop guidelines for, and address barriers to, emergency preparedness in early childhood care and education settings.

Health, Safety, & Nutrition	
2. Abuse & Neglect	
1. Suspected Abuse/Neglect	
<b>Level 1</b> <small>HSN 2.1.1</small>	Recognize signs of possible physical, sexual or emotional abuse, neglect, exploitation or abandonment. Follow established procedures for documenting and reporting possible occurrences in an immediate and responsive way.
<b>Level 2</b> <small>HSN 2.1.2</small>	Understand recognize signs of possible physical, sexual or emotional abuse, neglect, exploitation or abandonment, and implement established procedures for documenting and reporting possible occurrences in an immediate and responsive way.
<b>Level 3</b> <small>HSN 2.1.3</small>	Stay current and share with others information related to recognizing, documenting, and reporting possible physical, sexual or emotional abuse, neglect, exploitation or abandonment.
<b>Level 4</b> <small>HSN 2.1.4</small>	Develop policies and procedures for documenting and reporting possible physical, sexual or emotional abuse, neglect, exploitation or abandonment, and include this in staff training.
<b>Level 5</b> <small>HSN 2.1.5</small>	Engage community resources in establishing infrastructure support to: <ul style="list-style-type: none"> <li>○ Prevent abuse, neglect, exploitation, and abandonment of children</li> <li>○ Ensure that suspected abuse or neglect is addressed in a timely, confidential, and professional manner</li> </ul>

Health, Safety, & Nutrition	
3. Nutrition & Dietary Practices	
<i>1. Nutrition</i>	
<b>Level 1</b> HSN 3.1.1	Recognize dietary needs associated with age-related development and appropriate foods for special needs of children. If food is served, follow menus provided by a professional who understands the dietary needs of young children.
<b>Level 2</b> HSN 3.1.2	Understand the importance of nutritious snacks and/or meals (if food is served) that meet the guidelines from the US Department of Agriculture (USDA), Arizona Department of Health Services (ADHS) and Child and Adult Care Food Program (CACFP).
<b>Level 3</b> HSN 3.1.3	If food is served, plan and assess menus or provide input to ensure that they meet guidelines for sound nutrition, including special dietary concerns.
<b>Level 4</b> HSN 3.1.4	If food is served, ensure that foods are planned, evaluated, and modified on an ongoing basis.
<b>Level 5</b> HSN 3.1.5	Collaborate with public service officials, early childhood professionals, families, and the community in advocating for healthy, nutritious meals for all.
<i>2. Food Selection &amp; Preparation</i>	
<b>Level 1</b> HSN 3.2.1	Follow regulations set by the Arizona Department of Health Services, Office of Child Care Licensure, and appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc.). Follow CACFP guidelines for meals and/or snacks to meet each child’s nutritional requirements. Provide clean, safe drinking water, and, if food is served: <ul style="list-style-type: none"> <li>○ Offer a variety of nutritious foods</li> <li>○ Exercise strict attention to the safety of all children with food allergies</li> <li>○ Serve only foods that reduce the hazard of choking and other health risks</li> <li>○ Follow regulations regarding any food brought from home</li> <li>○ Provide age-appropriate opportunities for children to participate in preparation or serving</li> </ul>
<b>Level 2</b> HSN 3.2.2	Post menus in the entrance area, and keep on file when complete. Implement menus and individual diets.
<b>Level 3</b> HSN 3.2.3	Plan menus at least once a week, considering cultural and religious food preferences. Provide families with regular (quarterly at a minimum) opportunities to provide input on program menu planning. Model and help others acquire skills needed for meeting CACFP guidelines. Create individual diets in collaboration with parents, a trained health care provider, and early childhood professionals.
<b>Level 4</b> HSN 3.2.4	Assess programs to ensure that, if food is served, it is safe and nutritious and that all applicable guidelines are followed. Analyze, evaluate, and modify food selection and preparation to ensure continual improvement.
<b>Level 5</b> HSN 3.2.5	Analyze, evaluate, articulate, and apply evidence-based best practices for recommend food selection and food safety policies for early childhood care and education settings based on current regulations and literature, such as national food standards. Engage families, early childhood professionals, and the community to identify sources of fresh foods and how to access those sources. Address barriers to healthful food choices.

## Health, Safety, & Nutrition

### 3. Nutrition & Dietary Practices (continued)

#### 3. Mealtime Behaviors

<b>Level 1</b>  <i>HSN 3.3.1</i>	Recognize that mealtime should be a pleasant social and learning experience for each child.  Follow direction for promoting positive eating behaviors by: <ul style="list-style-type: none"><li>○ Creating a setting that is safe, relaxed, and conducive to conversation</li><li>○ Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods</li><li>○ Encouraging children to serve themselves, to the extent possible, and assist with set-up and clean-up of meals</li></ul>
<b>Level 2</b>  <i>HSN 3.3.2</i>	Implement the following practices: <ul style="list-style-type: none"><li>○ Provide eating utensils, serving equipment, tables and chairs that are the appropriate size for each child</li><li>○ If food is served, incorporate family style meals to help children be comfortable during mealtimes and to assist children in learning self-help skills</li><li>○ Divide responsibility at mealtime between the adult and the child</li></ul>
<b>Level 3</b>  <i>HSN 3.3.3</i>	Develop and model ways to create a mealtime atmosphere and routines that facilitate the development of healthy eating practices.
<b>Level 4</b>  <i>HSN 3.3.4</i>	Develop and evaluate mealtime policies and procedures, including nutrition and mealtime as an integrated part of the program.  Evaluate curricula and practices to integrate food and meals with opportunities to learn about food's role in culture and social customs, food production and preparation, and health and nutrition.
<b>Level 5</b>  <i>HSN 3.3.5</i>	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding mealtime practices that effect children and families in early education settings and in the community.

#### 4. Response to Food Preferences

<b>Level 1</b>  <i>HSN 3.4.1</i>	Recognize and allow for food preferences while encouraging each child to eat foods being served.
<b>Level 2</b>  <i>HSN 3.4.2</i>	Observe each child during mealtimes to identify individual eating behaviors, patterns, and skills.
<b>Level 3</b>  <i>HSN 3.4.3</i>	Develop food-related activities that respect cultural and family beliefs and practices.
<b>Level 4</b>  <i>HSN 3.4.4</i>	Analyze, evaluate and apply current knowledge and best practices related to activities and practices regarding food preferences, beliefs, and behaviors.
<b>Level 5</b>  <i>HSN 3.4.5</i>	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding food preferences, beliefs, and behaviors.

Health, Safety, & Nutrition	
4. Communication with Families	
<i>1. Respect</i>	
<b>Level 1</b> HSN 4.1.1	Display respect when communicating with parents regarding their children’s health, safety, and nutrition.
<b>Level 2</b> HSN 4.1.2	Identify and appreciate cultural, health, safety, and nutrition practices while maintaining regulatory and science-based standards.
<b>Level 3</b> HSN 4.1.3	Model respect and help others develop skills to recognize and accept cultural health, safety, and nutrition practices while maintaining regulatory and science-based standards.
<b>Level 4</b> HSN 4.1.4	Communicate with families with respect regarding health, safety, and nutrition practices, while maintaining regulatory and science-based standards.
<b>Level 5</b> HSN 4.1.5	Collaborate with public service officials, early childhood professionals, families, and the community to advocate for health, safety, and nutrition practices that are culturally diverse and that maintain regulatory and science-based standards.
<i>2. Communication Regarding Policies</i>	
<b>Level 1</b> HSN 4.2.1	Follow program guidelines for informing families of current health concerns.
<b>Level 2</b> HSN 4.2.2	Understand and implement program guidelines for informing families of current health concerns.
<b>Level 3</b> HSN 4.2.3	Identify ways to communicate health policies and concerns to families. Educate families about health care by means of workshops, guest speakers, handbooks, and home visits. Provide information on community health services and immunizations as required by the Arizona Department of Health Services. Provide families with information and resources related to sun and water safety.
<b>Level 4</b> HSN 4.2.4	Provide families with infants and toddlers information on the value of breastfeeding, car seat safety, and safe sleeping practices. Develop policies and procedures related to children’s health, safety, and nutrition.
<b>Level 5</b> HSN 4.2.5	Collaborate with public service officials, early childhood professionals, families, and the community to advocate for the development, implementation, and evaluation of policies related to children’s health, safety, and nutrition.

Health, Safety, & Nutrition	
4. Communication with Families (continued)	
<i>3. Communication Regarding Special Needs</i>	
<b>Level 1</b> HSN 4.3.1	Recognize the health, safety, and nutritional needs of all children in the program.
<b>Level 2</b> HSN 4.3.2	Understand and accommodate the health, safety, and nutritional needs of all children in the program.
<b>Level 3</b> HSN 4.3.3	Collaborate with families and professionals to adapt the learning environment, curriculum activities, and interactions to meet the special needs of each child.
<b>Level 4</b> HSN 4.3.4	Develop policies and procedures related to communicating with families regarding the special needs of their children. Analyze, evaluate, and modify systems for communicating with families regarding the special needs of their children.
<b>Level 5</b> HSN 4.3.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding communicating with families regarding the special needs of their children.
<i>4. Communication Regarding Nutrition &amp; Food</i>	
<b>Level 1</b> HSN 4.4.1	Share with families their children’s eating patterns, skills, and food needs, and preferences. Follow directions regarding special nutritional needs or food allergies.
<b>Level 2</b> HSN 4.4.2	Educate families regarding well-balanced meals/snacks that may be brought from home. Encourage families to actively participate in program nutrition and gardening activities. Communicate with families to ensure their children’s needs are being met.
<b>Level 3</b> HSN 4.4.3	Identify and access resources from community agencies and programs, such as the CACFP, WIC, Dairy Council, and/or University of Arizona Cooperative Extension, to assist in expanding nutritional awareness for children and families. Consult with families regarding special nutritional needs or food allergies, and ensure that adaptations are developed and implemented as needed.
<b>Level 4</b> HSN 4.4.4	Analyze, evaluate articulate, and apply current knowledge and best practices on communicating with families regarding food-related issues. Develop policies and procedures related to communicating with families regarding children’s eating patterns, skills, and food needs, and preferences.
<b>Level 5</b> HSN 4.4.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding nutrition and food for children from birth through age 8.

Health, Safety, & Nutrition	
5. Health Education	
<i>1. Basic Health Practices</i>	
<b>Level 1</b> HSN 5.1.1	Follow program guidelines for training and supporting each child in proper hand washing procedures. Use personal health and safety practices.
<b>Level 2</b> HSN 5.1.2	Understand the importance of aligning health activities to the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate. Identify each child's understanding and practice of basic concepts and behaviors that promote good health.
<b>Level 3</b> HSN 5.1.3	Clearly align activities related to health education to the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate. Develop, plan, and create health activities that promote healthy behaviors, healthy bodies, and healthy environment.
<b>Level 4</b> HSN 5.1.4	Analyze, evaluate and apply current knowledge and best practices on health, safety, and nutrition. Develop policies and procedures related to the application of basic health principles.
<b>Level 5</b> HSN 5.1.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding basic health practices.
<i>2. Nutrition Education</i>	
<b>Level 1</b> HSN 5.2.1	Recognize that mealtime experiences can nurture healthy eating habits.
<b>Level 2</b> HSN 5.2.2	Implement activities that introduce new foods, food preparation, and tasting experiences. Offer opportunities for each child to develop the knowledge and skills needed to make healthy food choices.
<b>Level 3</b> HSN 5.2.3	Develop, plan, and create learning experiences that introduce new foods, food preparation, and tasting experiences, and that promote healthy food choices. Clearly align activities related to nutrition education to the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.
<b>Level 4</b> HSN 5.2.4	Plan, evaluate, and modify nutrition education to promote learning experiences related to healthy eating.
<b>Level 5</b> HSN 5.2.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding nutrition for children from birth through age 8. Develop curricula based on current theory and evidence-based research on nutrition for children from birth through age 8.

Health, Safety, & Nutrition	
5. Health Education (continued)	
<i>3. Safety Education</i>	
<b>Level 1</b> HSN 5.3.1	Follow safety rules and practices, enforcing them consistently, including the safe use of equipment and space.
<b>Level 2</b> HSN 5.3.2	Implement safety rules and practices, enforcing them consistently, including the safe use of equipment and space.
<b>Level 3</b> HSN 5.3.3	Clearly align safety education activities to the Arizona Early Learning Standards; Arizona Infant Toddler Developmental Guide-lines; Program Guide-lines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.  Share information with teachers, staff, caregivers, and families about safety resources and ways to facilitate children’s understanding and use of safety practices.
<b>Level 4</b> HSN 5.3.4	Analyze, evaluate, and modify learning experiences related to safety education.
<b>Level 5</b> HSN 5.3.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the safety of young children from birth through age 8.  Develop curricula based on current theory and evidence-based research on safety for children from birth through age 8.
<i>4. Education for Healthy Self-Care</i>	
<b>Level 1</b> HSN 5.4.1	Follow directions for healthy behaviors as they are carried out during daily routines, e.g., brushing teeth, eating nutritious food, and exercising, etc.  Follow directions for behaviors that reflect respectful care of one's own body, e.g., personal safety, hand washing, and passenger safety etc.
<b>Level 2</b> HSN 5.4.2	Implement policies and procedures for healthy behaviors as they are carried out during daily routines, e.g., brushing teeth, eating nutritious food, and exercising, etc.  Implement policies and procedures for behaviors that reflect respectful care of one's own body, e.g., personal safety, hand washing, and passenger safety etc.
<b>Level 3</b> HSN 5.4.3	Clearly align activities related to self-care education to the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate.  Identify and apply current knowledge of healthy behaviors and share this with others.  Identify and utilize health education materials from community sources, such as health departments, health consultants, and nutrition councils.  Model and help others develop proficiency in education for healthy self-care.
<b>Level 4</b> HSN 5.4.4	Analyze, evaluate and apply current knowledge and best practices in developing, implementing, and evaluating learning experiences related to education in healthy self-care.
<b>Level 5</b> HSN 5.4.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding self-care for young children from birth through age 8.  Develop curricula based on current theory and evidence-based research on self-care for children from birth through age 8.



