

# STEPS FORWARD

Recommendations of the 2007-2008  
Massachusetts  
Early Education and Care and Out-of-School-Time  
Workforce Development Task Force

July, 2008

## Co-Chairs

Amy Kershaw, Department of Early Education and Care  
Peg Sprague, United Way of Massachusetts Bay and Merrimack Valley  
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**THE SCHOTT FELLOWSHIP**  
CREATING CHANGE FOR ALL YOUNG CHILDREN  
IN THE COMMONWEALTH



MASSACHUSETTS  
**Department of  
Early Education and Care**



United Way  
of Massachusetts Bay  
and Merrimack Valley

July 14, 2008

Dear Task Force Members,

We have accomplished a lot in the past twelve months. We owe this to your talent, commitment, and in some instances, endurance for this work. You signed on for a task that was ambitious in its scope and goals. Your participation required you to work in new and different ways, to expand your knowledge and understanding of the topic through multiple lenses, to develop new relationships, to problem solve and negotiate - all while maintaining a discipline and focus that enabled us to produce a tangible and high quality product.

As we stated at the first meeting of the Task Force, "The time is now", and "If not us, then who?"

You ably rose to this charge and delivered. The Task Force has produced a solid set of recommendations in four key areas: Core Competencies, Orientation, Credentialing and Career Lattice, and Transfer/Articulation and Credit for Prior Learning. While much has been accomplished we know much more still needs to be done. The work is iterative and will benefit from continued refinement and input from the field, as well as a continued focus on aligning and integrating these four areas to enable the creation of a workforce development system that is accessible, coordinated and endorsed by the field.

The Task Force provided a model for cross-sector, cross-agency collaboration among public and private entities. This approach bodes well for how we can continue to work together moving forward.

We are at a point in a broad continuum of change. It is as important to pause and celebrate what has been accomplished as it is to look forward to the next milestone to be achieved.

The work will continue, we hope with your continued support. We thank you for your great commitment, your time and your work. We hope you will take pride in your efforts as you read the attached report. We also hope you will find ways to share the insights you have gained, apply the results of this work, and continue to be champions for change in building a strong, viable system to support the professional development of the early education and care and out-of-school-time workforce. Who better than all of you can drive that work forward!

Amy Kershaw, Acting Commissioner, Massachusetts Department of Early Education and Care  
Peg Sprague, Vice President, United Way of Massachusetts Bay and Merrimack Valley  
Valora Washington, Executive Director, The Schott Fellowship

# Task Force Membership

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\* – **Steering Committee Member**

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# Introduction

*“Now is the time to build on our own previous successes, and to learn from the experiences of other states in building a long-term, comprehensive approach to professional development for the field.”<sup>1</sup>*

This was the consensus of “Making It Work”, a series of discussions convened in 2005 by the United Way of Massachusetts Bay and the Schott Fellowship in Early Care and Education. The “now” which prompted that statement was the 2004 passage of the Early Education for All Act<sup>2</sup> (EEA) by the Massachusetts legislature. Section 5 of that law mandated that the MA Department of Early Education and Care (EEC), the new state agency created through this legislation, develop a statewide workforce development plan, to be updated annually.

“Our own previous successes” referred to innovative professional development concepts and systemic ideas that had originated in Massachusetts and have since been adapted and adopted in states across the nation.<sup>3</sup> There is now wide agreement that a systemic approach is needed to build the capacity of the early education and care and out-of-school-time workforce<sup>4</sup> including the alignment of existing efforts and the creation of an appropriate and effective infrastructure.

Since its establishment, EEC has begun work toward a comprehensive workforce development plan, providing initial ideas in the 2006 report to the legislature,<sup>5</sup> and outlining key system elements and next steps in its 2007 Workforce System Plan update.<sup>6</sup> To build greater momentum, in July 2007, EEC, partnering with the United Way of Massachusetts Bay and Merrimack Valley and the Schott Fellowship in Early Care and Education, convened **The Massachusetts Early Education and Care and Out Of School Time Workforce Development Task Force**. Four working committees of the Task Force were organized to correspond with EEC’s 2007 Workforce Plan to create a comprehensive system for children from birth to age 14. A Steering Committee comprised of the three sponsors and all committee co-chairs—provided oversight to the charge of developing initial recommendations to advance the development of an effective workforce development plan within a 12-month period. ***This report is the compilation of recommendations of the working committees: Core Competencies; Orientation; Credentialing and Career Lattice; and Articulation/Transfer Agreements and Credit for Prior Learning.***

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<sup>1</sup> <http://supportunitedway.org/children/making-it-work>

<sup>2</sup> <http://www.mass.gov.legis/law/mgl/gl-15d-toc.htm>

<sup>3</sup> For many years, a number of states were experimenting with approaches to professional development that had originated in the Commonwealth at the National Institute for Out of School Time at Wellesley College and the former Center for Career Development at Wheelock College.

<sup>4</sup> We intend for all content and recommendations of this report to apply to the workforce serving children birth through age 14. For consistency purposes, we use “early education and care and out-of-school-time professionals/workforce,” and we often abbreviate “out-of-school-time” as “OST.” We also intend youth workers and administrators to be included where appropriate.

<sup>5</sup> <http://www.eec.state.ma.us/docs/WorkforceDevelopmentPlan.pdf>

<sup>6</sup> <http://www.eec.state.ma.us/docs/2007WorkforceReport%206.6.07.pdf>



## Background

With the creation of a its first-in-the nation Department of Early Education and Care and its broad, enabling legislation, Massachusetts has unreservedly committed to provide high quality early education and care services universally available, including out of school time, from birth to age 14. The foundation of this commitment is a strong workforce development system. Since 2004, several public initiatives --- including Governor Patrick's Readiness Project and the Massachusetts Special Commission on Out of School Time --- have continually reemphasized the critical value of constructing a system of workforce development and an infrastructure for its sustainability.<sup>7</sup>

Research has firmly established a strong connection between child outcomes and the knowledge, skill, and disposition of the adults who work with young children. Therefore, one of the key elements of effective early childhood policy is the recruitment, training and retention of a skilled workforce.<sup>8</sup> Five broad categories of effective professional development systems have been identified: core knowledge; access and outreach; qualifications, credentials and pathways, funding; and quality assurance.<sup>9</sup> The systems depend on an infrastructure for support including governance and financing.<sup>10</sup>

Building from the research and current state in Massachusetts, in its 2007 Workforce Plan EEC identified the following five key system elements necessary to build a thriving system of professional development:

1. State-wide Infrastructure Building, Leadership, and Strategic Planning;
2. Core Competencies;
3. Professional Development Data Management System;
4. Credentialing and Career Lattice (Career Pathways);
5. Professional Development Opportunities and Resources Aligned with Requirements and Workforce Needs

Massachusetts began its efforts to develop a system in a context of many years of exciting, yet fragmented, programmatic activities. With a number of policies, practices, and programs already in existence, many with significant histories and constituencies, Massachusetts needed a strong focus on issues of alignment and restructuring, as well as on the addition of new elements. Therefore, the creation of the **Massachusetts Early Education and Care and Out-Of-School-Time Workforce Development Task Force** provided the opportunity not only for broad based input on gaps but also on effective strategies for using existing system resources.

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<sup>7</sup> [http://www.massafterschoolcomm.org/downloads/MSC\\_full\\_report.pdf](http://www.massafterschoolcomm.org/downloads/MSC_full_report.pdf)

<sup>8</sup> <http://www.eec.state.ma.us/docs/jackshonkoffpresentation.pdf>

<sup>9</sup> <http://www.nccic.org/pubs/goodstart/index.html>

<sup>10</sup> Note; In most states, financing for workforce development comes from a variety of funding streams, with the largest share from the Child Care and Development Block Grant.

## **Three Steps Forward**

The work of the Task Force has been important in helping Massachusetts to take three steps forward: initiating broad input, further defining key elements of a professional development system, and crafting next steps.

### **1<sup>st</sup> Step forward: The Task Force is Broadly Representative, Knowledgeable and Highly Skilled**

An initial success of the Task Force was the ability to convene a highly skilled and knowledgeable state-wide leadership team. The Task Force represents leaders and experts from many sectors including early education and care, out of school time, philanthropy, higher education, trainers, workforce development agencies, and private business partners. Representatives of multiple state agencies also served on the Task Force including EEC, ESE, BHE, DWD, DPH and the Commonwealth Corporation. Task Force members collectively contributed nearly 2400 volunteer hours to this deliberative process.

### **2<sup>nd</sup> Step forward: Filling in the Framework for a System in Massachusetts**

The committees prepared a number of recommendations which, when vetted further and incorporated into the annual plan to the legislature, will provide significant steps forward in the crafting of the Massachusetts early education and care and OST workforce development system.

#### *Core Competencies*

Eight core competency areas are recommended, each of which contains numerous indicators of key knowledge and skills that individual educators should be expected to achieve through education and training, or through experience. The 8 core areas are: Understanding the growth and development of children and youth; Guiding and interacting with children and youth; Partnering with families and communities; Health, safety and nutrition; Learning environments and curriculum; Observation, assessment and documentation; Program planning and development; and Professionalism and leadership.