Health, Safety, & Nutrition		
5. Health Education (continued)		
5. Education for Physical Activity		
<b>Level 1</b>	HSN 5.5.1	Follow directions for implementing play-based physical and motor activities that foster development of skills in the areas of gross motor development and fine motor development.
<b>Level 2</b>	HSN 5.5.2	Implement activities based on the on-going formative assessment of children’s abilities, interests, and individual learning needs.
<b>Level 3</b>	HSN 5.5.3	Plan and assess activities based on the on-going formative assessment of children’s abilities, interests, and individual learning needs. Plan, assess, and adapt activities that are developmentally appropriate, culturally responsive, and adapted for children with special needs. Clearly align physical activities to the Arizona Early Learning Standards; Arizona Infant and Toddler Developmental Guidelines; Program Guidelines for High Quality Early Education: Birth through Kindergarten; and/ or Arizona Academic Standards, as appropriate. Model and help others develop a wide range of skills for planning and facilitating play-based activities related to physical development that are: <ul style="list-style-type: none"> <li>o Integrated with other curriculum content areas and across domains</li> <li>o Designed to facilitate gradual and continuous development</li> </ul>
<b>Level 4</b>	HSN 5.5.4	Analyze, evaluate and apply current knowledge and best practices in education for physical activity.
<b>Level 5</b>	HSN 5.5.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices regarding the facilitation of physical development in young children from birth through age 8. Develop curricula based on current theory and evidence-based research on physical activity for children from birth through age 8.
6. Health & Safety Resources		
<b>Level 1</b>	HSN 5.6.1	Recognize the importance of community health, safety, and emergency resources.
<b>Level 2</b>	HSN 5.6.2	Identify and understand community health, safety, and emergency resources.
<b>Level 3</b>	HSN 5.6.3	Identify and utilize community health, safety, and emergency resources to improve the health and safety of children and their families. Identify and utilize the services of a health consultant and, if food is served, a dietitian, and/or public health nutritionist. Share information and resources with families.
<b>Level 4</b>	HSN 5.6.4	Utilize community groups and agencies, e.g., Department of Health, Department of Homeland Security, to identify health, safety, and nutrition issues or concerns. Develop policies and procedures related to for addressing health and safety concerns.
<b>Level 5</b>	HSN 5.6.5	Analyze, evaluate, articulate, and apply current knowledge, theories, research, and best practices while advocating for health, safety, and nutrition policies and services that will positively impact the children of Arizona.

# Arizona Early Childhood Workforce Knowledge & Competencies

## Family & Community Partnerships

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Knowing & Respecting Families
  - 1.1 Mutual Respect
  - 1.2 Respect for All Families
  - 1.3 Welcoming Environment
  - 1.4 Positive Relationships
2. Communication
  - 2.1 Listening to Families
  - 2.2 Involving Families
  - 2.3 Communicating Children's Development & Learning
  - 2.4 Communicating in Ways Families Can Understand
  - 2.5 Communicating Atypical Development or Special Needs
  - 2.6 Maintaining Confidentiality
  - 2.7 Recognizing Symptoms of Stress
  - 2.8 Supporting Families in Raising Children
  - 2.9 Creating Opportunities for Collaboration & Support
  - 2.10 Involving Families in Policy Decisions
3. Community Collaborations
  - 3.1 Facilitating Children & Family Awareness of Community Resources
  - 3.2 Facilitating Linkages Between & Access to Family & Community Resources
  - 3.3 Collaborating with Community Agencies, Organizations, & Businesses
  - 3.4 Participating as a Citizen in the Community-at-Large
4. encouraging families to be advocates for their children
  - 4.1 Transitions
  - 4.2 Obtaining Services
  - 4.3 Consent to Share Information

## Family & Community Partnerships (FCP)

### *Rationale*

Children develop in the context of families and communities that are characterized by diversity in family composition, languages spoken, race, ethnicity, culture, socio-economic status, and religion. While families serve as the primary framework for development, early care and education settings comprise another key context that dramatically impacts development through the quality of care and education provided.

Research indicates that children thrive when collaborative partnerships between the families, program, and community resources are formed and feature ongoing, interactive communication and a commitment to confidentiality.

Additionally, communities that adequately support parenting as well as early education and care, tend to prosper socially and economically, thereby contributing to the quality of life for all members of the community.

### *Core Knowledge Components*

In order for children to develop optimally, early childhood professionals in all types of settings must strive to know and understand:

- **Knowing and Respecting Families** – They recognize that families are children’s first and foremost educators. They establish partnerships with families based on mutual trust and respect.
- **Communication** – They use various strategies to initiate and maintain family involvement and a variety of communication skills to engage and promote reciprocal interaction about all aspects of the program.

- **Community Partnerships** – They facilitate mutually beneficial connections among families, agencies, businesses, organizations and other community resources.
- **Advocacy** – They nurture the capacity of family members to serve as advocates for their own children and for children of the greater community.

### *Core Knowledge Competencies*

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved most or all of the competencies at Level I and II.

Family & Community Partnerships	
1. Knowing & Respecting Families	
<i>1. Mutual Respect</i>	
<b>Level 1</b> FCP 1.1.1	Recognize families as their children’s first and most influential caregivers and teachers.
<b>Level 2</b> FCP 1.1.2	Understand the importance of an early childhood environment where families’ contributions are valued as equally important as classroom experiences.
<b>Level 3</b> FCP 1.1.3	Identify families as central — the most important decision-makers in their children’s lives. Work with families in partnership to identify goals for their children.
<b>Level 4</b> FCP 1.1.4	Consider families’ values, goals, and concerns when making decisions that impact: <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Programs</li> <li>○ Curriculum</li> <li>○ Environment</li> </ul>
<b>Level 5</b> FCP 1.1.5	Analyze, evaluate, articulate, and apply evidence-based best practices regarding the value of family engagement and inclusive environments to early childhood professionals, other service providers, and community leaders based on current literature and research.
<i>2. Respect for All Families</i>	
<b>Level 1</b> FCP 1.2.1	Recognize the importance of treating all families with dignity and respect. Recognize that the structure and form of families vary greatly as do family values and cultural backgrounds.
<b>Level 2</b> FCP 1.2.2	Acknowledge families as equal partners. Engage in interactions to learn about family, culture, strengths, expectations, values, and traditions. Use knowledge about families to implement activities that support families’ culture, strengths, expectations, values, and traditions.
<b>Level 3</b> FCP 1.2.3	Design a learning environment that intentionally reflects sensitivity and acceptance of cultural diversity and family strengths. Implement curriculum with an anti-bias content.
<b>Level 4</b> FCP 1.2.4	Develop program policies that are flexible and accommodate family work schedules, religious holidays, and special circumstances. Collaborate with families and staff members to reflect their diverse experiences in continuous program improvement.
<b>Level 5</b> FCP 1.2.5	Model respect and acceptance of families throughout the community and the profession. Engage all members of the community to remove barriers or biases that might hinder development of respectful relationships

Family & Community Partnerships	
1. Knowing & Respecting Families (continued)	
<i>3. Welcoming Environment</i>	
<b>Level 1</b> FCP 1.3.1	Recognize the importance of a welcoming environment and contribute to its development.
<b>Level 2</b> FCP 1.3.2	Engage in interactions that create a warm and friendly environment through words and actions so that families feel welcome and at ease at all times.
<b>Level 3</b> FCP 1.3.3	Develop, plan, select and/or create multiple strategies to ensure families feel welcome and connected to the staff and other parents. Examples include: <ul style="list-style-type: none"> <li>○ Family gathering area</li> <li>○ Information board with photos of staff and families</li> <li>○ A quiet space for families to nurse, soothe or comfort a child</li> <li>○ Open houses</li> <li>○ Informational meetings</li> <li>○ Special events</li> </ul>
<b>Level 4</b> FCP 1.3.4	Develop opportunities for families to participate in the program and engage with one another, staff members, and when possible with community leaders.  Lead outreach to prospective families, current families, and alumni families.  Create bonds between and among all family members.
<b>Level 5</b> FCP 1.3.5	Analyze, evaluate, articulate, and apply evidence-based best practices regarding the value of family engagement.
<i>4. Positive Relationships</i>	
<b>Level 1</b> FCP 1.4.1	Recognize the importance of attentively greeting family members when they arrive and depart.
<b>Level 2</b> FCP 1.4.2	Engage in positive interactions with families and respond to questions or concerns.  Offer opportunities and encouragement for families to observe their children and participate in the program.
<b>Level 3</b> FCP 1.4.3	Create relationships with families to ensure meaningful two-way collaboration and communication.  Share observations and describe children’s accomplishments with families.  Address concerns and support families as children’s primary caregivers.
<b>Level 4</b> FCP 1.4.4	Invite families to participate both formally and informally in the development, governance, and evaluation of program services and policies as appropriate.  Lead networking activities for families that encourages communication and support for all families.
<b>Level 5</b> FCP 1.4.5	Analyze, evaluate, articulate, and apply evidence-based best practices that support the primary role of families in children’s education and care.  Engage early childhood educators, families, and community leaders to support early education programs that promote the primary role of families in children’s education and care.

Family & Community Partnerships	
2. Communication	
<i>1. Listening to Families</i>	
<b>Level 1</b> FCP 2.1.1	Recognize the importance of active listening and work to develop this skill.
<b>Level 2</b> FCP 2.1.2	Acknowledge family members' questions, expressions of values, goals, interests, suggestions, and concerns. Use an interpreter when necessary to ensure clear communication.
<b>Level 3</b> FCP 2.1.3	Learn about family composition, values, and traditions, hopes, and dreams for their child through direct and effective communication. Demonstrate effective use of active listening.
<b>Level 4</b> FCP2.1.4	Develop, plan, select and/or adapt program policies to support both formal and informal family input and feedback. Use a variety of strategies to ensure every family's values, goals, interests, suggestions and concerns are both heard and responded to. Listen and respond to families input and feedback in an honest and straightforward manner. Model active listening with staff and families.
<b>Level 5</b> FCP 2.1.5	Analyze, evaluate, articulate, and apply evidence-based best practices regarding the design and development of programs and systems that support program responsiveness to families.
<i>2. Involving Families</i>	
<b>Level 1</b> FCP 2.2.1	Recognize the value of family involvement in the early education setting to promote children's development.
<b>Level 2</b> FCP 2.2.2	Engage with children and family members in a manner that encourages them to participate in the program. Design the learning environment and create activities to reflect the cultural diversity and interests of children and families. Invite family members to visit, volunteer, and attend field trips, and excursions into the community.
<b>Level 3</b> FCP 2.2.3	Provide opportunities for family engagement, both in the program and at home, that support learning. Create and enforce open-door policies that encourage parental participation at any and all times during the program day. Plan conferences, events, and activities based on family interests and scheduled at times to accommodate families. Plan opportunities to help families develop informal supports like shared babysitting, play groups, phone trees, etc. Invite families to share special interests or talents with their child's group or the program at large.
<b>Level 4</b> FCP 2.2.4	Examine and improve family involvement opportunities on a regular basis to meet needs of current families. Design and implement strategies to overcome barriers to family engagement due to cultural or linguistic differences.
<b>Level 5</b> FCP 2.2.5	Advocate for and encourage policymakers and regulatory agencies to include family representatives in decision-making processes, as appropriate.

Family & Community Partnerships	
2. Communication (continued)	
3. <i>Communicating Children's Development &amp; Learning</i>	
<p><b>Level 1</b></p> <p>FCP 2.3.1</p>	<p>Recognize the importance of regular communication with families.</p> <p>Share noteworthy observations with staff.</p>
<p><b>Level 2</b></p> <p>FCP 2.3.2</p>	<p>Understand the importance of regular communication with families to share child's interests, activities, recent changes, or concerns at home or in the program.</p> <p>Acknowledge the value of a partnership with families as you work together to identify goals for their child.</p> <p>Engage in regular and ongoing opportunities to exchange information with families about their child's learning and development, paying special attention to identified goals.</p> <p>Share knowledge of general child development with families.</p>
<p><b>Level 3</b></p> <p>FCP 2.3.3</p>	<p>Develop multiple methods to provide information to families on a regular basis.</p> <p>Allow time at the beginning and end of each day for conversation with families about children's daily experiences.</p> <p>Plan regularly scheduled conferences (formal) and other strategies (informal) to exchange information about the child's development and set further learning goals with families.</p> <p>Use information from families to inform plans and modify the environment.</p>
<p><b>Level 4</b></p> <p>FCP2.3.4</p>	<p>Develop policies and procedures that guide communication methods, timelines, and content to ensure all families are informed daily, weekly, and monthly quarterly basis.</p> <p>Develop policies that ensure opportunities are provided for families to observe children and participate in the early education setting.</p> <p>Provide support to families in interpreting observations of children and responding to behaviors.</p> <p>Ensure communication is on-going, appropriate for each individual family, and respectful of cultural/linguistic diversity.</p>
<p><b>Level 5</b></p> <p>FCP 2.3.5</p>	<p>Provide learning opportunities, leadership, resources, and information based on best practices regarding methods of communication between staff and families.</p>

Family & Community Partnerships	
2. Communication (continued)	
4. <i>Communicating in Ways Children &amp; Families Can Understand</i>	
<b>Level 1</b> <small>FCP 2.4.1</small>	Recognize the importance of communicating in a manner that matches the family’s style, preferred language, level of understanding, and preferred means of communication.
<b>Level 2</b> <small>FCP 2.4.2</small>	Accommodate diverse backgrounds, various languages, and preferred styles of communication. Learn a few words in each child’s home language, such as greetings, names of family members, words of comfort, and important objects or places.
<b>Level 3</b> <small>FCP 2.4.3</small>	Create strategies to engage family members from diverse linguistic and cultural backgrounds. Design the learning environment to incorporate some elements of the languages spoken in the home. Arrange for translation when necessary to ensure clear communication.
<b>Level 4</b> <small>FCP 2.4.4</small>	Develop policies and procedures that guide communication methods to ensure all families served are able to understand and respond appropriately. Provide learning opportunities for staff on the principles of and strategies for effective communication.
<b>Level 5</b> <small>FCP 2.4.5</small>	Provide learning opportunities, leadership, resources, and information based on best practices to: <ul style="list-style-type: none"> <li>○ Address systemic barriers to effective communication</li> <li>○ Increase availability of information and services in home languages</li> </ul>



Family & Community Partnerships	
2. Communication (continued)	
5. Communicating Atypical Development or Special Needs	
<b>Level 1</b> <small>FCP 2.5.1</small>	Recognize the importance of respecting and supporting all children and families.
<b>Level 2</b> <small>FCP 2.5.2</small>	<p>Implement child observation procedures and share relevant information with supervisor.</p> <p>Understand the importance of avoiding the use of negative labels when sharing information about an individual with a disability, i.e., refer to the person rather than the disability.</p>
<b>Level 3</b> <small>FCP 2.5.3</small>	<p>Communicate with families in a sensitive and confidential manner regarding possible developmental challenges.</p> <p>Help families obtain clear and understandable information and resources for their child’s special education and health needs.</p> <p>Assist families with the special education referral and evaluation process available through their local elementary school.</p> <p>Ensure families are connected with Child Find<sup>11</sup> services for evaluation and screening that are available for children beginning at age 30 months.</p> <p>Refer families to AzEIP<sup>12</sup> for children birth to 36 months.</p>
<b>Level 4</b> <small>FCP2.5.4</small>	<p>Develop policies that ensure opportunities are provided for the integration of children with special education and/or health needs.</p> <p>Advocate for the inclusion of all children in early childhood settings.</p> <p>Develop policies and procedures that involve and support families in the development of IFSPs, IEPs, IHPs, and 504s.</p>
<b>Level 5</b> <small>FCP 2.5.5</small>	<p>Provide learning opportunities, leadership, resources, and information based on best practices regarding inclusion and special needs.</p> <p>Facilitate other professionals in acquiring skills needed to communicate effectively with families regarding suspected delays or special needs.</p> <p>Engage other professionals to ensure comprehensive services are available.</p> <p>Serve as an advocate for families when necessary.</p>

<sup>11</sup> Child Find is a program provided by the state of Arizona. All preschool-aged children are referred to the unified or elementary school district of residence for Child Find services, including children who attend private preschools regardless of where the school is located.

<sup>12</sup> AzEIP is the Arizona Early Intervention Program provided to support families of children birth to three years of age who have a developmental delay or an established condition, which has a high probability of resulting in a delay. For information go to [www.azdes.gov/azeip](http://www.azdes.gov/azeip)

Family & Community Partnerships	
2. Communication (continued)	
<i>6. Maintaining Confidentiality</i>	
<b>Level 1</b> FCP 2.6.1	Recognize the importance of maintaining confidentiality and ensuring privacy in communication about children, families, and staff members. Follow program policies regarding maintaining and monitoring of confidential information.
<b>Level 2</b> FCP 2.6.2	Understand the importance of maintaining confidentiality for children and family members in regard to: <ul style="list-style-type: none"> <li>○ Family information</li> <li>○ Child records</li> </ul> Enforce program policies regarding maintaining, and monitoring of confidential information.
<b>Level 3</b> FCP 2.6.3	Inform staff and family members policies and procedures regarding confidential information including: <ul style="list-style-type: none"> <li>○ Who has access to records kept by the program</li> <li>○ What procedures are used to monitor and protect records from unauthorized use</li> </ul>
<b>Level 4</b> FCP 2.6.4	Develop policies and procedures for maintaining and monitoring of confidential information.
<b>Level 5</b> FCP 2.6.5	Provide learning opportunities, leadership, resources, and information that promote partnerships between families, programs, agencies and community resources while addressing the privacy rights of families.
<i>7. Recognizing Symptoms of Stress</i>	
<b>Level 1</b> FCP 2.7.1	Recognize that families function in a variety of ways and that children or families may require support from outside the program. Follow program policies and procedures regarding the sharing of concerns with appropriate supervisor.
<b>Level 2</b> FCP 2.7.2	Understand the value of daily communication with families about children’s well-being. Follow program policies and procedures when concerns arise based on observations of or interactions with a child or family.
<b>Level 3</b> FCP 2.7.3	Assess risk factors related to family stress and its impact on family functioning. Modify the learning environment to be responsive to children’s needs during times of unusual stress.
<b>Level 4</b> FCP2.7.4	Develop policies and procedures regarding the assessment of risk factors related to family stress. Develop policies and procedures regarding appropriate sharing of concerns regarding family functioning. Evaluate questions or concerns from staff members or other adults and act as a professional resource. Provide learning opportunities for staff regarding family stress and its impact on family functioning, protective services, risk factors, and community sources.
<b>Level 5</b> FCP 2.7.5	Provide leadership to early childhood professionals in acquiring knowledge and skills related to family functioning, and in becoming familiar with community resources related to the needs of families.

Family & Community Partnerships	
2. Communication (continued)	
<i>8. Supporting Families in Raising Children</i>	
<b>Level 1</b> FCP 2.8.1	Recognize the value of sharing child-rearing information and resources with families.
<b>Level 2</b> FCP 2.8.2	Engage in regular and on-going opportunities to exchange information with families pertinent to learning and child development. Support families as they find their own way to raise their children.
<b>Level 3</b> FCP 2.8.3	Identify opportunities to access childrearing information from sources such as: <ul style="list-style-type: none"> <li>○ Libraries</li> <li>○ Internet</li> <li>○ Pediatrician or health care providers</li> </ul> Assist families with at-home tools and strategies to support their child-rearing skills. Ensure approaches suggested are consistent with recognized evidence-based best practices.
<b>Level 4</b> FCP 2.8.4	Create opportunities for parents to access developmentally appropriate materials and information regarding parenting, children’s well-being, learning and development, and family health. Provide learning opportunities for staff, parents, and caregivers to discuss recognized evidence-based best practices related to parenting, children’s well-being, learning and development, and family health topics.
<b>Level 5</b> FCP 2.8.5	Communicate parent education and training opportunities outside of the program as well as those offered within. Engage educators, service providers, and local leaders in promoting children’s well-being, family health, and long-term success in school and in life.
<i>9. Creating Opportunities for Collaboration &amp; Support</i>	
<b>Level 1</b> FCP 2.9.1	Recognize the importance of partnership and collaboration between and among families and program staff members.
<b>Level 2</b> FCP 2.9.2	Encourage families to exchange information and offer support and collaboration between and among each other and program staff members.
<b>Level 3</b> FCP 2.9.3	Develop, plan and provide opportunities to expand relationships between and among families and program staff members.
<b>Level 4</b> FCP 2.9.4	Develop policies and procedures that support partnership and collaboration between and among families and program staff members and build a community support system which reflect shared values and interests.
<b>Level 5</b> FCP 2.9.5	Analyze, evaluate, articulate, and apply evidence-based best practices regarding the development of collaborative relationships that enhance the quality of the early education experience for families and providers.

Family & Community Partnerships	
2. Communication (continued)	
<i>10. Involving Families in Policy Decisions</i>	
<b>Level 1</b> <small>FCP 2.10.1</small>	Recognize the value of family involvement in all aspects of the program.
<b>Level 2</b> <small>FCP 2.10.2</small>	Respond appropriately to questions or concerns posed by families regarding program policies. Refer questions or concerns regarding program policies to senior administrative personnel.
<b>Level 3</b> <small>FCP 2.10.3</small>	Invite families to comment on policies and, when possible, be responsive to families' perspectives. Ensure program policies are available in the primary languages spoken by families. Ensure program policies are available in multiple formats.
<b>Level 4</b> <small>FCP 2.10.4</small>	Develop policies and procedures that support family involvement in policy decisions and program governance.
<b>Level 5</b> <small>FCP 2.10.5</small>	Provide learning opportunities, leadership, resources, and information that promote shared leadership, team-building, and communication.

Family & Community Partnerships	
3. Community Collaboration	
<b>1. Facilitate Children &amp; Family Awareness of Community Resources</b>	
<b>Level 1</b> FCP 3.1.1	Recognize the importance of sharing community helpers with young children. Recognize the importance of sharing community resources with families.
<b>Level 2</b> FCP 3.1.2	Identify community helpers available to the children (e.g., firefighters, police officers, librarians, postal workers, and health care providers, etc.).
<b>Level 3</b> FCP 3.1.3	Develop, plan and provide opportunities for children and families to experience and/or interact with available community resources.
<b>Level 4</b> FCP 3.1.4	Develop policies and procedures that support the availability of community resources.
<b>Level 5</b> FCP 3.1.5	Advocate for community resources at the federal, state and local levels as well as with families, business, foundations, and academia that support children and families in the community.
<b>2. Facilitating Linkages Between &amp; Access to Family &amp; Community Resources</b>	
<b>Level 1</b> FCP 3.2.1	Recognize the value of knowing who, what, and where to find community resources that support children and families.
<b>Level 2</b> FCP 3.2.2	Acknowledge the value of and share access to community resources to meet the need of children and families.
<b>Level 3</b> FCP 3.2.3	Develop, plan and provide opportunities for families to access available community resources.
<b>Level 4</b> FCP 3.2.4	Establish effective relationships with community partners to ensure continuity of children’s learning and development and to ensure families’ awareness of these resources. Create, maintain, and make available to families and staff an up-to-date list of available community resources. Refer families to community resources for assistance.
<b>Level 5</b> FCP 3.2.5	Advocate for community resources at the federal, state and local levels as well as with families, business, foundations, and academia that support children and families in the community. Engage local and state partners in the promotion of services that enhance the health and development of children and families.

Family & Community Partnerships	
3. Community Collaboration (continued)	
3. Collaborating with Community Agencies, Organizations & Businesses	
<b>Level 1</b> FCP 3.3.1	Recognize the value of on-going relationships and collaborations with community agencies, organizations, and businesses.
<b>Level 2</b> FCP 3.3.2	Support on-going relationships and collaborations with community agencies, organizations, and business.
<b>Level 3</b> FCP 3.3.3	Develop, plan and provide opportunities for collaboration and the development of relationships with representatives from various community organizations, agencies, and businesses who provide services to children and their families. Clarify procedures for gaining access to services.
<b>Level 4</b> FCP 3.3.4	Establish formal and informal agreements with community organizations and agencies that serve families.
<b>Level 5</b> FCP 3.3.5	Advocate for increased collaboration between early childhood professionals, families, mental-health consultants, social-service providers to increase support for families. Engage local and state partners in the promotion of services that enhance the health and development of children and families.
4. Participating as a Citizen in the Community-at-Large	
<b>Level 1</b> FCP 3.4.1	Recognize the value of participation in community events to become familiar with the historical and cultural aspects of the community and to create awareness among community members of the role of early childhood professionals.
<b>Level 2</b> FCP 3.4.2	Engage in community events to become familiar with historical and cultural aspects of the community and to create awareness among community members of the role of early childhood professionals.
<b>Level 3</b> FCP 3.4.3	Create opportunities for children and families to observe or participate in community events. Participate in planning community events that welcome all children and families.
<b>Level 4</b> FCP 3.4.4	Communicate and collaborate with artistic, historical, and other cultural community resources to further the goals of the local community.
<b>Level 5</b> FCP 3.4.5	Engage in community service (e.g., board member, advisory council of local government, civic organizations, etc.) to increase awareness of the importance of early education and family support services. Advocate for increased collaboration between local and state partners in the promotion early education and family support services.

Family & Community Partnerships	
4. Encouraging Families to be Advocates for Their Children	
<b>1. Transitions</b>	
<b>Level 1</b> FCP 4.1.1	Recognize the impact transitions have on young children daily and over the course of time.
<b>Level 2</b> FCP 4.1.2	Acknowledge the impact transitions have on young children and assist parents and children in planning for: <ul style="list-style-type: none"> <li>○ Daily transitions (arrival and departure)</li> <li>○ Transitions within the day</li> <li>○ Transitions to new teachers, program, or school</li> <li>○ Transitions at home (new baby, moving, divorce)</li> </ul> Facilitate initial adjustment from home to program, new schedules, and routines.
<b>Level 3</b> FCP 4.1.3	Develop, plan and implement daily schedules that minimize transitions between activities, caregivers, rooms, and schools. Provide information to parents about transitions that include a timeline of daily activities.
<b>Level 4</b> FCP 4.1.4	Develop partnerships with families to ease stress that accompanies transitions. Develop, plan and implement strategies to prepare children and families for transition to kindergarten. Coordinate child and/or family visits to new programs
<b>Level 5</b> FCP 4.1.5	Develop, plan and implement collaborative strategies with other programs or schools to facilitate transitions. Analyze, evaluate, articulate, and apply evidence-based best practices regarding transitions, school-readiness - including developmentally appropriate practice and social-emotional competence.
<b>2. Obtaining Services</b>	
<b>Level 1</b> FCP 4.2.1	Recognize the importance and purpose of community services that benefit children and families.
<b>Level 2</b> FCP 4.2.2	Acknowledge the value of and share access to community resources to meet the need of children and families. Respond to requests from families about services and refer questions to appropriate staff members.
<b>Level 3</b> FCP 4.2.3	Assist in identifying or accessing services as needed with consideration for the diverse linguistic and cultural experiences of families.
<b>Level 4</b> FCP 4.2.4	Examine the strengths and needs of families, and address gaps in services or resources. Analyze need for support based on knowledge of families' circumstances or current events that may affect them, i.e., economic climate, natural disasters. Demonstrate support staff and families in the referral process as appropriate.
<b>Level 5</b> FCP 4.2.5	Communicate with community partners to conduct outreach or provide services to families as needed. Analyze, evaluate, articulate, and apply evidence-based best practices regarding the provision of services within a system that encompasses early care and education, and community services with consideration for affordability, availability, and accessibility.