#### *Orientation*

It is recommended that all entrants into the profession be required to engage in 40 hours of orientation in the first 2 years of employment (including 10 hours within the first 120 days for new staff). A blueprint for the development of the orientation and professional development curricula based on the core competencies is also recommended, along with recommendations about the qualifications of trainers providing orientation. EEC is currently developing a Professional Development Registry to (in time) enable all early education and care and out-of-school-time practitioners to be registered and to track and monitor their own professional development. The registry will also include information about qualified trainers.

## *Career Lattice*

The development of career lattice would offer a clear path for recognition and success that meets the needs of all educators. The committee developed a preliminary draft of the lattice and provided recommendations for its further development. Core competencies and orientation should be embedded into the career lattice, the lattice should be tied to other related systems (such as Early Intervention, pre-Kindergarten, etc.) and the lattice should be tied to compensation.

## *Higher Education Transfer and Credit for Prior Learning Policies*

It is recommended that Massachusetts strengthen its higher education transfer policies and practices and develop new statewide transfer and credit policies for prior learning. A directory of course-to-course equivalencies should be developed, including common course names and numbers, an electronic transcript delivery system and a statewide transfer website.

## **3<sup>rd</sup> Step forward: Crafting the Work Ahead**

Experience from other states clearly suggests that many years are required to design and implement a workforce development system; the interrelatedness of elements in a system always brings up the questions of missing pieces and unintended consequences. This Task Force is an early step in designing a system for Massachusetts; there is much more work to be done. The Task Force recommendations are best understood not as “final word” but as steps in an iterative process of change.

The Task Force recommends several next steps including

1. Vetting these preliminary recommendations with practitioner communities before adopting them into policy and regulatory modes,
2. Piloting and evaluating various innovative models,
3. Building the will and support of all stakeholders through clear, transparent communication, and
4. Ensuring that the Task Force model of multi-sector, multi-agency collaboration would continue.

The Task Force further highlighted two vital “big picture” issues that must be addressed if the results of its work are to remain meaningful:

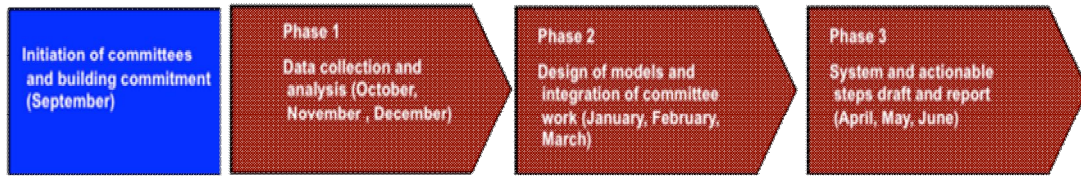
1. Compensation must be integral to the professional development system design and be appropriately linked to specific recommendations.
2. Strong, informed and unified state agency and private sector leadership must continue to articulate a compelling vision for the Massachusetts early education and care and OST workforce. The vision must be backed up by comprehensive planning for

implementation, supported with sufficient resources for the tasks, and carried out by skilled champions with adequate and diverse resources.

We three sponsors of this Task Force are grateful to the people who gave enormous energy and care to the work of the Task Force. The public-private partnership that has launched this work bodes well for a continued effort to leverage the resources that will be required to move this work forward. Our wish is that these recommendations continue to nurture the seeds that will ultimately create a professional development system of which we will all be proud.

July, 2008

# Committee Timeline and Workflow



**Critical elements**

*Subcommittee formation and charging  
Co-chairs taking charge*

*Learning community  
Identifying the right questions  
Brainstorming of creative implementation tactics*

*Recommendations and actionable steps  
Steering committee deliberations on phasing and prioritization of goals  
Intersection of committees*

*Development of concrete, executable strategies  
Community Forums  
Celebration/public communication  
Dissemination of results*

**Primary output**

*Define subcommittees  
Recruit chairs  
Chairs' orientation  
Overall project plan  
Meetings schedule*

*Minutes/Agreements  
E-platform postings*

*Recommendations and plan components  
Interactive e-platform for recommendations*

*Compilation of committee recommendations version 1.1: PPT and final document  
Synthesis document  
Dissemination toolkit  
Presentation to the Board and  
Celebration event*

# Core Competencies Committee

## Members

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Gary Calhoun

Maryellen Coffey, co-chair

Evelyne Dalembert

Gail DeRiggi (EEC)\*

Katie DeVita (EEC)\*

Ellen Gannett

Joanne Gravel

Valerie Krajec (NCCIC resource)\*

Charlene Mara, co-chair

Joan Matsalia

Bryce McClamroch (DPH Resource)\*

Carol Nolan (Schott Fellow)\*

Susan O'Connor

Kate Roper

\* Participated as a member of the subcommittee

## **Committee Charge**

Purpose:

- Review and validate competency areas.
- Review and validate competency indicators within each area.
- Consider how core competencies apply across different age groups and settings.
- Consider how core competencies are reflected in the qualifications that are currently required.
- Determine to what extent existing professional development resources align with competency areas to identify immediate gaps.

Outcomes:

- A clarified and simplified core competency frame.
- Alignment behind a set of competency areas.
- Alignment behind a set of competency indicators.
- Recommendations specific to entry level staff and leaders in the field.
- Propose an approach that designs professional development based on competency areas.
- Recommendations for knitting professional development offerings together into meaningful and transportable units.
- Identify resources needed to support initial recommendations.

## **Steps toward charge**

- Goals and Uses
- Principles
- Draft Version 1 of Core Competencies
- Recommendations for Piloting and Implementation

## **Goals and Uses**

The Core Competencies Committee developed this set of Core Competencies and indicators in recognition that a professional development system in Massachusetts must be accessible, culturally competent, and based on a clearly articulated framework of demonstrated knowledge and skills. The committee's work was based on the belief that only a well-trained and well-compensated workforce can create the quality programs that have a profound and lasting positive impact on our children.

The draft Core Competencies document is intended to cover the workforce of educators, youth workers, and administrators working with children from birth through age 14 in a variety of center-based and home-based settings. The draft has been compiled with full participation from Task Force members as well as assistance from technical support reviewers from the National Child Care Information Center (NCCIC). In developing this document, the committee relied on existing standards as well as on work already completed in other states. However, Massachusetts has taken an innovative approach to bridge the age range from birth through school age and youth in a single competencies document. This first edition is a work in progress that will be used to gather input from the field and to begin aligning professional development resources with competency areas. The core competency areas, subcategories and indicators will continue to evolve as the field gains experience with their use. Therefore, it is premature to codify this document in regulation or required qualifications at this point in its development.

The goals and uses of the Core Competencies include:

Goal 1: To create a set of shared expectations that is reflective of the knowledge, skills and dispositions necessary for all educators, youth workers, and administrators working in the early education and care and OST field.

*Use: To provide a common framework and language for early education and care and out of school time field professionals across the spectrum of roles and settings.*

Goal 2: To capture the breadth and depth of what educators, youth workers, and administrators in the field should know and be able to demonstrate

*Use: To provide a basis for a credentialing system.*

Goal 3: To guide the development of an infrastructure of coursework and other professional development opportunities.

*Use: To provide content for the development of coursework and other professional development opportunities.*

Goal 4: To provide early education and care and OST educators, youth workers, and administrators with a framework for professional development.

*Use: To serve as the foundation for the design and development of approved professional development opportunities including aligning existing resources.*

Goal 5: To recognize professionalism and leadership in the early education and care and OST field.

*Use: To serve as a self-assessment tool for educators to identify their career path and to guide their ongoing professional development.*



Goal 6: To create a system for recognizing achievements in educational attainment, awarding credentials, and commensurate compensation in the early education and care and OST field.

*Use: To serve as a resource for administrators in ongoing evaluation of staff; to serve in assessing the professional development needs of individual staff and the overall program; to foster common goals to support cross sector coordination.*

Goal 7: To serve as a foundation to educate parents and guardians on the elements (knowledge, skills and disposition) of quality in educators, youth workers, and administrators.

*Use: To serve as a resource for parents and guardians.*

## **Principles**

Core competencies reflect the core body of knowledge, observable skills and attitudes that early education and care and OST educators, youth workers, and administrators working with young children, youth, and families need to in order to facilitate child learning and development.

The core areas, subcategories, indicators and rationale are:

- Based on research
- Easily understood by the general public
- Succinct
- Useful to everyone who educates and cares for children and youth
- Focused on the identification of the most important key concepts
- Inclusive of children and youth with disabilities and special needs
- Culturally and linguistically sensitive
- Reflective of other states and national standards

**Massachusetts *Early Education and Care*  
*and Out-of-School Time Workforce Development*  
Task Force**

**CORE COMPETENCIES**  
**Continuum of Indicators for**  
**Early Education and Care and Out of School Time**

There are eight (8) core competency areas, each of which contains subcategories and numerous indicators of key knowledge and skills that individual educators, youth workers, and administrators should be expected to achieve through education and training and through experience. The core competency areas include:

1. Understanding the growth and development of children and youth
2. Guiding and interacting with children and youth
3. Partnering with families and communities
4. Health, safety, and nutrition
5. Learning environments and curriculum
6. Observation, assessment, and documentation
7. Program planning and development
8. Professionalism and leadership

As early education and care and out of school time educators, youth workers, and administrators gain education/training and experience, they will advance through various levels or stages of professional growth and achievement, from initial entry into the field, to a mid-level, to an advanced level. These levels of professional development are illustrated in the attached tables as a progression from initial to advanced, from left to right. The numbered indicators, listed vertically, do not necessarily reflect a hierarchy or progression of knowledge/skills that must be achieved in order, and many indicators may be achieved or worked on concurrently.