Family & Community Partnerships	
4. Encouraging Families to be Advocates for Their Children (continued)	
3. <i>Consent to Share Information</i>	
<b>Level 1</b> <small>FCP 4.3.1</small>	Recognize the importance and purpose of obtaining family consent before sharing information with other agencies/organizations.
<b>Level 2</b> <small>FCP 4.3.2</small>	Communicate with families the need for obtaining family consent before sharing information with other agencies or organizations. Refer questions to appropriate staff members.
<b>Level 3</b> <small>FCP 4.3.3</small>	Follow guidelines for obtaining family consent before sharing information with other agencies/organizations.
<b>Level 4</b> <small>FCP 4.3.4</small>	Develop, plan and implement policies and procedures for obtaining family consent before sharing information with other agencies or organizations.
<b>Level 5</b> <small>FCP 4.3.5</small>	Analyze, evaluate, articulate, and apply best practices regarding partnerships between families, programs, agencies and community resources to address the privacy rights of families.



# Arizona Early Childhood Workforce Knowledge & Competencies

## Professionalism

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Commitment to Quality
  - 1.1 Regulatory Standards
  - 1.2 Quality Improvement
  
2. Professional Development
  - 2.1 Content Knowledge
  - 2.2 Use of Resources
  - 2.3 Hygiene & appropriate Dress
  - 2.4 Professional Attitude
  - 2.5 Positive Relationship with Colleagues
  - 2.6 Professional Work Habits
  - 2.7 Balancing Work and Personal Growth
  - 2.8 Supporting Program Goals
  - 2.9 Continual Updating of Knowledge
  - 2.10 Participating in Reflective Practice and Research
  - 2.11 Philosophy of Early Childhood Practice
  - 2.12 Continual Professional Development
  
3. Ethics
  - 3.1 Ethics in Communications & Interactions
  - 3.2 Ethics Pertaining to Confidentiality
  
4. Leadership
  - 4.1 Communicating with the Broader Community
  - 4.2 Exhibiting Classroom and program Leadership Skills
  - 4.3 Advocating for Appropriate Practices in the Early Childhood Field

## Professionalism (P)

### *Rationale*

Research indicates that early childhood professionals play a critical role in the development and well-being of each child in their care. When early childhood professionals are equipped with specialized training and education, and continue their professional development, they are better able to provide care and education that support every aspect of children's growth and learning. Each early childhood professional is a member not only of their local community but of the larger community of early childhood care and education. When each professional assumes the responsibilities of the profession in regards to ethical behavior, professional development, advocacy for children and their families, and effective communication of the value and importance of high quality early childhood programs, the beneficiaries include themselves, children, families, and the profession as a whole.

Leadership involves not only holding positions of authority but also possessing the skills and qualities of leadership, such as vision and initiative. Leadership provides inspiration and a sense of security to others. Leadership does not mean simply holding a title but using one's qualities and skills to facilitate the growth and development of others and the community. Early childhood education depends on excellence in leadership.

### *Core Knowledge Components*

Based on current theories and ongoing research, early childhood professionals in various care and educational settings must understand:

- **Commitment to Quality** – They utilize knowledgeable, reflective, and critical perspectives on early education.
- **Professional Development** – They participate in continuous, collaborative learning to inform practice.

- **Ethics** – They know about and uphold ethical standards and other professional guidelines.
- **Leadership** – They communicate with the community, exhibit classroom and leadership skills, and advocate for appropriate practices in the early childhood field.

### *Core Knowledge Competencies*

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved most or all of the competencies at Level I and II.

Professionalism	
1. Commitment to Quality	
<i>1. Regulatory Standards</i>	
<b>Level 1</b> P 1.1.1	Follow legal and regulatory mandates for daily practices that ensure safe, healthy learning environments for each child and professional.
<b>Level 2</b> P 1.1.2	Meet and exceed legal and regulatory requirements for daily practices that ensure safety and health.
<b>Level 3</b> P 1.1.3	Model and help others establish and maintain high quality standards that exceed minimal regulatory requirements.
<b>Level 4</b> P 1.1.4	Develop, implement, and revise practices to meet and exceed regulatory codes.
<b>Level 5</b> P 1.1.5	Analyze, evaluate, articulate, and apply evidence-based best practices regarding issues relevant to regulatory standards. Engage community in issues relevant to developing, implementing, and improving practices that meet and exceed regulatory codes.
<i>2. Quality Improvement</i>	
<b>Level 1</b> P 1.2.1	Follow guidelines that exceed governmental regulations.
<b>Level 2</b> P 1.2.2	Implement practices that exceed governmental regulations and current standards recommended by professional organizations.
<b>Level 3</b> P 1.2.3	Develop systems for documenting practices that exceed governmental requirements and comply with current standards recommended by professional organizations.
<b>Level 4</b> P 1.2.4	Analyze, evaluate, and modify practices that meet high quality standards recommended by professional organizations.
<b>Level 5</b> P 1.2.5	Analyze, evaluate, articulate, and apply evidence-based best practices to meet and exceed high quality standards.

Professionalism	
2. Professional Development	
<i>1. Content Knowledge</i>	
<b>Level 1</b> P 2.1.1	Possess skills and abilities in language and math equivalent to the level of a high school graduate.
<b>Level 2</b> P 2.1.2	Possess skills and abilities in language/literacy, math, science, social studies, and early childhood content equivalent to having early childhood certification.
<b>Level 3</b> P 2.1.3	Possess skills and abilities in language/literacy, math, science, social studies, and early childhood content equivalent to having completed two years of post-secondary education.
<b>Level 4</b> P 2.1.4	Possess skills and abilities in language/literacy, math, science, social studies, and early childhood content equivalent to having a four-year degree.
<b>Level 5</b> P 2.1.5	Possess an advanced degree. Use knowledge, skills, abilities, and degree to provide leadership that promotes and supports continuing education for self and others.
<i>2. Use of Resources</i>	
<b>Level 1</b> P 2.2.1	Follow policies and procedures regarding the effective use of time, materials, and space.
<b>Level 2</b> P 2.2.2	Ensure the appropriate use of time, materials, and space as described in resource usage policies and procedures.
<b>Level 3</b> P 2.2.3	Develop, plan, select and/or create, and model appropriate systems for effective use of time, materials, and space.
<b>Level 4</b> P 2.2.4	Analyze, evaluate, and modify policies and procedures that ensure the effective use of time, materials, and space.
<b>Level 5</b> P 2.2.5	Analyze, evaluate, articulate, and apply evidence-based best practices for the effective use of time, materials, and space.
<i>3. Hygiene &amp; Appropriate Dress</i>	
<b>Level 1</b> P 2.3.1	Maintain a professional appearance by practicing good hygiene and appropriate dress for interacting with young children in a variety of indoor and outdoor activities.
<b>Level 2</b> P 2.3.2	Model and encourage others to maintain good hygiene and appropriate dress when working with young children in a variety of indoor and outdoor activities.
<b>Level 3</b> P 2.3.3	Develop, select or create policies for good hygiene and appropriate dress/professional appearance for early childhood professionals who work with young children in a variety of indoor and outdoor activities
<b>Level 4</b> P 2.3.4	Analyze, evaluate, and modify policies to encouraging the practice good hygiene and professional appearance for interacting with young children.
<b>Level 5</b> P 2.3.5	Provide leadership in the areas of good hygiene and professional dress.

Professionalism	
2. Professional Development (continued)	
<i>4. Professional Attitude</i>	
<b>Level 1</b> <small>P 2.4.1</small>	Recognize the importance of a positive, responsible, sensitive, and respectful attitude in working with each child and family.
<b>Level 2</b> <small>P 2.4.2</small>	Identify and utilize skills and attitudes that reflect positive, responsible, sensitive, and respectful attitudes in working with each child and family.
<b>Level 3</b> <small>P 2.4.3</small>	Model and encourage others to demonstrate positive, responsible, sensitive, and respectful attitudes in working with each child and family.
<b>Level 4</b> <small>P 2.4.4</small>	Demonstrate leadership in the development and maintenance of positive, responsible, sensitive, and respectful attitudes in working with each child and family.
<b>Level 5</b> <small>P 2.4.5</small>	Analyze, evaluate, articulate, and apply evidence-based best practices to promote professionalism in the field of early childhood care and education.
<i>5. Positive Relationships with Colleagues</i>	
<b>Level 1</b> <small>P 2.5.1</small>	Recognize the importance of accepting, supporting, and caring for others working in the early childhood program.
<b>Level 2</b> <small>P 2.5.2</small>	Display appropriate care and acceptance of colleagues working in the early childhood program.
<b>Level 3</b> <small>P 2.5.3</small>	Model and encourage positive relationships between colleagues working in the early childhood program. Value multiple perspectives and participate in open, collaborative discussions to generate ideas and solve problems.
<b>Level 4</b> <small>P 2.5.4</small>	Analyze, evaluate, and modify practices to encourage positive and supportive collegial relationships among and between co-workers. Provide mentor relationships to less experienced colleagues.
<b>Level 5</b> <small>P 2.5.5</small>	Analyze, evaluate, articulate, and apply evidence-based best practices to facilitate the development of programs and initiatives that encourage positive and supportive collegial relationships.

Professionalism	
2. Professional Development (continued)	
<i>6. Professional Work Habits</i>	
<b>Level 1</b> <small>P 2.6.1</small>	Recognize professional work habits, such as: <ul style="list-style-type: none"> <li>○ Confidentiality</li> <li>○ Respect for all people</li> <li>○ Dependability</li> <li>○ Time management</li> <li>○ Initiative</li> <li>○ Independence</li> <li>○ Teamwork</li> </ul>
<b>Level 2</b> <small>P 2.6.2</small>	Demonstrate efficient and effective work habits.
<b>Level 3</b> <small>P 2.6.3</small>	Model and encourage others to exhibit and improve professional work habits.
<b>Level 4</b> <small>P 2.6.4</small>	Analyze, evaluate, and modify on-going strategies to improve professional work habits.
<b>Level 5</b> <small>P 2.6.5</small>	Analyze, evaluate, articulate, and apply evidence-based best professional work habits and practices.
<i>7. Balancing Work &amp; Personal Growth</i>	
<b>Level 1</b> <small>P 2.7.1</small>	Recognize the importance of a balance between personal and professional commitments.
<b>Level 2</b> <small>P 2.7.2</small>	Understand professional boundaries in relationships with children, families, and other professionals. Identify causes and symptoms of “burn out.”
<b>Level 3</b> <small>P 2.7.3</small>	Develop personal strategies to maintain healthy physical, mental, and emotional abilities in order to provide an optimal environment for all. Model behaviors that demonstrate the ability to balance personal and work responsibilities and make choices that minimize staff stress.
<b>Level 4</b> <small>P 2.7.4</small>	Analyze, evaluate, and modify strategies to maintain healthy physical, mental, and emotional abilities in order to provide an optimal environment for all.
<b>Level 5</b> <small>P 2.7.5</small>	Analyze, evaluate, articulate, and apply evidence-based best practices to promote professional morale and improve the work environment.

Professionalism	
2. Professional Development (continued)	
<i>8. Supporting Program Goals</i>	
<b>Level 1</b> P 2.8.1	Recognize program goals and participate in their achievement and periodic review.
<b>Level 2</b> P 2.8.2	Understand program goals. Implement activities to support program goals.
<b>Level 3</b> P 2.8.3	Develop, plan, select, and/or create ways to contribute to the attainment of program goals.
<b>Level 4</b> P 2.8.4	Analyze, evaluate, and modify program goals.
<b>Level 5</b> P 2.8.5	Analyze, evaluate, articulate, and apply evidence-based best practices to advance the understanding of best practices for early childhood programs.
<i>9. Continual Updating of Knowledge</i>	
<b>Level 1</b> P 2.9.1	Recognize the importance of gaining knowledge by: <ul style="list-style-type: none"> <li>○ Attending orientation</li> <li>○ Studying training materials on early childhood education and care</li> <li>○ Participating in additional opportunities to increase competency for working with young children and families</li> </ul>
<b>Level 2</b> P 2.9.2	Implement a professional development plan that includes gaining additional knowledge and skills through approved professional development activities and other activities such as: <ul style="list-style-type: none"> <li>○ Seeking and using feedback from other professionals</li> <li>○ Journaling &amp; reflection</li> <li>○ Reading professional publications</li> <li>○ Staff development workshops</li> <li>○ Professional organizations</li> <li>○ Formal course work</li> </ul>
<b>Level 3</b> P 2.9.3	Develop, plan, select, and/or create various models of professional development. Promote the professional growth of others through modeling, consulting, and mentoring.
<b>Level 4</b> P 2.9.4	Analyze, evaluate, and modify systems to support the career development of teaching and administrative staff, incorporating adult learning theory, personal and organizational change theory, and current research in early childhood education. Expand learning opportunities through traditional and electronic delivery systems.
<b>Level 5</b> P 2.9.5	Analyze, evaluate, articulate, and apply evidence-based best practices regarding complex development theories and rationale for early childhood care and education.