At each level or stage, the educator is expected to have successfully met the competencies of previous levels.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

## Competency Area 1: Understanding the Growth and Development of Children and Youth

**At each level, the educator is expected to have successfully met the competencies of previous levels.**

*Initial* = an educator working with children and youth in a supervised position/role, without administrative or supervisory responsibility.

*Mid* = an educator working directly with children and youth, who may/may not have administrative/supervisory responsibilities.

*Advanced* = an educator with an advanced level of knowledge/skill, working with children and youth and/or in an administrative, supervisory, mentoring, or training role

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for early education and care and out-of-school-time professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and the adult’s role in positively supporting each child’s growth and development is imperative. Practitioners must know how to create a safe, challenging learning environment that encompasses developmentally appropriate programming, establishes foundations for future growth, and engages young people in building social skills and knowledge.

<b>Competency Area 1: Understanding the Growth and Development of Children and Youth</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>A. General principles of child development:</b>					
<b>1</b>	Recognizes and is able to explain stages and milestones in children’s and youth’s physical, social, emotional, and cognitive development from birth to 14 in a progressive way.		Understands the theories of child and adolescent development and recognizes that development can be uneven across domains for children and youth.		Guides staff in evaluating the effectiveness of activities and learning environments to promote all children’s and youth’s optimal development and recommend changes as needed.
<b>2</b>	Recognizes that various factors such as culture, nutrition, parenting styles influence child and youth growth and development.		Identifies various influences on child and adolescent growth and development, including cultural practices and expectations, family interaction patterns, gender roles, birth order, temperament, child abuse and neglect.		Documents children’s and youth’s individual development in all domains along with variations in skills and abilities. Applies knowledge of biological, environmental, cultural, and social factors that affect children’s and youth’s growth and development from prenatal to adolescence.

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<b>Competency Area 1: Understanding the Growth and Development of Children and Youth</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>B. Physical development</b>					
<b>3</b>	Recognizes and is able to explain developmental milestones and variations in gross motor and fine motor development.		Applies knowledge of developmental milestones and developmental variations in gross motor and fine motor development to engage children in learning experiences that encourage each child's development.		Guides staff in the development of learning experiences that encourage each child's gross motor and fine motor development.  Develops and creates a plan for the implementation of learning activities and environmental adaptations to support children and youth with special physical needs.
<b>4</b>	Recognizes the importance of encouraging all children's participation in gross and fine motor activities and physical fitness according to their interests and abilities.		Makes adaptations in learning activities, materials, or equipment to accommodate each child's unique physical development needs and allow all children to participate.		Guides staff in creation and implementation of plans and learning activities that accommodate the unique physical developmental needs of each child.
<b>C. Sensory development</b>					
<b>5</b>	Recognizes and is able to explain developmental milestones and variations in sensory development.		Applies knowledge of developmental milestones and variations and is able to create learning activities that stimulate sensory development.		Guides staff in the development of learning activities that stimulate children through all learning modes including sight, hearing, touch, taste, and smell.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

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<b>Competency Area 1: Understanding the Growth and Development of Children and Youth</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>		<b><i>Advanced</i></b>	
<b>6</b>	Recognizes and is able to explain the importance of encouraging all children's and youths' participation in activities that support their sensory development according to their interests and abilities.		Makes adaptations in activities, materials, or equipment to accommodate each child's sensory developmental needs and allow all children and youth to participate.		Guides staff in the creation and implementation of plans and learning activities that accommodate the interests and abilities of all children and youth including those with special needs.
<b><i>D. Language development</i></b>					
<b>7</b>	Recognizes and is able to explain developmental milestones and variations in receptive and expressive language development.		Applies understanding of language skills to create learning activities that promote the language development of each child, including those with special needs.		Guides staff in the development and implementation of learning experiences that promote the language development of each child.
<b>8</b>	Recognizes and is able to explain importance for all children engaging in satisfying communication with children and adults.		Makes adaptations in activities, materials, or equipment to accommodate children's unique language needs and allow all children to engage in satisfying communications with children and adults.		Guides staff in the development of and planning for implementation of learning activities and environmental adaptations that enhance satisfying communications with other children, youth and adults.
<b>9</b>	Identifies children and youth who are second language learners.		Creates an inclusive learning environment where linguistic and cultural differences are valued and appreciated.		Applies knowledge of theories of first and second language acquisition to enhance language acquisition of all children and youth.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

## Competency Area 1: Understanding the Growth and Development of Children and Youth

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<b>Competency Area 1: Understanding the Growth and Development of Children and Youth</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>E. Cognitive development</b>					
<b>10</b>	Discusses and explains how children and youth learn.		Develops learning activities based on children's and youths' interests and individual learning styles.		Articulates an understanding of the influence of cognitive development on other domains and readiness skills.
<b>11</b>	Recognizes and can explain the value of play and hands-on-learning.		Acknowledges the value of planning by implementing supportive, hands on, age appropriate experiences that foster cognitive development.		Provides guidance to educators about the value of planning and importance of hands on experiences.
<b>F. Social-emotional development</b>					
<b>12</b>	Recognizes and can explain the importance of supporting children's and youth's emotional development including self concept, independence and self help skills.	Describes the role of the educator in identifying, developing, and dealing with a child's emotions including strategies to encourage independence and self-help skills.	Identifies the educator's role in the promotion and development of positive social/emotional skills.		Recognizes and interprets the importance of social emotional development on all other domains.
<b>13</b>	Identifies realistic expectations for children's and youths' social emotional development and provides opportunities for positive interactions between children and youth.		Develops pro-active strategies to promote positive social behavior based on individual as well as group needs throughout the program.		Provides guidance to educators on appropriate expectations as well as on the effect of environments on social-emotional development.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

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<b>Competency Area 1: Understanding the Growth and Development of Children and Youth</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>G. Individual Differences in Development</b>					
<b>14</b>	Recognizes and can explain that each child or youth has unique characteristics and needs based on level of development, temperament, culture linguistic needs, learning style and special needs.		Develops a learning environment that is inclusive and respectful of children's and youths' individual needs.		Provides guidance and support to educators in implementing appropriate adaptations to activities, materials or the environment to accommodate children's needs or different abilities.
<b>15</b>	Identifies typically developing characteristics as well as signs of possible developmental disabilities or special needs in each child.		Demonstrates an understanding of common developmental disabilities and their effect on development and plans accordingly.		Employs awareness of resources and services in the community to support parents in meeting the individual needs of each child or youth.

**DRAFT Continuum of Indicators of Core Competencies DRAFT**  
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Early education and care and out-of-school-time professionals need to have realistic expectations regarding children’s and youths’ behavior and understand developmentally appropriate guidance techniques in accordance with children’s ages and developmental levels. They investigate factors that may impact children’s behavior and seek successful approaches to help them develop self-control, self-esteem, coping, self-comfort skills, and positive interactions with their peers and adults.

<b>Competency Area 2: Guiding and Interacting with Children and Youth</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>		<b><i>Advanced</i></b>	
<b>A. Acceptance of all children:</b>					
<b>1</b>	Supports a positive classroom climate that recognizes and respects the diversity of children and youth.		Encourages children and youth to develop social relationships across racial, language, ethnic, age, gender, and ability groupings.		Plans for and oversees an inclusive environment that recognizes and respects the diversity of all children and youth.
<b>2</b>	Demonstrates respect and acceptance of every child and youth.		Encourages children, youth, and staff to appreciate and accept differentiation in groups.		
<b>B. Child guidance:</b>					
<b>3</b>	Demonstrates ability to carry out clear and consistent rules, routines and limits.	Identifies various child guidance strategies and discusses different models of child guidance and classroom management.	Sets realistic expectations for children’s behavior and applies appropriate child guidance strategies according to the individual child and situation.	Guides staff in setting clear and consistent rules, routines and limits that take into consideration individual and cultural differences. Guides staff in positive reinforcement and redirection, and in setting consistent routines.	Models child guidance and group management, and examines and applies different techniques to promote positive and supportive relationships with and among children.



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<b>Competency Area 2: Guiding and Interacting with Children and Youth</b>					
<b>Initial</b>		<b>Mid</b>			<b>Advanced</b>
<b>4</b>	Assists children and youth in recognizing, labeling, accepting, and expressing their feelings and needs in appropriate ways.	Assists children and youth in listening and responding to others.	Facilitates problem-solving with and among children and youth.	Reflects on the effectiveness of problem solving and teaching strategies and uses a variety of strategies.	Builds relationships with children and families that allow for constructive communications regarding guidance and problem solving.
<b>C. Relationships/interactions with children:</b>					
<b>5</b>	Models positive values, such as genuineness, honesty, helpfulness, respect for differences, working out of conflicts.	Recognizes that strong adult-child and adult-youth relationships support optimal growth and development.	Ensures that each child and youth has a positive and supportive relationship with at least one adult in the program who can provide individual attention.	Demonstrates realistic expectations about children's and youths' emotional needs, interests, social abilities, and physical needs.	Guides staff in balancing individual and group needs.
<b>6</b>	Interacts appropriately and establishes positive and supportive relationships with children according to the ages of the children in the group (infant, toddler, preschool, school-age).	Actively listens and responds to children's needs, ideas, and questions, demonstrating interest and support (e.g., one-on-one, at children's eye level, conversations).	Interacts effectively with children and youth to extend language and learning, and provides additional support when necessary.	Interacts with each child and youth as an individual, and based on their strengths, learning styles, and needs.	Provides guidance to staff under the educator's supervision to ensure appropriate interactions with children and youth.
<b>D. Supporting children's interactions:</b>					
<b>7</b>	Understands and supports play, activities, experiences, and social interactions.	Actively supports children's developing self-concept (e.g., by recognizing accomplishments, promoting skill development, and positive relationships).	Builds a trusting relationship with children and youth, providing physical and emotional security.		Ensures that the classroom climate and environment promote positive interactions.