Professionalism	
2. Professional Development (continued)	
<i>10. Participating in Reflective Practice &amp; Research</i>	
<b>Level 1</b> P 2.10.1	Recognize the importance of critical self-reflection. Follow directions for keeping records, sharing observations, and/or giving technical support to researchers.
<b>Level 2</b> P 2.10.2	Incorporate self-reflection and feedback from other professionals to improve practice. Engage in questioning that arises from ongoing practice. Investigate answers through the use of observation, journaling and reflection, reading research, or consultation with other professionals.
<b>Level 3</b> P 2.10.3	Model critical reflection of personal educational and professional practice. Assist staff and colleagues with skills to engage in reflective practice.
<b>Level 4</b> P 2.10.4	Examine and engage in critical reflection of varying perspectives in early childhood education.
<b>Level 5</b> P 2.10.5	Conduct inquiry to generate information that informs best practices. Analyze, evaluate, articulate, and apply evidence-based best practices and research to expand the necessary holistic network of knowledge that bears on early childhood and family well-being.
<i>11. Philosophy of Early Childhood Practice</i>	
<b>Level 1</b> P 2.11.1	Recognize program philosophy. Recognize the importance of developing one's own philosophy of early childhood practice.
<b>Level 2</b> P 2.11.2	Through actions and attitudes, demonstrate a personal philosophy of early childhood care and education that: <ul style="list-style-type: none"> <li>○ Supports inclusion and cultural and linguistic diversity</li> <li>○ Is informed by theory and research</li> </ul>
<b>Level 3</b> P 2.11.3	Identify and assess current issues and trends that might affect early childhood practice now and in the future. Support and model for others as they formulate a philosophy of early childhood professional practice.
<b>Level 4</b> P 2.11.4	Develop, plan, or create strategies to assist other early childhood professionals develop and articulate a philosophy of early childhood practice.
<b>Level 5</b> P 2.11.5	Facilitate the continued development of the philosophy of early childhood professional practice.



Professionalism	
2. Professional Development (continued)	
<i>12. Continual Professional Development</i>	
<b>Level 1</b> P 2.12.1	Recognize the importance of continual, collaborative learning to inform practice.
<b>Level 2</b> P 2.12.2	View graduation or licensure not as the final demonstration of competence but as one milestone among many, including professional development experiences before and beyond successful degree completion.
<b>Level 3</b> P 2.12.3	Promote approved professional development and continued professional growth through: <ul style="list-style-type: none"> <li>○ Staff development workshops</li> <li>○ Seeking and using feedback from others</li> <li>○ Journaling and reflection</li> <li>○ Reading professional publications</li> <li>○ Professional organizations</li> <li>○ Formal course work</li> </ul>
<b>Level 4</b> P 2.12.4	Analyze, evaluate, and modify models of professional development. Support the professional growth of colleagues through modeling, mentoring, and consulting.
<b>Level 5</b> P 2.12.5	Analyze, evaluate, articulate, and apply evidence-based best practices and research that reflect an understanding of adult learning theory, personal and organizational change theory, and current research in early childhood education. Expand approved professional development for self and others through use of traditional and electronic delivery systems.

Professionalism	
3. Ethics	
<i>1. Ethics in Communication &amp; Interactions</i>	
<b>Level 1</b> P 3.1.1	Follow ethical guidelines and other professional standards related to early childhood care and education. Act in ways that are healthy and respectful, never physically or emotionally harmful, dangerous, exploitive, or intimidating to children and their families.
<b>Level 2</b> P 3.1.2	Understand and use the NAEYC code of ethical conduct and other professional standards <sup>13</sup> and regulations related to early childhood practice.
<b>Level 3</b> P 3.1.3	Apply and model the NAEYC code of ethical conduct <sup>14</sup> .
<b>Level 4</b> P 3.1.4	Lead others in their articulation and use of the NAEYC code of ethical conduct. Initiate and mediate group problem solving of ethical issues.
<b>Level 5</b> P 3.1.5	Analyze, evaluate, and articulate inquiry that provides a conceptual and structural basis for analyzing ethical issues and making informed choices when confronting ethical dilemmas.
<i>2. Ethics Pertaining to Confidentiality</i>	
<b>Level 1</b> P 3.2.1	Follow guidelines for protecting the confidentiality of spoken and written information.
<b>Level 2</b> P 3.2.2	Understand potential violations of confidentiality and take steps to mitigate.
<b>Level 3</b> P 3.2.3	Model and develop methods for the appropriate sharing and protection of confidential information.
<b>Level 4</b> P 3.2.4	Analyze, evaluate, and modify program policies and procedures for the appropriate protection and release of confidential information.
<b>Level 5</b> P 3.2.5	Analyze, evaluate, articulate, and apply evidence-based best practices to provide a conceptual and structural basis for analyzing ethical issues and making informed choices when confronting ethical dilemmas.

<sup>13</sup> [http://www.naeyc.org/files/naeyc/file/ecprofessional/Ethics%20Resources%20Bibliography%20Final%2003-10\(1\).pdf](http://www.naeyc.org/files/naeyc/file/ecprofessional/Ethics%20Resources%20Bibliography%20Final%2003-10(1).pdf)

<sup>14</sup> [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

Professionalism	
4. Leadership	
<i>1. Communication with the Broader Community</i>	
<b>Level 1</b> <small>P 4.1.1</small>	Work to develop trust and communicate clearly with children, families, and colleagues.
<b>Level 2</b> <small>P 4.1.2</small>	Understand the role of other professionals involved in the care and education of young children, e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, and school psychologists.
<b>Level 3</b> <small>P 4.1.3</small>	Promote collaborative work by supporting relationships with all professionals involved in the care and education of young children.
<b>Level 4</b> <small>P 4.1.4</small>	Model positive relationships and extend influence in the support of the growth and development of young children.
<b>Level 5</b> <small>P 4.1.5</small>	Advocate for early childhood issues affecting families and communities at local, state, federal, and global levels.
<i>2. Exhibiting Classroom &amp; Program Leadership Skills</i>	
<b>Level 1</b> <small>P 4.2.1</small>	Recognize the importance of a work culture that is inspiring and empowers initiative.
<b>Level 2</b> <small>P 4.2.2</small>	When appropriate, participate in leadership activities with staff, family, and colleagues.
<b>Level 3</b> <small>P 4.2.3</small>	Build trust and create supportive relationships with others in the field. Provide meaningful feedback. Create and regularly review program vision, mission, and goals.
<b>Level 4</b> <small>P 4.2.4</small>	Serve as a resource and mentor for others in the field. Build networks and teams which provide a base of support and facilitate professional growth.
<b>Level 5</b> <small>P 4.2.5</small>	Analyze, evaluate, articulate, and apply evidence-based best practices to facilitate changes that strengthen the quality and effectiveness of early childhood care and education.

Professionalism	
4. Leadership (continued)	
<i>3. Advocating for Appropriate Practices in the Early Childhood Field</i>	
<b>Level 1</b> <small>P 4.3.1</small>	Identify and involve oneself with the early childhood field.
<b>Level 2</b> <small>P 4.3.2</small>	Understand how public policies are developed and stay informed about current issues.
<b>Level 3</b> <small>P 4.3.3</small>	Develop as an informed advocate for sound educational practices and policies. Demonstrate essential advocacy skills, including verbal and written communication and collaboration with others regarding services and legislation for young children and families.
<b>Level 4</b> <small>P 4.3.4</small>	Participate in professional organizations and in on-going professional development to enhance skills and knowledge in working with young children from birth to age 8.
<b>Level 5</b> <small>P 4.3.5</small>	Assume an early childhood leadership role in the local, state, and national community. Contribute to the advocacy efforts of professional organizations, e.g., committee membership, journal submission, financial contributions, etc.

# Arizona Early Childhood Workforce Knowledge & Competencies

## Program Management

Rationale

Core Knowledge Components

Core Knowledge Competencies

1. Legal & Regulatory Standards
  - 1.1 Arizona Department of Health Services – Child Care Licensing Standards
  - 1.2 Regulations from Other Agencies
  - 1.3 Voluntary Compliance with Quality Improvement
  - 1.4 Record Keeping
  - 1.5 Display of License Certificate
  - 1.6 Planning for Emergencies
2. Physical Facility
  - 2.1 Facility Management
  - 2.2 Environment Management
  - 2.3 Space
3. Fiscal Management
  - 3.1 Budget Development
  - 3.2 Budget Maintenance
  - 3.3 Accounting Practices
  - 3.4 Resource Acquisition
  - 3.5 Marketing
4. Risk Management Plan
  - 4.1 Risk Reduction
  - 4.2 Accident Protocol
  - 4.3 Insurance
5. Technology
  - 5.1 Usage
6. Human Resource Management
  - 6.1 Personnel Policies
  - 6.2 Communication
  - 6.3 Schedules
  - 6.4 Staff Satisfaction
  - 6.5 Staff Recognition
  - 6.6 Compensation
  - 6.7 Benefits
  - 6.8 Collegiality
  - 6.9 Professional Development
  - 6.10 Performance Evaluation
7. Program Planning & Evaluation
  - 7.1 Mission, Goals, & Philosophy
  - 7.2 Program Planning
  - 7.3 Program Evaluation
  - 7.4 Program Improvement

## Program Management (PM)

### Rationale

The quality of early childhood care and education is dramatically affected by the competence and leadership of a program administrator who plans, assesses, and modifies the program on a continuing basis. Professionals who have been entrusted with this role must be proficient in and knowledgeable of accepted business practices as they design and implement policies, procedures and systems that comply with regulatory requirements, financial management, marketing, and record keeping. Articulating a clear vision, philosophy, and mission for the program they administer is essential.

Because children's emotional well-being and development is dependent on stable and nurturing relationships with caring adults, effective program managers foster an organizational climate that supports staff needs so that highly qualified personnel are recruited and retained.

Since the physical facility in which a program is housed has a major impact on all aspects of the program, the program manager is responsible for its design and maintenance, ensuring it is safe, comfortable, supportive, and welcoming to children, families, and staff. Strong and effective leaders listen well, make decisions, accept, and delegate responsibility, build meaningful and respectful partnerships as they advocate for children, families, and staff—inspiring all members of the community to be the best they can be.

### Core Knowledge Components

Building on knowledge of sound business practices, effective educational programming, and human resources management, effective program managers and leaders must understand:

- **Arizona Department of Health, Child Care Licensing Standards** – They implement systems that ensure compliance with

governmental regulations and with professional standards.

- **Physical Facility** – They design and maintain safe, comfortable and supportive physical environments for children, staff, and families.
- **Fiscal Management** – They execute sound financial planning and management practices.
- **Risk Management** – They ensure the safety of children, staff and families taking pro-active steps to reduce risk and prepare for emergencies.
- **Technology** – They embrace technology to support program administration, communication, and advance information resourcing.
- **Human Resource Management** – They create an organizational climate and maintain effective personnel policies and procedures that promote the recruitment, support, development, and retention of highly qualified staff members.
- **Program Planning and Evaluation** – They oversee planning, implementation, evaluation, and continuous improvement of the program's mission, goals, and philosophy.

### Core Knowledge Competencies

The competencies and indicators on the following pages specify *how* the specific knowledge, behaviors and practices are demonstrated by early childhood professionals across five levels of proficiency that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved most or all of the competencies at Level I and II.

Program Management	
1. Legal & Regulatory Standards	
<i>1. Arizona Department of Health Services—Child Care Licensing Standards</i>	
<b>Level 1</b> PM 1.1.1	Recognize and comply with legal and regulatory program requirements set forth by Arizona Department of Health Services-Child Care Licensing.
<b>Level 2</b> PM 1.1.2	Understand and comply with legal and regulatory program requirements. Monitor the environment for continuous compliance.
<b>Level 3</b> PM 1.1.3	Identify the purpose and function of legal and regulatory program requirements to staff, colleagues, and families, and children as appropriate.
<b>Level 4</b> PM 1.1.4	Develop and maintain systems that provide compliance with legal and regulatory requirements. Serve as liaison between the program and regulatory agencies. Analyze incidents of non-compliance and develop plans or policies to ensure future compliance.
<b>Level 5</b> PM 1.1.5	Promote evidence-based best practices in regulatory policies and practices to promote high quality programs for children.
<i>2. Regulations from Other Agencies</i>	
<b>Level 1</b> PM 1.2.1	Recognize and comply with requirements from other regulatory agencies (e.g., health department, fire marshal, Occupational Safety and Health Administration, Americans with Disabilities Act, etc.).
<b>Level 2</b> PM 1.2.2	Acknowledge program policies and requirements to ensure compliance. Maintain records and reports as requested.
<b>Level 3</b> PM 1.2.3	Adapt all program policies and requirements to ensure compliance. Maintain records and reports as required.
<b>Level 4</b> PM 1.2.4	Develop and review training plans to meet requirements. Provide training for all staff on policies, protocol, and requirements from all agencies.
<b>Level 5</b> PM 1.2.5	Advocate for evidence-based best practices in regulatory policies to promote high quality programs for children.

Program Management	
1. Legal & Regulatory Standards (continued)	
<i>3. Voluntary Compliance with Quality Improvement</i>	
<b>Level 1</b> PM 1.3.1	Recognize the value of opportunities for program evaluation* and certification to validate levels of service quality.
<b>Level 2</b> PM 1.3.2	Acknowledge efforts to participate in program improvement, validation, certification, and/or accreditation. Implement practices that are beyond basic requirements.
<b>Level 3</b> PM 1.3.3	Identify opportunities for engagement in the evaluation and/or certification process and present them to colleagues for consideration. Ensure quality standards exceed regulatory requirements.
<b>Level 4</b> PM 1.3.4	Analyze the benefits and limitations of pursuing relationships with organizations that offer evaluation services for the purpose of program certification. Develop, plan, select, implement, and revise (when necessary) program practices to ensure that program exceeds regulatory requirements.
<b>Level 5</b> PM 1.3.5	Promote evidence-based best practices that encourage the development, implementation, and revision of program practices to ensure that program exceeds regulatory requirements. Promote evidence-based best practices to ensure community support for quality programming.
<i>4. Record Keeping</i>	
<b>Level 1</b> PM 1.4.1	Recognize the importance of recordkeeping, accuracy, and timeliness. Know where records and documents are stored.
<b>Level 2</b> PM 1.4.2	Understand the importance of accurate records of children’s attendance and other programmatic information. Assist with record keeping in accordance with program policies and methods designed to meet regulations.
<b>Level 3</b> PM 1.4.3	Develop, plan and/or create procedures to ensure staff, colleagues, and families understand, support, and implement appropriate recordkeeping.
<b>Level 4</b> PM 1.4.4	Establish procedures to facilitate recordkeeping ensuring accuracy, timeliness, confidentiality, and compliance with regulations. Provide training to staff on record requirements and program protocols.
<b>Level 5</b> PM 1.4.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding recordkeeping systems that support continuous program improvement.