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<b><i>Initial</i></b>		<b><i>Mid</i></b>		<b><i>Advanced</i></b>	
<b>E. Groups and Environments:</b>					
<b>8</b>	Engages in interactions that assure that children and youth feel safe and are working to practice rules and develop self-control.	Engages in interactions that create a sense of belonging and connection among children and youth.	Establishes a social climate that provides voice and choice, encourages interdependence, cooperation and responsibility.	Provides guidance for interventions that help children and youth practice rules and develop self-control.	Establishes clear policies on social-emotional climate that reflect program and community values.
<b>9</b>	Applies clear and consistent rules, routines and limits and uses positive reinforcement, logical and graduated consequences to guide behavior.		Applies logical and graduated consequences to guide behavior.		Integrates and provides guidance for social-emotional curriculum that involves children and youth in establishing rules and behavior policies.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

## Competency Area 3: Partnering With Families and Communities

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Knowledge and understanding of diverse family structures and influences enable early education and care and out-of-school time professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.

<b>Competency Area 3: Partnering with Families and Communities</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>A. Respect for diverse cultures and communities:</b>					
<b>1</b>	Recognizes the diversity that exists in language, culture, socioeconomic levels, special needs, faith traditions, family structures & individual differences.		Creates a climate that reflects sensitivity and respect of diversity.		Develops and implements policies and practices that are respectful of all families.
<b>2</b>	Recognizes that there are differences in families' child rearing practices.		Understands, accepts, and supports the variety of family values, practices, and expectations.		Ensures cultural competency of staff by promoting staff growth and development in communicating and relating with families.
<b>B. Communication/relationships with families:</b>					
<b>3</b>	Values parents/guardians as the primary teachers of their children.		Builds relationships with families based on mutual respect.		Establishes policies and procedures that ensure ongoing communication with families.

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<b>Competency Area 3: Partnering with Families and Communities</b>					
<b>Initial</b>		<b>Mid</b>			<b>Advanced</b>
<b>4</b>	Establishes rapport with families through regular communication.		Communicates regularly and effectively with families about children's development, progress, and interests.	Develops written communication to keep families informed about program activities, policies and practices on a regular basis (e.g., newsletters).	Engages families in identifying and working toward a shared vision, goals, and philosophy for the program.
<b>5</b>	Responds appropriately to family questions and/or refers to supervisor.	Supports families' expectations and goals for their children. Informs families of concerns surrounding children's development.	Encourages feedback from parents and incorporates it into practice.	Promotes policies and practices that reflect a family strengthening philosophy.	Evaluates the program's responsiveness to family and community needs and makes recommendations for changes.
<b>C. Family involvement:</b>					
<b>6</b>	Welcomes and includes families in program activities.		Plans collaboratively with families for opportunities for family involvement.		Creates program systems/procedures that assure authentic family involvement and partnerships; and assesses and plans diverse opportunities for family involvement.
<b>7</b>	Maintains a warm, secure and welcoming environment that encourages family involvement.	Informs families of changes that influence the daily operation of the classroom (e.g., changes in routines/schedules).	Assists children and families in transitions from home to school and between settings within and among programs.		Creates and implements programmatic plans, in partnership with families, to support children and families in transition; and elicits feedback from families to improve policies and practices.

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<b>Competency Area 3: Partnering with Families and Communities</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>			<b><i>Advanced</i></b>
<b>D. Resources to support families:</b>					
<b>8</b>	Maintains information on community resources and shares with families.	Accesses local resources to supplement the curriculum.	Assesses needs of children and families and links to appropriate referral.		Facilitates access to community resources that address the needs of families.
<b>9</b>	Communicates with families on resource options as needs are identified.		Develops resource guides – makes appropriate referrals.		Establishes and maintains relationships with schools, agencies, and institutions to assure services are family-centric.
<b>10</b>	Shows sensitivity to children/families experiencing challenges (e.g., illness, death, separation).		Recognizes and addresses current events and social issues that affect the lives of children and families (e.g., natural disasters, family events).		Creates support plans for children and families experiencing challenges (e.g., homelessness, death of family member).

# DRAFT Continuum of Indicators of Core Competencies DRAFT

## Competency Area 4: Health, Safety, and Nutrition

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Physical and emotional health and safety is vital for fostering competence in all developmental areas. Early education and care and out-of-school-time professionals must understand and be able to ensure children’s safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

<b>Competency Area 4: Health, Safety, and Nutrition</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>A. Health:</b>					
<b>A. 1. Hygiene and Health Promotion</b>					
<b>1</b>	<p>Practices careful hand washing techniques, safe diapering procedures, and other caregiving procedures in meeting the physical needs of children and youth.</p> <p>Helps children practice appropriate hand washing techniques and other self care activities.</p>		<p>Demonstrates and provides instruction for new staff and volunteers on hand washing, diapering, toileting and sanitation practices</p> <p>Develops plan and implements routines and activities to support children developing appropriate hand washing practices and other self care activities.</p>		<p>Establishes and monitors training and supervision systems for staff, volunteers, and children on hand washing, diapering, toileting and other sanitation practices.</p> <p>Maintains the supply of materials and equipment necessary to operate the program in a healthy, safe manner.</p>
<b>2</b>	<p>Recognizes the importance of oral health as comprehensive part of child's overall physical health.</p>		<p>Demonstrates an ability to integrate oral health into program/curriculum.</p>		<p>Supports integration of oral health into program/curriculum.</p> <p>Establishes linkages with community based oral health resources to promote oral health screening of all children in care.</p>

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<b>Competency Area 4: Health, Safety, and Nutrition</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>			<b><i>Advanced</i></b>
<b>3</b>	Recognizes that young children and youth have individual health needs.		Responds to the individual health needs of children and youth and continues to work with the program to ensure that their needs are met.		<p>Seeks information regarding new health concerns in the community (e.g. lead levels, water fluoridation, etc.).</p> <p>Works with health care professional(s) associated with the program to ensure that the needs of infants, young children, and youth are met.</p>
<b>4</b>	Discusses overall health and well-being of children with families.	Encourages families to talk with regular health provider about children's health and well-being, including immunizations.	Works with families to ensure that children have up to date physical and immunization records.	Supports families in ensuring that children have access to health insurance and a regular source of medical care (medical home).	<p>Ensures staff awareness and ability to communicate with parents regarding the health and well-being of their children.</p> <p>Establishes linkages with health providers and state health insurance subsidies to support access of children and families to health insurance and medical home.</p> <p><b>Establishes and monitors</b> system for documenting immunization records.* (<i>note: this might be level 1 for FCC</i>)</p>
<b>A. 2. Preventing and Responding to Infectious Disease and Managing Chronic Illness</b>					
<b>5</b>	Follows specified universal precaution procedures.		Practices universal precautions and supervises other staff in practice of universal precautions.		Establishes and monitors training and supervisory system to ensure universal precautions are followed.

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<b>Competency Area 4: Health, Safety, and Nutrition</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>6</b>	Recognizes symptoms of common diseases and reports symptoms of illness to appropriate persons.		Recognizes signs of infectious disease outbreak and responds to reports/concerns by addressing symptoms appropriately.	Works with administrators and health consultant to develop and implement a plan to communicate with families and take other preventative measures.	Develops and implements policies regarding exclusion and readmission of sick children.  Establishes and monitors systems for preventing and responding to infectious disease outbreaks.
<b>7</b>	Follows specified guidelines in administering medications.		Implements and ensures appropriate documentation of administration of medication; demonstrates knowledge of possible allergies or complications with medications and appropriately intervenes in case of emergency. in case of emergency. <i>(note: *FCC need to provide training)</i>		Establishes and monitors systems related to the administration of medication and ensures that staff receive training and support.
<b>8</b>	Is aware of chronic conditions in individual children and appropriately manages environment for possible triggers.		Implements Individualized Health Care Plans for children with chronic illness.	Develops Individualized Health Care Plans for children with chronic illness with parent, child's primary care provider and/or health consultant. <i>(*FCC need to provide training)</i>	Establishes and monitors systems and resources for the development and implementation of Individualized Health Care Plan for each child with a chronic illness.
<b>9</b>	Keeps environment free of health hazards, including allergy and asthma inducing substances.		Implements plans for maintaining healthy environments.		Establishes and monitors systems and resources for maintaining healthy and safe environments.