\* Indicates term defined in the glossary the first time it appears in the document.



Program Management	
1. Legal & Regulatory Standards (continued)	
<i>5. Display of License or Certificate</i>	
<b>Level 1</b> PM 1.5.1	Recognize the importance of knowing where license and other certificates are posted or available for viewing.
<b>Level 2</b> PM 1.5.2	Display license and other certificates of compliance in a publicly accessible place.
<b>Level 3</b> PM 1.5.3	Refer family members to compliance reports available on-site and online.
<b>Level 4</b> PM 1.5.4	Communicate the psychological and monetary value of the license and other certificates and instill pride in the contributions to the team achievements the document(s) represents.
<b>Level 5</b> PM 1.5.5	Facilitate community support for quality programming, and continuous pursuit of program improvement.
<i>6. Planning for Emergencies</i>	
<b>Level 1</b> PM 1.6.1	Recognize the importance of emergency plans and comply with all requirements.
<b>Level 2</b> PM 1.6.2	Follow program guidelines for responding to emergencies and share guidelines with families.
<b>Level 3</b> PM 1.6.3	Identify the program's guidelines for responding to emergencies. Develop, plan and/or create procedures for emergency responses.
<b>Level 4</b> PM 1.6.4	Develop, plan, and enforce written emergency procedures emergencies based on current recommendations from agencies and organizations that specialize in emergency preparedness.
<b>Level 5</b> PM 1.6.5	Promote evidence-based best practices with early care and education programs, regulatory agencies, and first responders who create emergency protocol for programs and families.

Program Management	
2. Physical Facility	
<i>1. Facility Management</i>	
<b>Level 1</b> PM 2.1.1	Recognize the importance of facility maintenance as required by licensing regulations.
<b>Level 2</b> PM 2.1.2	Implement practices to help maintain a clean, safe, and well-organized facility. Display familiarity with the use of the facility, including accessibility issues specified by the Americans with Disabilities Act.
<b>Level 3</b> PM 2.1.3	Understand facility operation and management. Identify resources available to resolve facility problems such as utility companies, or repair services.
<b>Level 4</b> PM 2.1.4	Develop, plan, select and implement procedures for facility maintenance including budgetary support for preventative maintenance schedules, refurbishment, and enhancement of the physical facility. Ensure the facility design provides safety and accessibility as required by the Americans with Disabilities Act. Develop, plan, select and implement procedures for systematic monitoring and maintenance of the buildings and grounds.
<b>Level 5</b> PM 2.1.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding facility management.
<i>2. Environment Management</i>	
<b>Level 1</b> PM 2.2.1	Recognize the importance of a well-organized, clean, safe, and aesthetically pleasing physical environment.
<b>Level 2</b> PM 2.2.2	Implement environmental practices to support children’s safety, interests, learning, and development. Implement learning activities that help children appreciate and contribute to a well-organized, clean, safe, and aesthetically pleasing physical environment (e.g., planting gardens, sharing artwork for common spaces, etc.).
<b>Level 3</b> PM 2.2.3	Develop, plan, select and implement methods to engage children, staff, volunteers, and family members in enhancing the physical and learning environment. Encourage the use of environmentally friendly products, energy-saving appliances, and recycling when possible.
<b>Level 4</b> PM 2.2.4	Analyze, evaluate and modify the environment to ensure it: <ul style="list-style-type: none"> <li>○ Is accessible to all</li> <li>○ Instills pride and provides beauty</li> <li>○ Supports comfort and safety for all members of the community</li> </ul> Develop strategies that provide for continuous improvement and enhancement of the environment both inside and outside.
<b>Level 5</b> PM 2.2.5	Analyze, evaluate, articulate, and promote evidence-based best practices that encourage environmental designs that support the ever-changing requirements of children, staff, and families.

Program Management	
2. Physical Facility (continued)	
<i>3. Space</i>	
<b>Level 1</b> <small>PM 2.3.1</small>	Recognize the importance of personal and common spaces and assist with their maintenance.
<b>Level 2</b> <small>PM 2.3.2</small>	Identify methods that contribute to effective use of space to maximize learning. Ensure the provision and supervision of private spaces for children.
<b>Level 3</b> <small>PM 2.3.3</small>	Ensure the provision of space for and supervision and comfort of sick children waiting to be picked up by parent or caregiver. Ensure the provision of space that meets the needs of staff. Ensure the maximized use of both indoor and outside space.
<b>Level 4</b> <small>PM 2.3.4</small>	Analyze, evaluate and modify space to make best use of the facility and resources. Analyze, evaluate and modify private spaces that are available for staff and families. Analyze, evaluate and modify room and facility scheduling to make best use of available space and resources.
<b>Level 5</b> <small>PM 2.3.5</small>	Analyze, evaluate, articulate, and apply evidence-based best practice regarding effective space utilization to support the ever-changing requirements of children, staff, and families.

Program Management	
3. Fiscal Management	
<i>1. Budget Development</i>	
<b>Level 1</b> PM 3.1.1	Use materials, equipment, and other resources prudently.
<b>Level 2</b> PM 3.1.2	Identify the program’s funding sources (income) and requirements, i.e. tuition, state and/or federal funding, private foundations. Identify expenses related to the child care or education business.*
<b>Level 3</b> PM 3.1.3	Participate in the development, planning, and implementation of the budget development process.
<b>Level 4</b> PM 3.1.4	Develop an annual operating budget designed to facilitate program goals based on anticipated funding.* Communicate with staff, families, and stakeholders to develop short- and long-term financial goals. Analyze, evaluate, and modify salary scales that are commensurate with qualifications/experience. Identify multiple funding sources.
<b>Level 5</b> PM 3.1.5	Develop a fee structure and policies related to late payments and other financial matters.* Analyze, evaluate, articulate, and apply evidence-based best practice with educational institutions and business leaders to improve the accessibility and availability of professional development in business management, and finance for early childhood professionals.
<i>2. Budget Maintenance</i>	
<b>Level 1</b> PM 3.2.1	Follow directions for requesting supplies and materials as needed.
<b>Level 2</b> PM 3.2.2	Implement procedures to track income and expenses.*
<b>Level 3</b> PM 3.2.3	Engage in the continual assessment of potential shortages or surpluses in budgetary expenses.
<b>Level 4</b> PM 3.2.4	Continually analyze, evaluate and modify operating budget. Ensure program meets budgetary reporting requirements.*
<b>Level 5</b> PM 3.2.5	Evaluate, articulate, and apply evidence-based best practice regarding systems that support sound fiscal operations in a variety of early childhood care and education settings supplied by multiple funding streams.

\*These skills and practices are needed by owners/directors of all types of childcare facilities.

Program Management	
3. Fiscal Management (continued)	
<i>3. Accounting Practices</i>	
<b>Level 1</b> PM 3.3.1	Recognize the importance of using materials, equipment, and other resources prudently.
<b>Level 2</b> PM 3.3.2	Manage materials and supplies according to the budget.
<b>Level 3</b> PM 3.3.3	Select, adapt, or create an accounting system. * Maintain fiscal records (i.e. balance sheets, bank reconciliations, etc.). * Reconcile income and expenses monthly. * Review monthly and quarterly income and expense statements to determine fiscal status.
<b>Level 4</b> PM 3.3.4	Analyze income and expenses to ascertain cash flow for the fiscal year. Analyze income and expenses when considering hiring additional staff or enrolling additional children or making other changes. Obtain an annual independent review or audit of financial records. Communicate regular reports to appropriate stakeholders (board, funding sources, etc.).
<b>Level 5</b> PM 3.3.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding accounting practices that meet the varying needs of early childhood providers.
<i>4. Resource Acquisition</i>	
<b>Level 1</b> PM 3.4.1	Recognize the value of resources (financial, human, and material) needed to provide a high quality program.
<b>Level 2</b> PM 3.4.2	Identify strategies to gain access to resources - both material and non-material.
<b>Level 3</b> PM 3.4.3	Develop, plan, select, and/or identify methods for resource acquisition.
<b>Level 4</b> PM 3.4.4	Initiate activities to secure resources including: <ul style="list-style-type: none"> <li>○ Fundraising</li> <li>○ Gifts</li> <li>○ Grants</li> <li>○ In-kind contributions</li> <li>○ Volunteer time</li> <li>○ Collaboration with community organizations</li> </ul>
<b>Level 5</b> PM 3.4.5	Advocate for creative and inclusive funding of early childhood care and education for all children and their families. Analyze, evaluate, articulate, and apply evidence-based best practice to assist early childhood programs with resource acquisition.

\*These skills and practices are needed by owners/directors of all types of childcare facilities.

Program Management	
3. Fiscal Management (continued)	
<i>5. Marketing</i>	
<b>Level 1</b> <small>PM 3.5.1</small>	Recognize the importance of promoting early childhood programs to others.
<b>Level 2</b> <small>PM 3.5.2</small>	Recognize ongoing activities and successes that merit public awareness and share information with others.
<b>Level 3</b> <small>PM 3.5.3</small>	Create a warm welcome for prospective families and provide tours of the program.
<b>Level 4</b> <small>PM 3.5.4</small>	Communicate services provided by the program. Examples include: <ul style="list-style-type: none"> <li>○ Press releases</li> <li>○ Social media</li> <li>○ Public appearances at community events</li> <li>○ Host events to build awareness of early childhood and the importance of high quality programs</li> </ul>
<b>Level 5</b> <small>PM 3.5.5</small>	Advocate for high quality care and education for all young children and families. Engage community and business leaders to build awareness of the importance of early childhood and identify ways they can support young children and families

Program Management	
4. Risk Management Plan	
<i>1. Risk Reduction</i>	
<b>Level 1</b> PM 4.1.1	Follow policies and procedures designed to minimize the risk for injury, property loss, or professional liability. Participate in regular risk and injury prevention professional development.
<b>Level 2</b> PM 4.1.2	Understand loss and liability policies. Maintain current and accurate documentation related to risk management.
<b>Level 3</b> PM 4.1.3	Develop, plan, select, and/or create learning activities for children to reinforce the concept of safety and prevention. Assess the environment regularly for potential risks.
<b>Level 4</b> PM 4.1.4	Develop program policies and procedures for risk and injury prevention for children, families, and staff. Ensure policies address various environmental hazards such as asbestos, lead, air pollution, etc. in accordance with regulatory agency requirements. Lead professional development for staff on the prevention of workplace accidents.
<b>Level 5</b> PM 4.1.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding areas of potential loss and liability.
<i>2. Accident Protocol</i>	
<b>Level 1</b> PM 4.2.1	Follow directions for reporting work-related injuries to appropriate staff. Recognize the importance of strategies to prevent work-place accidents.
<b>Level 2</b> PM 4.2.2	Identify procedures to follow when accidents occur that involve children, families, or staff. Support strategies to prevent accidents.
<b>Level 3</b> PM 4.2.3	Assess all areas of the program for safety and identify steps to take when an accident occurs including contact information. Assist with reporting when needed.
<b>Level 4</b> PM 4.2.4	Develop and maintain written procedures for preparing for and handling emergencies. Communicate with employees about their rights under the Arizona Division of Occupational Safety and Health Administration (OSHA). Develop policies and procedures for response to and reporting of accidents in accordance with government regulations.
<b>Level 5</b> PM 4.2.5	Engage health and safety officials, colleagues, families, and the community to promote evidence-based best practice to reduce the risk of accidents.

Program Management	
4. Risk Management Plan (continued)	
<i>3. Insurance</i>	
<b>Level 1</b> PM 4.3.1	Recognize the importance of insurance coverage.
<b>Level 2</b> PM 4.3.2	Refer questions about insurance coverage or claims to appropriate staff person.
<b>Level 3</b> PM 4.3.3	Identify the procedures for reporting claims and assist with reports as needed.
<b>Level 4</b> PM 4.3.4	Examine insurance requirements and maintain adequate coverage for loss and liability for: <ul style="list-style-type: none"> <li>○ Children</li> <li>○ Personnel, volunteers and visitors</li> <li>○ Property</li> <li>○ Professional liability</li> </ul> Communicate the extent of coverage to staff and families.
<b>Level 5</b> PM 4.3.5	Provide guidance and share resources to support evidence-based best practice early childhood professionals in the area of business practices.



Program Management	
5. Technology	
1. Usage	
<p><b>Level 1</b></p> <p>PM 5.1.1</p>	<p>Recognize the value of a working knowledge of basic computer technology.</p> <p>Use technology resources in accordance with program policies.</p>
<p><b>Level 2</b></p> <p>PM 5.1.2</p>	<p>Implement technology resources for communication with colleagues and families.</p> <p>Use technology to document children’s learning and assessments, and planning.</p> <p>Use computer technology to implement recordkeeping as appropriate.</p>
<p><b>Level 3</b></p> <p>PM 5.1.3</p>	<p>Develop, plan, select and/or create methods of using technology resources to:</p> <ul style="list-style-type: none"> <li>○ Communicate with colleagues and families</li> <li>○ Promote learning and develop curriculum</li> <li>○ Facilitate scheduling and programming</li> </ul> <p>Model use of technology for new staff.</p>
<p><b>Level 4</b></p> <p>PM 5.1.4</p>	<p>Use technology for curriculum planning, research, and professional development.</p> <p>Integrate technology into budget planning, recordkeeping, curriculum, marketing, and staffing.</p> <p>Develop, plan, select and/or create program policies that govern the use of technology.</p> <p>Develop, plan, select and/or create policies to ensure staff receives professional development opportunities in the use of computer technology as appropriate.</p> <p>Develop, plan, select and/or create a technology plan for acquiring hardware, software, and maintenance (updating and replacing as needed).</p>
<p><b>Level 5</b></p> <p>PM 5.1.5</p>	<p>Provide guidance and share resources to support evidence-based best practice professional development opportunities on technology usage in early childhood care and education settings.</p>

Program Management	
6. Human Resource Management	
<i>1. Personnel Policies</i>	
<b>Level 1</b> PM 6.1.1	Follow personnel policies that describe the terms of employment; seek clarification for any performance expectations or terms of employment as needed.
<b>Level 2</b> PM 6.1.2	Understand the expectations of job description. Understand personnel policies, including those that involve salaries, benefits, and volunteer or internship agreement. Identify the different roles in the program.
<b>Level 3</b> PM 6.1.3	Develop, plan, select and/or create policies and procedures for new staff, volunteers, and interns. Model developmentally appropriate positive communication with families, colleagues, and children.
<b>Level 4</b> PM 6.1.4	Develop, plan, select and/or create hiring policies and job descriptions for all employees in compliance with regulations, or other requirements with consideration for the diverse linguistic and cultural experiences of all children and families. Develop orientation program for new staff, volunteers, and interns. Establish a monitoring system for all personnel procedures to ensure they are consistent with regulatory requirements and reflect the diversity of the community.
<b>Level 5</b> PM 6.1.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding hiring practices in a variety of early childhood settings, such as recruitment and retention of a diverse workforce. Engage early childhood professionals and community members to strengthen hiring practices to cultivate leaders.
<i>2. Communication</i>	
<b>Level 1</b> PM 6.2.1	Engage in appropriate and professional methods of communication with staff and colleagues. Follow directions regarding attendance at staff meetings and other meetings as requested by supervisor. Read e-mail memos and other notices promptly, and respond as appropriate.
<b>Level 2</b> PM 6.2.2	Accommodate the communication styles and preferences of staff and colleagues and use this information when communicating.
<b>Level 3</b> PM 6.2.3	Create timely and accurate internal communication (i.e., memos, notices, e-mail messages.) Maintain transparency and accountability in interactions.
<b>Level 4</b> PM 6.2.4	Develop, plan, select, and/or create a variety of systems or strategies to facilitate effective communication among staff and colleagues. Provide professional development activities on the principles and strategies of effective communication. Demonstrate effective communication to meet the diverse language and literacy abilities of staff and colleagues.
<b>Level 5</b> PM 6.2.5	Analyze, evaluate, articulate, and apply evidence-based best practice for early childhood professionals and community leaders to address challenges and potential systemic barriers to effective communication in a variety of early education and care settings. Facilitate professional development opportunities that address effective communication strategies to ensure equity and respect for children, families, and early childhood professionals.

Program Management	
6. Human Resource Management (continued)	
<i>3. Schedules</i>	
<b>Level 1</b> PM 6.3.1	Follow directions regarding work schedule and attendance requirements. Request personal leave in advance and give maximum notice for unscheduled leave.
<b>Level 2</b> PM 6.3.2	Acknowledge the importance of cooperation with colleagues and supervisor to support flexibility in schedules.
<b>Level 3</b> PM 6.3.3	Plan schedules and assist as needed to ensure continuity of care is provided for children.
<b>Level 4</b> PM 6.3.4	Develop schedules to meet proper staff-child ratios and maintain consistent assignment of teachers/caregivers to individual children or groups of children. Develop strategies to support flexible scheduling while minimizing disruption.
<b>Level 5</b> PM 6.3.5	Develop and maintain an up-to-date substitute list of qualified individuals to support scheduling needs. Provide learning opportunities, leadership, resources, and information based on best practices regarding scheduling and the value of continuity of care.
<i>4. Staff Satisfaction</i>	
<b>Level 1</b> PM 6.4.1	Recognize the value of participation in job satisfaction surveys/assessments.
<b>Level 2</b> PM 6.4.2	Understand the value of participation in job satisfaction surveys/assessments.
<b>Level 3</b> PM 6.4.3	Express appreciation for staff members who provide commendable service.
<b>Level 4</b> PM 6.4.4	Develop, plan, select or create, and implement regular strategies for assessing job satisfaction (i.e., surveys, open-door policy, focus groups, etc.) Use job satisfaction assessment results to make changes or modifications to the workplace.
<b>Level 5</b> PM 6.4.5	Provide learning opportunities, leadership, resources, and information based on best practices regarding the value of early care and education to the well-being of society at all levels i.e., from the neighborhood to the world. Recognize early childhood professionals' contributions—individually and collectively—in public forums, i.e. newsletters, meetings, conferences, journals, etc.

Program Management	
6. Human Resource Management (continued)	
<i>5. Staff Recognition</i>	
<b>Level 1</b> PM 6.5.1	Recognize the value of expressing appreciation to others for their contributions to the early childhood workplace environment and the program in general.
<b>Level 2</b> PM 6.5.2	Engage in opportunities to recognize contributions of colleagues, volunteers, and administrators to the early childhood workplace environment and the program in general.
<b>Level 3</b> PM 6.5.3	Develop various strategies to recognize (privately and publicly) contributions of colleagues, volunteers, and administrators to the early childhood workplace environment and the program in general.
<b>Level 4</b> PM 6.5.4	Create frequent opportunities to celebrate both little victories and milestones in the early childhood workplace environment and the program in general.  Involve all members of the community (children, families, volunteers, and staff) as appropriate.  Recognize both individual and team contributions to the early childhood workplace environment and the program in general.
<b>Level 5</b> PM 6.5.5	Analyze, evaluate, and articulate, evidence-based best practices related to policies and systems for employee recognition that recognize or emphasize team or program-wide cooperation in achievements, emphasizing collaboration rather than competition.
<i>6. Compensation</i>	
<b>Level 1</b> PM 6.6.1	Implement job requirements for which compensation is provided.  Seek supervisor's advice on professional development and/or self-study opportunities to increase knowledge, effectiveness, and value to the organization.
<b>Level 2</b> PM 6.6.2	Engage in professional development activities and/or educational pursuits that increase knowledge, effectiveness, and value to the organization.
<b>Level 3</b> PM 6.6.3	Participate in professional development opportunities and pursue personal goals to increase professionalism and increase compensation potential.
<b>Level 4</b> PM 6.6.4	Develop, plan, select or create a salary scale that is differentiated by role, education, specialized training, and years of relevant experience.  Develop, plan, select or create alternative methods of encouraging excellence and recognizing outstanding performances and accomplishments that contribute to child or program achievement.  Examine salary scale regularly taking into consideration various internal and external factors, i.e., economic indicators, market base, labor pool, etc.
<b>Level 5</b> PM 6.6.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding compensation among all of the various early care and education providers (private, public, non-profit, for profit, etc.) to inform program administrators and other stakeholders.  Advocate for advancement of equity and just compensation within the field for skilled professional services.

Program Management	
6. Human Resource Management (continued)	
<i>7. Benefits</i>	
<b>Level 1</b> PM 6.7.1	Recognize the value of benefits offered.
<b>Level 2</b> PM 6.7.2	Understand the value of benefits offered.
<b>Level 3</b> PM 6.7.3	Provide feedback to administrators regarding satisfaction with and use of benefits.
<b>Level 4</b> PM 6.7.4	Provide leadership in securing benefits for staff. Benefits may include: <ul style="list-style-type: none"> <li>○ Sick leave</li> <li>○ Vacation</li> <li>○ Holidays</li> <li>○ Free or reduced tuition for staff member's children</li> <li>○ Education and/or Professional Development</li> <li>○ Health, life, and disability insurance</li> <li>○ Tax-deferred savings plans</li> <li>○ Retirement</li> </ul>
<b>Level 5</b> PM 6.7.5	Engage early childhood professionals and community leaders to address challenges and potential systemic barriers to providing benefits for early childhood professionals.
<i>8. Collegiality</i>	
<b>Level 1</b> PM 6.8.1	Recognize the value of a positive attitude and spirit of cooperation with co-workers.
<b>Level 2</b> PM 6.8.2	Display positive relationships with staff members to foster a team environment.
<b>Level 3</b> PM 6.8.3	Create opportunities to engage in positive, cooperative ways as a member of the team.
<b>Level 4</b> PM 6.8.4	Examine organizational climate and make adjustments on an on-going basis to promote and maintain a positive and vibrant environment for staff, volunteers, and interns.  Develop, plan, select or create team-building opportunities for early childhood professionals to gather, share, and learn from each other.  Communicate appropriately to resolve staff conflicts and to improve team relationships.
<b>Level 5</b> PM 6.8.5	Facilitate collegiality in all relationships personally and professionally.  Analyze, evaluate, articulate, and apply evidence-based best practice regarding group dynamics/management in order to provide guidance for early childhood professionals.

Program Management	
6. Human Resource Management (continued)	
9. Professional Development	
<p><b>Level 1</b></p> <p>PM 6.9.1</p>	<p>Engage in required approved professional development activities.</p> <p>Recognize the importance of participation in orientation and additional learning opportunities.</p>
<p><b>Level 2</b></p> <p>PM 6.9.2</p>	<p>Use acquired professional development knowledge to enhance the learning environment for children.</p> <p>Identify personal and career goals and develop a personal plan to achieve these goals.</p>
<p><b>Level 3</b></p> <p>PM 6.9.3</p>	<p>Identify sources for adult learning, coaching, and mentoring opportunities with more experienced early childhood educators.</p> <p>Develop, plan, select or create opportunities for colleagues to share their learning and new ideas with each other.</p> <p>Share evidence-based research articles and Internet sites that promote learning and professional development.</p>
<p><b>Level 4</b></p> <p>PM 6.9.4</p>	<p>Encourage early childhood staff to engage in learning and professional development.</p> <p>Provide professional development opportunities (traditional and distance learning) for all staff.</p> <p>Provide resources or information about other sources of financial support for professional development, i.e., scholarships, etc., to early childhood staff.</p> <p>Serve as a coach and mentor to all employees.</p>
<p><b>Level 5</b></p> <p>PM 6.9.5</p>	<p>Analyze, evaluate, and articulate, evidence-based best practices with early childhood professionals to facilitate professional development opportunities and mentorship programs.</p>

Program Management	
6. Human Resource Management (continued)	
10. Performance Evaluation	
<b>Level 1</b> PM 6.10.1	Engage in performance evaluations for self and supervisors.
<b>Level 2</b> PM 6.10.2	Improve job performance based on feedback provided during evaluation to strengthen skills and improve understanding and performance.
<b>Level 3</b> PM 6.10.3	Implement or participate in formal performance reviews, including review of supervisor performance, at least annually and in compliance with personnel policies. Demonstrate confidentiality and privacy in the supervision and evaluation of staff and colleagues.
<b>Level 4</b> PM 6.10.4	Develop, plan, select or create a developmentally appropriate and evidence-based best practice method for staff performance evaluation. Communicate with stakeholders (i.e., board member, owners, etc.) in the development, planning, selection or creation and use of the director’s assessment. Ensure that evaluation tool assesses and documents performance based on clearly defined job descriptions, expectations, and direct observation, incorporating input from families or other staff as appropriate. Ensure that evaluation tool /plan includes self-assessment and reflection as part of the overall performance evaluation. Conduct private, formal performance reviews at least annually. Ensure all employees understand the role of performance evaluations in continuous improvement.
<b>Level 5</b> PM 6.10.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding performance evaluation in order to provide guidance for decisions and actions of early childhood professionals.

Program Management	
7. Program Planning & Evaluation	
<i>1. Mission, Goals, &amp; Philosophy</i>	
<b>Level 1</b> PM 7.1.1	Recognize the importance of the program’s mission statement, goals, and philosophy.
<b>Level 2</b> PM 7.1.2	Understand the program’s mission, goals, and philosophy. Respond to basic questions from enrolled families about the program’s mission, goals, and philosophy and refer more complex questions to appropriate staff.
<b>Level 3</b> PM 7.1.3	Identify the program’s mission, goals, and philosophy. Articulate the program’s mission, goals, and philosophy and respond appropriately to questions from staff, colleagues, and families. Identify similarities and differences among various philosophical approaches to early care and education as they apply to the program’s mission, goals, and philosophy.
<b>Level 4</b> PM 7.1.4	Develop, plan, or create with staff, colleagues, families, early childhood educators, regulatory agencies, and community leaders the program’s mission statement, goals, and philosophy. Engage the program in an ongoing analysis of the program’s mission, goals, and philosophy statements and their implication for practice. Ensure staff composition is reflective of families and the community.
<b>Level 5</b> PM 7.1.5	Analyze, evaluate, and articulate evidence-based best knowledge and practices to early childhood programs as they seek to create a statement of philosophy and implement a philosophy-driven practice.
<i>2. Program Planning</i>	
<b>Level 1</b> PM 7.2.1	Recognize the importance of using daily program planning to promote children’s cognitive, socio-emotional, and physical development. Recognize the importance of system level program planning to ensure the long-term success of the early childhood program.
<b>Level 2</b> PM 7.2.2	Acknowledge the importance of the program planning process and contribute ideas related to the daily learning environment and to the long-term success of the early childhood program.
<b>Level 3</b> PM 7.2.3	Implement on-going monitoring to plan and adjust daily activities based on individual needs and skills. Observe, identify and discuss the importance of using on-going system-level program monitoring to ensure the long-term success of the early childhood program.
<b>Level 4</b> PM 7.2.4	Create strategic plans and procedures to ensure the long-term success and effectiveness of the program. Lead staff, colleagues, early childhood educators, regulatory agencies, community leaders, and others, as appropriate in program planning. Areas for focus include: <ul style="list-style-type: none"> <li>○ Recruitment &amp; enrollment</li> <li>○ Defined roles and responsibilities for governing boards and parent advisory committees</li> <li>○ Setting annual goals for improvement</li> <li>○ Resources and support for meeting goals</li> <li>○ Program evaluation</li> </ul>
<b>Level 5</b> PM 7.2.5	Engage early childhood professionals, families, staff, regulatory agencies, and community leaders to participate in the strategic plan and procedures planning process. Analyze, evaluate articulate, and apply current knowledge, theories, research, and best practices of effective program planning.