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<b>Competency Area 4: Health, Safety, and Nutrition</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>A.3. Mental Health</b>					
<b>10</b>	<p>Recognizes behavioral symptoms of stress in young children and youth.</p> <p>Understands that stress and trauma have an impact on development.</p>		<p>Demonstrates an ability to see that the overall well-being of children and youth includes social/emotional health.</p> <p>Identifies supports for child, family and staff for addressing concerns about children's social-emotional health.</p>		<p>Integrates a mental health promotion approach into all aspects of program design.</p> <p>Establishes a system for accessing mental health consultation to address concerns at the child and program level and appropriate referral for children.</p>
<b>B. Safety:</b>					
<b>B.1. Basic safety and emergency preparedness</b>					
<b>11</b>	<p>Is aware of environment and the potential for hazards, corrects those that are correctable, and alerts supervisor to any others.</p>		<p>Maintains and assesses safe environments inside and outside.</p> <p>Anticipates potential safety hazards and acts to prevent them.</p>		<p>Evaluates the appropriateness of all environments and activities, as well as the potential hazards and risks, and assures that actions are taken to ensure children's safety.</p>
<b>12</b>	<p>Actively supervises and interacts with children and youth to ensure safety both indoors and outdoors.</p>		<p>Plans and implements classroom strategies that respond to the safety needs of individual children and groups of children and youth.</p>		<p>Maintains appropriate levels and standards for state and federal regulations.</p> <p>Develops and documents contingency plans to meet ratio requirements in all situations.</p>

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<b><i>Initial</i></b>		<b><i>Mid</i></b>		<b><i>Advanced</i></b>	
<b>13</b>	Follows safety regulations and participates in emergency and disaster drills.		Plans and implements emergency and disaster drills in conjunction with administrators.  Maintains system to ensure presence of attendance list and other emergency supplies.		Develops and documents contingency plans for emergency situations.  Develops plans for emergency and disaster drills.  Establishes linkages to community emergency services providers and ensures that all program emergency materials/resources are up to date.
<b>B.3. Safeguarding Children</b>					
<b>14</b>	Releases children only to authorized persons.		Implements plans for assuring children are only released to authorized persons.		Establishes and monitors systems for ensuring children are only released to authorized persons, including issues such as additional precautions around restraining orders.
<b>15</b>	Recognizes possible signs of child abuse or neglect and understands role as a Mandated Reporter of child abuse and neglect and procedures to follow.		Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children and youth in an immediate and appropriate way.		Develops policies and protocols for reporting child abuse and neglect, including supporting staff and communicating with families. Works with community agencies and professionals to protect children.

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<b>Competency Area 4: Health, Safety, and Nutrition</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>C. Nutrition and physical activity:</b>					
<b>C.1. Nutrition</b>					
<b>16</b>	Recognizes that the nutritional needs of young children and youth change as they grow and develop.  Prepares meals that are developmentally appropriate.		Explains to parents and other caregivers the importance of good nutrition in optimizing healthy development.		Designs programs and ensures resources to respond to young children's and youths' nutritional needs and food safety issues.
<b>17</b>	Prepares meals and snacks that reflect a nutritionally balanced diet.  Follows instructions for providing appropriate meals for children with special dietary needs.		Plans and prepares meals and snacks that reflect a nutritionally balanced diet based on the USDA guidelines, including meeting the special dietary needs of individual children and youth.  Discusses individual children's food preferences with parents and accommodates when possible.		Evaluates individual program to determine how well the nutritional or special dietary needs of children and youth are being met.
<b>18</b>	Teaches children and youth about nutrition and healthy food choices.		Bases educational activities on nutritional information and ensures that activities are responsive to multiple cultures.		Coordinates food activities with cultural calendar and relevant community events.
<b>C.2. Food handling/environment</b>					
<b>19</b>	Practices safe food handling and observes general sanitation practices. Identifies spoiled and contaminated foods.		Describes the relationship between food handling practices and prevention of food borne illness and food spoilage.		Ensures availability of training and resources for staff to promote safe food handling.

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<b>Competency Area 4: Health, Safety, and Nutrition</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>		<b><i>Advanced</i></b>	
<b>20</b>	Recognizes the need to serve food in a positive, relaxed and social atmosphere.		Plans and implements meals in such a way that supports a positive, relaxed and social atmosphere.		Designs program and strategies to support providers in serving food in a positive, relaxed, social atmosphere.
<b>C.3. Physical fitness and activity</b>					
<b>21</b>	Recognizes the importance of and provides time and space for active play and appropriate periods of rest for all children and youth.	Provides information for families about children's need for physical activity.	Plans age appropriate opportunities for children to be active and have adequate rest, including adapting active play activities based on the needs of individual children and youth, including those with special developmental and learning abilities and disabilities.		Designs program and ensures resources to provide age appropriate opportunities for all children and youth to be active and have adequate rest, including inclusion of individual children, such as those with special developmental and learning disabilities, into active play activities.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

## Competency Area 5: Learning Environments and Curriculum

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Early education and care and out-of-school-time professionals need to understand and utilize strategies that are characteristic of high quality environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange space to enhance children’s learning. They must know, understand, and be familiar with a variety of developmentally appropriate curriculum models, as well as state expectations.

<b>Competency Area 5: Learning Environments and Curriculum</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>A. Creating the Learning Environment</b>					
<b>1</b>	Understands the importance of and is able to set up a learning environment that meets the needs of the wide range of abilities and interests of individual participants in a way that increases their self esteem and respect for others.		Recognizes design and adapts an overall learning environment that is inclusive of individual needs and differences.		Guides others to ensure the creation, implementation, and evaluation of an inclusive learning environment.
<b>2</b>	Provides opportunities that support children’s and youths’ needs for individual exploration, discovery, challenges, and stimulation.		Designs and implements an overall learning environment that supports children’s needs for individual exploration, discovery, challenges, and stimulation.		Guides others to ensure the creation, implementation, and evaluation of learning that supports children’s and youths’ needs for individual exploration, discovery, challenges, and stimulation.
<b>3</b>	Understands that schedules, indoor and outdoor activities, routines and transitions need to be appropriate for children’s and youths’ ages, individual needs, and abilities.		Develops, implements, and evaluates curriculum and instruction appropriate for the age and developmental level of the children and youth in the group.		Guides staff in providing curriculum and instruction that address developmental domains across all content areas.

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<b>Competency Area 5: Learning Environments and Curriculum</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>B. Curriculum</b>					
<b>4</b>	Carries out planned curriculum experiences in an individualized and developmentally appropriate way for all children and youth, including indoor activities, outdoor activities and transitions.		Differentiates instruction to address learning styles and needs of each child and youth across all developmental domains.		Guides educators in providing curriculum and instruction that address outcomes in each developmental domain across all content areas.
<b>5</b>		Understands how Individualized Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) are developed and is willing to implement them as appropriate.	Identifies and addresses needs of children with disabilities including implementation of IEP's and IFSP's as well as promotes inclusion of all children and youth with special learning needs.		Guides staff, using research based knowledge to differentiate instruction to address and accommodate individual children's strengths and challenges.
<b>6</b>	Promotes children's and youths' literacy development by reading, listening to, and discussing many kinds of culturally responsible and developmentally appropriate books with individuals and groups of children.		Uses knowledge of children's literature to develop learning activities and curriculum that are developmentally appropriate for the ages of the children served.		Assures that the program immerses children and youth in a print rich learning environment.
<b>7</b>	Implements developmentally appropriate, engaging, hands-on math, science and social studies curriculum.		Applies knowledge to plan activities that are developmentally appropriate, engaging, and hands on for the ages of children and youth, in all areas of math, science and social studies.		Guides staff on how to design and implement developmentally appropriate, engaging, and hands on activities for the ages of children and youth served in all areas of math, science and social studies curriculum.

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## Competency Area 5: Learning Environments and Curriculum

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<b>Competency Area 5: Learning Environments and Curriculum</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>			<b><i>Advanced</i></b>
<b>8</b>	Implements program practices that promote good physical, mental, nutritional, and oral health for children and youth with all needs and abilities.		Plans and implements learning activities and curricula that promote good physical, mental, nutritional, and oral health.		Guides staff in creating learning activities and curricula which promote good physical, mental, nutritional, and oral health.
<b>9</b>	Uses a variety of culturally diverse, artistic modalities and learning materials to enrich children's learning.		Identifies and makes available a range of learning materials to enrich children's learning.		Assures that the program immerses children in a rich learning environment.
<b>10</b>	Implements curriculum that addresses the social and emotional needs of children and youth and understands how they impact their behavior and development.		Identifies the social and emotional needs of each individual and family in the program and provides necessary support or referrals to meet the needs of all children and youth.		Understands the complexities of today's families and develops a variety of partnerships with social service and support agencies in order to best meet the needs of the children, youth and families in the program.

**DRAFT Continuum of Indicators of Core Competencies DRAFT**  
**Competency Area 6: Observation, Assessment, and Documentation**  
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Well prepared early education and care and out-of-school-time professionals understand the goals, benefits and uses of assessment in learning environments. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impact their development and learning. Program improvements can be planned for and implemented by using environment and program administration scales.

<b>Competency Area 6: Observation, Assessment, and Documentation</b>					
<i>Initial</i>		<i>Mid</i>			<i>Advanced</i>
<b>A. Observing and recording</b>					
<b>1</b>	Is aware of how to observe children and youth.	Is aware of information that comes from observation and of its importance for daily practice.	Observes and documents children's skills, abilities, strengths, needs, interests, learning styles, participation in the program, and progress without personal bias or judgment.	Distinguishes the characteristics and appropriate uses of various formal and informal observation and assessment tools (e.g., anecdotal records, developmental checklists).	Utilizes the knowledge to ensure that all documentation is appropriate, objective, used properly, and individualized to meet the unique needs of all children and youth.
<b>B. Planning</b>					
<b>2</b>		Is aware of how observation results are used to modify environments and curriculum to meet each child's and youth's individual needs.	Knowledgeably uses observation results to modify the environment or plan curriculum to meet a child's and youth's individual needs.		Develops, implements, and evaluates environment and curriculum based on the sum of observation and assessment results to reflect the developmental needs, interests and diversity of the children and youth.



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<b>Competency Area 6: Observation, Assessment, and Documentation</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>C. Using appropriate assessment methods</b>					
<b>3</b>	Is aware of the use of running notes for collecting observations.	Identifies various techniques for gathering information on children's progress (e.g., developmental checklist, anecdotal records, samples of children's work).	Effectively uses assessment tools and applies what was learned to adapt environment and curriculum to reflect children's and youths' individual needs.		Selects valid, reliable and appropriate tools and guides and trains staff in using assessment results to modify environment, curriculum and to improve child outcomes.
<b>D. Communicating with and involving families in the observation and assessment process</b>					
<b>4</b>		Shares information from child observation with parents and staff.	Communicate effectively and positively with staff and families both verbally and in writing about child observation and assessment information (e.g., screening results, progress reports, conferences, planning meetings).		Provides guidance and support to staff on effective and culturally responsive communication with and on involvement of families in the observation and assessment process.
<b>E. Facilitating referrals based on observation and assessment</b>					
<b>5</b>	Recognizes and lists procedures and resources for making referrals for potential issues that arise from observation.	Identifies and recognizes the need to refer children for screening or assessment to identify potential developmental delays or disabilities.	Performs developmental screening and/or adapts screening and assessment procedures to meet the individual needs children and youth, the culture of their families, and the setting.	Involves the family in making effective referrals for screening and/or assessment and assists staff and families in accessing diagnostic assessments, extra services, and/or other supports as needed.	Develops ongoing relationships with agencies providing community resources and information and ensures that appropriate staff are informed of the results of diagnostic assessments, and that they work to ensure that children's needs are met.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

## Competency Area 7: Program Planning and Development

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Professionals need to understand the importance of relationships and positive communication between colleagues, especially those working together to create a nurturing learning environment for children and youth. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards applicable to programs and how to meet regulations and standards is essential to quality environments. Management should also model for and support staff with regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

<b>Competency Area 7: Program Planning and Development</b>					
<i>Initial</i>		<i>Mid</i>		<i>Advanced</i>	
<b>1. Regulations, standards, and policies</b>					
<b>1</b>	Recognizes need for compliance with applicable laws and regulations and the need for program policies and procedures.	Explains standards and the role of standards in promoting quality programs.	Supports others in identifying and rectifying areas of non-compliance. Identifies practices needing to be implemented in order to meet standards.		Oversees and supports staff in maintaining compliance with all applicable laws, regulations, and program policies and procedures. Oversees and supports continuous program quality improvement efforts.
<b>2</b>	Understands the importance of maintaining accurate and up-to-date documentation and record keeping (e.g., incident reports, attendance records).		Maintains and reviews child/youth records and ensures that critical information is shared with appropriate program staff.		Identifies program records to be maintained. Reviews and oversees staff, child/youth, and program records to ensure that they are up to date and accurate. Adapts forms to meet program needs.

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<b>Competency Area 7: Program Planning and Development</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>			<b><i>Advanced</i></b>
<b>3</b>	Recognizes cultural differences and communities represented in the children, youth and families in the program and the need to be responsive to those cultural differences.		Understands cultural differences within the community being served and plans adaptations of program and curriculum to be culturally inclusive.		Assesses family and community needs and uses results effectively to plan and manage programs to meet identified needs.
<b>4</b>	Understands that staff roles, responsibilities and program functions are organized to meet specific standards, goals, and the mission of the program. Follows established lines of communication and written personnel policies.		Assists other staff in understanding roles, responsibilities and program procedures.		Develops and communicates a sound program mission, philosophy, policies, and procedures according to national standards and current research on best practices. Solicits input from staff, families, and/or Board members in policy development and revision.
<b>B. Program planning, evaluation, and continuous improvement</b>					
<b>5</b>	Recognizes the need for planning and evaluating the program and actively participates in ongoing evaluation of the classroom and /or the program.		Articulates processes and uses the results of ongoing evaluation to inform program/classroom development (e.g., curriculum, parent involvement, staff training).		Oversees comprehensive program evaluation and uses results to promote continuous program improvement including ability to develop an action plan to address program needs and compliance issues. Reflects on practice and continually self-assesses.

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<b>Competency Area 7: Program Planning and Development</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>			<b><i>Advanced</i></b>
<b>6</b>	Describes role in planning the use of the physical facility and how to report concerns or issues.		Participates in daily management of the physical facility and identifies needs for improvement.		Assesses and manages physical facility needs to assure a safe, accessible, and user-friendly environment for children and families.
<b>C. Personnel Issues</b>					
<b>7</b>	Understands how to support substitute teachers and other new staff in carrying out roles and responsibilities.		Provides guidance to staff under direct supervision to assess performance, improve practice and promote individual growth.		Orients and supports staff on best practices. Acts as an interface between staff and family and assures that supervision, evaluation, and feedback are objective, constructive, and free of prejudice.
<b>8</b>	Communicates with supervisor regarding potential changes in personal schedule and any need for additional planning time.		Informs staff and anticipates changes that influence the daily operation of the program/classroom (e.g., changes in routines/schedules).		Prepares, monitors, and adjusts staffing schedules (e.g., based on children's attendance patterns or to accommodate staff planning time). Develops, analyzes, and revises organizational structure, job descriptions, personnel policies, job descriptions, and hiring practices.
<b>D. Managing Resources</b>					
<b>9</b>	Recognizes that each educator's role contributes to a portion of the program's budget.	Uses a basic record keeping system to track income and expenses.  Identifies and discusses various resources and/or fundraising strategies that can enhance the program.	Reconciles income and expenses monthly and analyzes cash flow to maintain operation.		Applies skills such as budgeting, cash flow, grant writing, and fundraising. Develops, implements and evaluates policies related to financial matters (e.g., late payment fees, etc.). Analyzes and selects resources for employee benefits to improve recruitment and retention (e.g., health insurance, disability insurance, retirement plans).

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<b>Competency Area 7: Program Planning and Development</b>					
<b><i>Initial</i></b>		<b><i>Mid</i></b>			<b><i>Advanced</i></b>
<b>10</b>	Promotes the program's public image through own behavior.		Implements marketing and promotional strategies that enhance community awareness of the program.		Develops and evaluates marketing and promotional strategies.

# DRAFT Continuum of Indicators of Core Competencies DRAFT

## Competency Area 8: Professionalism and Leadership

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Early education and care and out-of-school-time professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

<b>Competency Area 8: Professionalism and Leadership</b>					
<b>Initial</b>		<b>Mid</b>		<b>Advanced</b>	
<b>A. Professional attitudes, behaviors, and ethical standards/professional guidelines</b>					
<b>1</b>	Employs professional work habits such as dependability, time management, good hygiene, appropriate attire, and follows directions.		Knows and maintains professional behavior and attitudes.		Promotes a professional working environment that supports those working with children, youth and families.
<b>2</b>	Recognizes symptoms of work related stress and seeks assistance when appropriate.		Applies strategies to prevent work related stress.		Assesses the effectiveness of stress prevention and intervention strategies and makes changes as needed.
<b>3</b>	Knows and abides by professional Code of Ethics related to the practice.		Practices and promotes the ethical responsibilities in the applicable code of ethical conduct.	Teaches professionals how to use the Code of Conduct to articulate professional values.	Advocates for the ethical treatment of children, their families and early education and care and OST professionals; and for the use of the Code of Ethics; and models and integrates the ethical code into practice, policies and instruction.
<b>4</b>	Identifies resources such as professional organizations and current research to enhance professional growth and improve skills and practices.		Utilizes resources such as professional organizations and current research to enhance professional growth and improve skills and practices.		Applies advanced knowledge and skill in effective, sound research methodology to develop and conduct studies of the profession and engage collaboratively with others in the field.

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<b>Competency Area 8: Professionalism and Leadership</b>					
<b>Initial</b>		<b>Mid</b>		<b>Advanced</b>	
<b>5</b>	Respects children, youth, families, and colleagues of diverse backgrounds and abilities.		Demonstrates competence in understanding and responding to diversity of culture, language, and ethnicity.		Establishes and promotes non-discriminatory practices.
<b>6</b>	Understands the importance of respect for the privacy and confidentiality of child, youth, and family information.		Models respect for the privacy and confidentiality of child, youth and family information.		Ensures that staff maintain confidentiality of information about children, youth, families, and other staff.
<b>B. Communication skills</b>					
<b>7</b>	Uses basic skills in oral and written communication, and non-verbal and listening skills.		Communicates effectively in a way that is responsive to the needs of children, youth and families in multiple formats: electronic, written, and verbal.		Practices effective communication with colleagues and other professionals.
<b>8</b>	Recognizes conflict (e.g., between children, youth, families, staff, or program policies).		Negotiates and resolves conflicts and addresses concerns through appropriate conflict resolution strategies.		Establishes policies for resolving conflicts and promoting positive group interactions.
<b>C. Relationships and team building</b>					
<b>9</b>	Works collaboratively as part of a team.		Facilitates a cooperative work environment by promoting positive communication and facilitating relationships among team members.		Develops and implements policies designed to facilitate collaborative relationships and positive environments.
<b>10</b>	Takes responsibility and works independently.		Consistently performs job duties and responsibilities in a professional manner.		Guides others in professional performance of responsibilities as a mentor and resource.