Program Management	
7. Program Planning & Evaluation (continued)	
<i>3. Program Evaluation</i>	
<b>Level 1</b> PM 7.3.1	Recognize the importance of program evaluation to ensure program quality.
<b>Level 2</b> PM 7.3.2	Participate in program evaluation as appropriate and as requested by program administration.
<b>Level 3</b> PM 7.3.3	Implement program evaluation activities. Assist with review and interpretation of annual program evaluation data.
<b>Level 4</b> PM 7.3.4	Develop, plan, and implement an annual program evaluation that assesses variables, such as the quality of personnel, physical environment, effectiveness of parent involvement, and community collaboration activities. Assess data gathered during program evaluation and use result for program improvement, decision making and accountability. Inform stakeholders, external agencies and policy makers of results.
<b>Level 5</b> PM 7.3.5	Analyze, evaluate, articulate, and apply evidence-based best practice regarding for program evaluation.
<i>4. Program Improvement</i>	
<b>Level 1</b> PM 7.4.1	Recognize the importance of participation in program improvement activities.
<b>Level 2</b> PM 7.4.2	Engage with staff, colleagues, and families in reflective practice and self-study and implement action plans for improvement.
<b>Level 3</b> PM 7.4.3	Participate in the creation of a program improvement action plan based on program evaluation results.
<b>Level 4</b> PM 7.4.4	Analyze, articulate, and apply program evaluation results to create an improvement plan that will: <ul style="list-style-type: none"> <li>o Promote positive outcomes for children and families</li> <li>o Maintain a high-quality program based on regulatory standards and others related to quality improvement , certification, or accreditation programs</li> <li>o Integrate standards into program planning.</li> <li>o Promote high-quality standards and best practices for staff</li> <li>o Provide support for continuous professional development</li> </ul>
<b>Level 5</b> PM 7.4.5	Promote evidence-based best practices with early childhood professionals, families, regulatory agencies, policymakers, and other service providers to implement policies that support high-quality services in a variety of early childhood settings.

## Glossary

**504** – Section 504 is a federal law that protects students with disabilities from being discriminated against at school. A 504 plan requires the school to give the child the same opportunities as students without disabilities. This is accomplished through reasonable accommodations and/or modifications. A 504 is not about getting special education services.

**Accommodation** – A change that helps a child overcome or work around a disability. The changes are typically physical or environmental changes which affect *how* a child works within the general education curriculum. (National Dissemination Center for Children with Disabilities)

**Adaptation** – A change in educational environment which allows the child equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications.

**Anecdotal Records** – Short, factual, narrative descriptions of child behaviors and skills.

**Approaches to Learning** – Observable behaviors that indicate ways children become engaged in social interactions and learning experiences. It includes initiative and curiosity, attentiveness and persistence, confidence, creativity, and reasoning and problem-solving. (*Arizona Learning Standards, 3<sup>rd</sup> Edition*)

**Assessment** – The methods through which early childhood professionals gain understanding of children’s development and learning. It includes systematic observations and other informal and formal assessments, the purpose of which is to appreciate a child’s unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. Secondly, assessment may also refer to the formal and informal assessments of adults for program evaluation, assignment of competency levels, certification, or degree completion.

**Authentic Assessment** – System of observation, documentation, and analysis that tracks a child’s skills and progress toward meeting early learning expectations or standards in real-life situations over time. It includes observation, interviews, checklists, and work sampling.

**Best Practices** – Research or scientifically-based educational methods or techniques that have demonstrated results for children’s learning and development.

**Child/Children** – Refers to young **children** in the period of early childhood development, from birth through age 8, in a care or classroom environment.

**Child/Children with Special Needs** – For the purpose of this document, child/children with special needs refers to those with identified disabilities. Children with identified disabilities may include those who are being served through an Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP), or have a medically diagnosed health condition for which the child would benefit from the development of an Individual Health Plan (IHP).

**Continuity of Care** – Refers to the policy of assigning a primary caregiver to an infant or toddler at the time of enrollment in a child care program and continuing this relationship until the child is at least three years old. With continuity, the caregiver continually modifies the environment to meet the children’s changing needs, or the entire group moves with the caregiver to another more appropriate space. (West Ed, The Program for Infant/Toddler Care)

**Culture** – Includes ethnicity, racial identity, economic class, family structure, language, religious/spiritual beliefs, and political beliefs, all of which profoundly influence each child’s development and relationship to the local community and to the world.

**Cultural Diversity** – The term given to a range of peoples or societies with different ethnicities, racial identities, economic classes, family structures, languages, religious/spiritual beliefs, and political beliefs, all living in a specific region.

**Culturally Responsive Practice** – A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Some of the characteristics of culturally responsive teaching are positive perspectives on parents and families; communication of high expectations; learning within the context of culture; student-centered instruction; culturally mediated instructions; reshaping the curriculum; and teacher as facilitator. (The Education Alliance, Brown University<sup>15</sup>)

**Developmental Screening** – A short standardized assessment used to identify children who are potentially at-risk for a developmental delay.

**Developmentally Appropriate Practice (DAP)** – A fundamental approach for all who work with young children. It is designed to promote young children's optimal learning and development. Its three core considerations include: 1) knowing about child development and learning; 2) knowing what is individually appropriate; and 3) knowing what is culturally important. (National Association for the Education of Young Children)

**Family, Friend, and Neighbor (FFN) Care** – Refers to a broad range of child care arrangements provided in the home of the child or caregiver, by extended family members, friends, neighbors and other unrelated adults, for a fee, or free. Family, friend, and neighbor care is also often referred to as kith and kin, informal care, unregulated and license exempt child care, or relative care (Arizona's BUILD Initiative, CLASP, Families and Work Institute: Sparking Connections Report)

**Formative Assessment** – Assessment designed to monitor progress toward an objective and used to guide curricular and instructional

decisions. Examples include observation data, portfolios, and student work samples.

**Inclusion and Diversity** – The phrase “each child” or “all children” is used to emphasize that every competency, component, and indicator is meant to include all children: those with developmental delays or disabilities, those who are gifted and talented, those whose families are culturally and linguistically diverse, those from diverse socioeconomic groups, and those with individual learning styles, strengths, and needs.

**Individualized Education Plan (IEP)** – A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with federal regulations. It includes statements of the child's present levels of academic achievement and functional performance; measurable annual goals; special education and related services; and other related information (U.S. Department of Education). An IEP, used for children starting at age 3, focuses on the educational needs of the child.

**Individualized Family Service Plan (IFSP)** – A written statement that, among other things, outlines the early intervention services that a child and family will receive. It includes the child's present levels of functioning and needs, family information, results or outcomes expected, and early intervention services (National Dissemination Center for Children with Disabilities). An IFSP, used for children from birth through age 2, focuses on the child and family and the services that a family needs to help them enhance the development of their child.

**Individualized Healthcare Plan (IHP)** – A written document for a child whose healthcare needs affect or have the potential to affect safe and optimal program attendance and performance. The document outlines the provision of child healthcare services intended to achieve specific child outcomes.

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<sup>15</sup> <http://www.alliance.brown.edu/tul/tl-strategies/crt-principles.shtml>

**Integrated Early Childhood Professional Development System** - Helps develop and retain a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals and crosses sectors serving early education professionals working in direct and non-direct service roles. Such roles may be in Head Start; for-profit and not-for-profit child care programs in centers and homes; state prekindergarten programs in community-based and school-settings; public school programs; early intervention and special education services; resource and referral agencies; higher education institutions; state departments of education, licensing, health, and other early childhood education related departments.<sup>16</sup>

**Modification** – A change generally connected to instruction and assessment, things that can be tangibly changed or modified. Modifications change *what* is being taught to or expected from the child. (National Dissemination Center for Children with Disabilities)

**People First Language** – People first language is used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: “a person who ...”, “a person with ...” or, “person who has...” (National Center on Birth Defects and Developmental Disabilities, Department of Health and Human Services, USA)<sup>17</sup>

**Play** – An activity which is easy to identify but difficult to define, play is both simple and complex. Play exists in many types: symbolic, socio-dramatic, functional, and games with rules<sup>18</sup>. Garvey describes play as an activity which is: 1) positively valued by the player; 2) self-motivated; 3) freely chosen; 4) engaging; and 5) which "has certain systematic

relations to what is not play" (1977, *Play*. Cambridge, MA: Harvard University Press).

**Professional** – One who works with and supports children and their families. All professionals have a base of knowledge, defined standards of practice, ability to adapt as standards and knowledge change, and connection with a community of colleagues.

**Program Evaluation** – A systematic method of describing the methods and outcomes of an early childhood intervention or service. Program evaluations routinely address variables, such as the quality of personnel and the physical environment, effectiveness of parent involvement, and community collaboration activities. It is often required by external agencies and used by policy makers to make decisions about funding, needed program supports, and program requirements.

**Prosocial** – Prosocial behaviors and skills are voluntary actions and abilities intended to benefit others. Terms to describe prosocial behaviors and skills include empathy, compassion, compromise, respect, sharing, helping, cooperating, and complimenting. The term “voluntary” is important; behaviors and skills that are forced cannot be considered prosocial.

**Special needs** – For the purpose of this document, child/children with special needs refers to those with identified disabilities. Children with identified disabilities may include those who are being served through an Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP), or have a medically diagnosed health condition for which the child would benefit from the development of an Individual Health Plan (IHP).

**Work Sampling** – A method for monitoring children’s knowledge, skills, and personality through observation and the collection of representations and examples of children’s work. Work samples can include examples of both two- and three-dimensional work, e.g., samples of art projects, drawing, cutting, and/or pasting, emergent writing samples, as well as photographs and audio and video recordings.

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<sup>16</sup> <http://www.naeyc.org/policy/ecwsi>

<sup>17</sup> [http://www.cdc.gov/ncbddd/disabilityandhealth/pdf/DisabilityPoster\\_Photos.pdf](http://www.cdc.gov/ncbddd/disabilityandhealth/pdf/DisabilityPoster_Photos.pdf)

<sup>18</sup> <http://families.naeyc.org/learning-and-development/child-development/10-things-every-parent-should-know-about-play>

## Professional Resources

- Alliance for Family, Friend and Neighbor Child Care (AFFNCC)  
<http://www.familyfriendandneighbor.org/>
- American Academy of Pediatrics  
<http://www.aap.org>
- Arizona Association for the Education of Young **Children** (AzAEYC)  
<http://www.azaeyc.net/>
- Arizona Department of Education  
<http://www.azed.gov/>
- Arizona Department of Health Services (Arizona Early Intervention Program)  
<http://www.azdhs.gov/>
- Association for Childhood Education International (ACEI)  
<http://www.acei.org/>
- Child Care Technical Assistance Network  
<https://childcareta.acf.hhs.gov/>
- Council for Exceptional **Children** (CEC)  
<http://www.cec.sped.org/>
- First Things First  
<http://www.azftf.gov>
- National Academy of Sciences  
<http://www.nationalacademies.org/>
- National Association for Sport and Physical Education (NASPE)  
<http://www.aahperd.org/naspe/>
- National Association for the Education of Young **Children** (NAEYC)  
<http://www.naeyc.org/>
- National Center for Research on Early Childhood Education (NCRECE)  
<http://curry.virginia.edu/research/centers/castl/project/ncrece>

- National Council of Teachers of Mathematics (NCTM)  
<http://www.nctm.org/>
- National Head Start Association  
<http://www.nhsa.org/>
- National Professional Development Center on Inclusion (NPDCI)  
<http://www.fpg.unc.edu/node/2880>
- Pacer Center for **Children** with Disabilities  
<http://www.pacer.org/>
- Zero to Three  
<http://www.zerotothree.org/>

## Curriculum Resources

- Constructivism  
<http://www.learningpt.org/>
- Creative Curriculum  
<http://www.teachingstrategies.com/>
- Developmental Interaction Approach  
<http://www.bnkst.edu/>
- High/Scope  
<http://www.highscope.org/>
- Montessori  
<http://www.montessori.org/>
- Project Approach  
<http://www.projectapproach.org/>
- Reggio Emilia  
<http://www.reggioalliance.org/>
- Scaffolding Early Learning Program  
<http://www.mcrel.org/products-and-services/services/service-listing/service-43/>

## Assessment Tools

- The Ounce Scale; Pearson Early Learning, San Antonio, TX
- PALS™ PreK; Phonological Awareness Literacy Screening, Charlottesville, VA
- Peabody Picture Vocabulary Test (PPVT); Pearson, San Antonio, TX
- Teaching Strategies GOLD™ Birth through Kindergarten; Teaching Strategies, Washington, DC

## Program Assessment Tools

- Arnett Caregiver Scales
- Assessment of Practices in Early Elementary Classrooms (APPEC)
- Business Administration Scale (BAS)
- Classroom Assessment Scoring System (CLASS)
- Early Childhood Education Quality Improvement Process (ECQUIP)
- Early Childhood Environmental Rating Scales (ECERS-R, ITERS-R, FCCERS-R)
- Early Language and Literacy Classroom Observations (ELLCO)
- Preschool Program Quality Assessment (PQA)
- Program Administration Survey (PAS)
- WestEd Teach for Success (T4S)

## Quality Improvement & Accreditation Organizations

### **American Montessori Society**

281 Park Avenue South, 6th Floor, New York, NY  
10010 (212) 358-1250

<http://www.amshq.org/>

### **Association for Christian Schools International**

326 S. Wilmot Road Ste. A110

Tucson, AZ 85711

(520) 514-2897

<http://www.acsi.org/>

### **Association for Early Learning Leaders**

(Formerly known as National Association of Child Care Professionals)

P.O. Box 982, Christiansburg, VA 24073

(800) 537-1118

<http://www.naccp.org/>

### **First Things First: Quality First**

4000 N. Central Avenue, Suite 800

Phoenix, AZ 85012

(602) 771-5100

<http://www.qualityfirstaz.com/>

### **National Association for the Education of Young Children**

1509 16th Street North West

Washington D.C. 20036

(800) 424-2460

<http://www.naeyc.org/>

### **National Early Childhood Program Accreditation**

1029 Railroad Street

Conyers, GA 30207

(800) 543-7461

<http://www.necpa.net/>

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