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<b>Competency Area 8: Professionalism and Leadership</b>					
<b>Initial</b>		<b>Mid</b>			<b>Advanced</b>
<b>11</b>	Recognizes the role of teamwork in effective staff relationships.		Contributes as a responsible team member.	Facilitates team building through participatory leadership techniques.	Articulates and applies principles of group dynamics and positive communication supports.
<b>D. Professional development</b>					
<b>12</b>	Meets minimum regulatory requirements for ongoing training and professional development.		Creates, maintains, and implements an individual professional development plan to work towards ongoing professional development, in-service training, credential, degrees and/or program accreditation, and seeks out and utilizes supports (both monetary and professional) to allow progress to improved practice to continue.		Promotes professional development plans for self and staff that support program requirements for accreditation, credentialing standards, and regulations.
<b>13</b>	Engages and values supportive working relationships that include mentoring opportunities.		Provides guidance to staff under immediate supervision to assess performance, improve practice and promote individual growth.	Serves as a mentor and resource for others in the field, including guiding educators in identifying individual needs and plans for professional growth.	Serves as a mentor to others in the field by providing guidance, resources, support and encouragement of continued professional education as appropriate.



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<b>Competency Area 8: Professionalism and Leadership</b>					
<b>Initial</b>		<b>Mid</b>			<b>Advanced</b>
<b>14</b>	Uses information from supervision and self-reflection as a learning tool to grow, enhance skills, and improve practice.	Questions own practices, seeks feedback from supervisors and colleagues and reflects on own performance to develop a plan for professional growth and improve practice.		Evaluates current trends in early education and care, OST, and youth development and revises practices as appropriate.	Demonstrates reflection on own supervisory skills, and professional and educational practices from community, state, national, and global perspectives.
<b>15</b>		Discusses one's own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice.	Demonstrates understanding of one's own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice.	Reflects on practice and regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants, children and youth.	Reflects on own practice and continually evaluates staff performance as a basis for program planning, modification, and professional development.
<b>E. Leadership</b>					
<b>16</b>	Identifies early education and care and OST as a profession.		Takes a leadership role in the program and/or early education and care or OST community.		
<b>17</b>	Recognizes the family's right to make decisions about their child care and education.		Creates and develops relationships with the family to ensure the family's ability to make decisions about their child's care and education.	Exhibits knowledge of child/youth and family advocacy issues.	Educates parents on advocacy measures that are in the best interest of the child, family and community and provides support and additional as needed.

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<b>Competency Area 8: Professionalism and Leadership</b>					
<b>Initial</b>		<b>Mid</b>			<b>Advanced</b>
<b>18</b>	Recognizes own ability to advocate for self and program.		Advocates on behalf of self, children, youth, families, and program.	Understands that national, state, and local legislation and public policy affect children, youth, families, programs and the early education and care and OST profession.	Educates staff of advocacy opportunities and encourages staff to advocate for self, children, youth, families, and the program . Serves in a leadership capacity in professional organizations through direct service, membership, advocacy and other activities.

## **Next Steps:**

### **Recommendations for preparing the core competencies document for release:**

- Align wording and style throughout document (referring to Bloom's Taxonomy for guidance);
- Develop descriptor statements defining each competency area and subcategory;
- Review to ensure that the document encompasses all types of care and age groups from birth through school age;
- Review to ensure that the document includes children and youth whose primary language is not English, cultural diversity, and children and youth with special needs;
- Review progression/sequence of terminology from initial to advanced levels of competency;
- Align the definitions of each level (initial, mid, and advanced) with work of the other Task Force Committees (include all types of care and compare with PA Model for Family Child Care perspective);
- Clearly describe appropriate uses for this initial draft, including its relationship to the proposed EEC regulations;
- Crosswalk the final draft with the proposed EEC regulations, NAEYC, MSAC, ACHIEVE competencies, Minnesota and California reports, etc.; and
- Link the document to the overall workforce development effort and system in Massachusetts and with related initiatives at EEC such as QRIS.

### **Recommendations for review, revision, and piloting of Massachusetts Core Competencies:**

- Present the recommendations to the Professional Development Subcommittee of the EEC Advisory Team;
- Conduct a transition meeting between Workforce Task Force Core Competencies Committee members and Professional Development Subcommittee of the EEC Advisory Team;
- A specific plan is needed to:  
Disseminate draft core competencies document to constituents;  
Collect public input through focus groups and other means;  
Review feedback; and  
Respond to the field;
- There should be a "pilot phase" to test the competencies, see how they work, get feedback from the field, further develop, revise the competencies, etc;

- Resources for implementation and staff training as well as compensation for staff that recognizes their achievements must be addressed as part of workforce system plan; and
- Advocate for coordination across state agencies and additional resources to implement next steps and build infrastructure support.

# Orientation Committee

## Members

Paula Bowie (Schott Fellow)\*

Tania Buck-Ruffen

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\* Participated as a member of the subcommittee

## **Committee Charge**

Purpose:

- Review EEC's initial ideas.
- Identify content for "core" orientation.
- Identify content specific to setting and population served.
- Identify method and means of delivering orientation.
- Identify resources needed for implementation.

Outcomes:

- Recommended syllabus for enhanced orientation for all staff entering the workforce.
- Achievable implementation plan.
- Identify resources needed to support initial recommendations.

## **Steps Toward Charge**

- Recommendations including 40 hours of orientation (over 2 years).
- A blueprint for syllabus development based on core competency areas.
- Trainer qualifications and piloting in a diverse system.

## Recommendations

### Recommendation #1: Time Requirements for Orientation

**Required orientation will include:**

**Within first 120 days of entering the MA early education and care workforce:** complete ten hours of basic core field orientation which will provide an overview of the eight Massachusetts Core Competency areas. The first ten hours of orientation will focus on Core Competency Areas 1,2,4,5, and 7. Completion of ten hours makes the applicant eligible for 1 (one) CEU.

**By end of first year of employment:** complete ten additional hours obtained via state-approved modules connected to Core Competency areas 2, 3,5,6,7 and 8.

Completion of ten hours makes the applicant eligible for 1 (one) CEU.

**By end of second year of employment:** complete an additional 20 hours of professional development obtained via state-approved modules connected to Core Competency areas 2,3,5, 6, 7 and 8. (These 20 hours of training will be segmented to address age-specific, setting-specific and role-specific categories of providers.)

Completion of twenty hours makes the applicant eligible for 2 (two) CEUs.

**Required basic core orientation will be offered as face-to-face training, in a combination of didactic and activity-based training, respectful of adult learning styles, and showing an awareness of the range of preparation on the part of the learners.**

### Recommendation #2: Time Requirements for *Basic Core* Orientation by Role and Setting

- The 10-hour basic EEC field orientation (see Recommendation #1) must be completed in the first 120 days of employment by all entrants in direct service and supervision of direct service, in family child care, center-based and out of school time programs.\* This requirement must be integrated into all job descriptions;
- Regular volunteers in all settings must participate in the state-approved pre-service training appropriate to their setting.

\* Family child care providers must participate in an additional five-hour state-approved pre-service family child care educator orientation **before working directly with children.**

**Required basic core orientation will be offered as face-to-face training, in a combination of didactic and activity-based training, respectful of adult learning styles, and showing an awareness of the range of preparation on the part of the learners.**

### **Recommendation #3: Overall Recommendation for Content of Orientation Over the First Two Years of Employment Linked to Core Competencies**

Basic core field orientation is an introduction to the fields of Early Education and Care and Out-of-School Time. The Orientation Committee recommendation is based on Massachusetts Core Competencies, which reflect the core body of knowledge and observable skills and attitudes that educators working with young children need to facilitate child learning and development.

Each core competency is included in the training at a level appropriate to the time and content. The outcomes for each training topic have been split into three categories based on Bloom's Taxonomy of Educational Objectives:

**Knowledge:** Recall data or information.

**Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

**Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom/program into novel situations in the work place.<sup>11 12</sup>

We recommend this taxonomy to include activities that represent **experiential** learning in each module.

### **Content for Comp Area #1: Understanding the Growth and Development of Children and Youth**

At the conclusion of the Field Orientation which includes training on Core Competency Area #1: *Understanding the growth and development of children and youth*, participants should be able to:

#### **Knowledge**

- Identify the general principles of child development, including factors that contribute to at-risk status

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<sup>11</sup> Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

<sup>12</sup> Verbs used found in Bloom's Taxonomy Verbs: Retrieved February 29, 2008, from: [http://www.teach-nology.com/worksheets/time\\_savers/bloom/](http://www.teach-nology.com/worksheets/time_savers/bloom/) and Bloom's Taxonomy Verbs: Retrieved February 29, 2008 from: <http://www.teachervision.fen.com/teaching-methods/curriculum-planning/2172.html>



- Name and describe the developmental domains including: physical development, sensory development, language development, cognitive development and social-emotional development
- Describe responses to individual differences in development including: individual rates of development, the impact of temperament, culture, linguistic and special needs on the developmental process
- Identify exposure to traumatizing experiences

## **Content for Comp Area #2: Guiding and Interacting with Children and Youth**

At the conclusion of the Field Orientation which includes training on Core Competency Area #2: *Guiding and interacting with children and youth*, participants should be able to:

### **Knowledge**

- Identify conditions under which children thrive, and risk factors for failure

### **Comprehension**

- Describe key elements that support a child's social and emotional skills
- Demonstrate how children learn to respond, interact, and communicate appropriately through positive interactions with peers and adults
- Role-play positive child guidance techniques which will build child's confidence, curiosity, intentionality, self-control, cooperativeness, and communication
- Report positive strategies to appropriately address the emotional and behavioral needs of children at all ages and developmental levels

## **Content for Comp Area #3: Partnering with Families and Communities**

At the conclusion of the Field Orientation, which includes training on Core Competency Area #3: *Partnering with families and communities*, participants should be able to:

### **Knowledge**

- Identify agencies and organizations that serve the needs of children and families

### **Comprehension**

- Demonstrate how individual staff and programs can engage in a process of collaborative partnership with families
- Summarize strategies to engage families in their children's learning, and for active participation in program activities

- Discuss the diversity of family characteristics and development

### **Application**

- Select tools that support and evaluate family involvement in daily programmatic practice

## **Content for Comp Area #4: Health, Safety, and Nutrition**

At the conclusion of the Field Orientation, which includes training on Core Competency Area #4: *Health, Safety, and Nutrition*, participants should be able to:

### **Knowledge**

- Identify and apply principles of standard precautions
- Review regulations and resources for appropriate medical, dental, and mental health care of young children

### **Comprehension**

- Identify signs of child abuse and neglect, and symptoms of trauma as exhibited by children
- Review emergency evacuation regulations

### **Application**

- Identify, administer, and apply protocols for appropriate hygiene practices such as: precautions for preventing illness, managing infectious disease, identifying signs of trauma, and promoting appropriate health practices.
- List EEC regulations for physical activity and nutrition practices in the program

### **Topics covered in separate program-based orientation:**

- Child abuse and neglect
- Emergency evacuation
- Physical fitness and activity (curriculum and policies)
- Nutrition

## **Content for Comp Area #5: Learning Environments and Implementing Curriculum**

At the conclusion of the Field Orientation which includes training on Core Competency Area #5: *Learning environments and implementing curriculum*, participants should be able to:

## **Knowledge**

- Introduce theories of child development and learning
- Define processes for curriculum development
- Identify Commonwealth of Massachusetts resources for curriculum development
- Identify that curriculum includes planning for language and literacy, mathematics, science and technology/ engineering, history and social sciences, comprehensive health, the arts, and outdoor play experiences
- Establish the importance of best practices in both content and delivery of curriculum

## **Comprehension**

- Discuss theories for learning
- Illustrate that curriculum is critically important to child outcomes
- Identify that curriculum development is developed based on observation, documentation and assessment to meet the individual needs of each child
- Illustrate the critical role of Developmentally Appropriate Practice (DAP) curriculum in achievement of child outcomes, including connection to school readiness and school success

## **Content for Comp Area #6: Observation, Assessment, and Planning for Individual Needs**

At the conclusion of the Field Orientation which includes training on Core Competency Area #6: *Observation, assessment, and planning for individual needs*, participants should be able to:

### **Knowledge**

- Identify that assessment helps educators identify potential developmental delays
- Communicate with families regarding resource options as needs are identified

### **Comprehension**

- Illustrate how educators continually observe, document, and assess children's development and learning
- Understand how learning experiences can meet the individual needs of children and identify emerging concerns
- Understand that assessment is the basis for the progressive development of best practices
- Articulate the difference between observation, program monitoring, and evaluation

- Illustrate how assessment informs curriculum planning for individual needs of children and youth

### **Content for Comp Area #7: Program Planning and Development**

At the conclusion of the Field Orientation, which includes training on Core Competency Area #7: *Program Planning and Development*, participants should be able to:

#### **Knowledge**

- Identify levels of standards and specific practices that promote and support a quality program
- Describe staff selection and supervision as related to EEC regulations

#### **Comprehension**

- Discuss and access EEC regulations, standards and policies related to program planning and development
- Discuss the purpose and use of program evaluation
- Summarize the elements for continuous program quality improvement
- Describe and access EEC core competency areas
- Describe EEC Quality Rating Improvement System (QRIS)

#### **Topics covered in separate program-based orientation:**

- Regulations and program practices and policies related to these regulations
- Program Quality practices and goals
- Staff selection and supervision practices
- Systems procedures
- Resources, planning, and marketing practices

### **Content for Comp Area #8: Professionalism and Leadership**

At the conclusion of the Field Orientation, which includes training on Core Competency Area #8: *Professionalism and leadership*, participants should be able to:

#### **Knowledge**

- Describe professional attitudes, characteristics, and relationships that support success as an early childhood professional

- Identify professional development pathways
- Identify needs in using technology in the classroom/program and for educator's own professional development use
- Identify professional organizations

### **Comprehension**

- Discuss leadership and advocacy for the field
- Establish the foundation that growth begins in mutually beneficial relationships through effective communication

### **Application**

- Utilize supportive and effective communication skills
- Apply team and relationship building practices
- Establish applicable tools to foster effective communication

### **Topics covered in separate program-based orientation:**

- Regulations and program practices and policies related to these regulations
- Program policies regarding communication, team building and professional development
- Use of technology in the program

### **Sequencing of presentation of competency-based content during orientation**

The Massachusetts Core Competencies cover indicators of increasing levels of knowledge, understanding and application in the eight areas core competency for adults working in various roles with children and youth or supervising staff who work with children and youth. The Orientation Committee recommends that after various stages of orientation (first ten hours, second ten hours, in the first year, and the twenty hours in the second year) the new entrant to the field should demonstrate specific knowledge, understanding, and or application.

The Committee recommends this as a blueprint for developing content for 40 hours of competency-based orientation. We recommend also that, during the development process, Year II content be further focused by age of child and setting.

## **Year 1 – 1<sup>st</sup> 10 hours**

### ***Introduce the concept of best practices in early education and care and OST.***

#### **Competency Area 1: Growth and Development**

- (knowledge) Identify the general principles of child development, including factors that contribute to at-risk status
- (knowledge) Name and describe the developmental domains including: physical development, sensory development, language development, cognitive development and social-emotional development

#### **Competency Area 2: Guiding and interacting with children and youth**

- (knowledge) Identify conditions under which children thrive, and risk factors for failure

#### **Competency Area 4: Health, Safety, and Nutrition**

- (knowledge) Identify and apply principles of standard precautions
- (application) Identify, administer, and apply protocols for appropriate hygiene practices such as: precautions for preventing illness, managing infectious disease, identifying signs of trauma, and promoting appropriate health practices.
- (application) List EEC regulations for physical activity and nutrition practices in the program

#### **Competency Area 5: Learning Environments and Implementing Curriculum**

- (knowledge) Define processes for curriculum development
- (knowledge) Identify that curriculum is developed based on observation, documentation, and assessment to meet individual needs of each child
- (knowledge) Identify Commonwealth of Massachusetts resources for curriculum development

#### **Competency Area 7: Program Planning and Development**

- (comprehension) Describe and access EEC core competency areas

### ***Specific to program:***

#### **Competency Area 7: Program Planning and Development**

- (knowledge) Describe staff selection and supervision as related to EEC regulations
- (knowledge) Discuss and access EEC regulations, standards and policies related to program planning and development

## **Year 1 – 2<sup>nd</sup> 10 hours**

### **Competency Area 1: Growth and Development**

- (knowledge) Describe responses to individual differences in development including: individual rates of development, the impact of temperament, culture, linguistic and special needs on the developmental process

### **Competency Area 3: Partnering with Families and Communities**

- (knowledge) Identify agencies and organizations that serve the needs of children and families

### **Competency Area 4: Health, Safety, and Nutrition**

- (knowledge) Review regulations and resources for appropriate medical, dental, and mental health care of children
- (knowledge) Identify signs of child abuse and neglect, and symptoms of trauma as exhibited by children

### **Competency Area 5: Learning Environments and Implementing Curriculum**

- (knowledge) Identify that curriculum includes planning for language and literacy, mathematics, science and technology/ engineering, history and social sciences, comprehensive health, the arts and outdoor play experiences

### **Competency Area 6: Observation, Assessment, and Planning for Individual Needs**

- (knowledge) Communicate with families regarding resource options as needs are identified

### **Competency Area 8: Professionalism and Leadership**

- (knowledge) Describe professional attitudes, characteristics, and relationships that support success as a professional
- (knowledge) Identify needs in using technology in the classroom/program and for their own professional development use

## **Year 2 – 20 hours**

### **Competency Area 2: Guiding and Interacting with Children and Youth**

- (comprehension) Describe key elements that support a child's social and emotional skills
- (comprehension) Demonstrate how children learn to respond, interact and communicate appropriately through positive interactions with peers and adults
- (comprehension) Role-play positive child guidance techniques which will build child's confidence, curiosity, intentionality, self-control, cooperativeness, and communication

- (comprehension) Report positive strategies to appropriately address the emotional and behavioral needs of children at all ages and developmental levels

### Competency Area 3: Partnering with Families and Communities

- (comprehension) Demonstrate how individual staff and programs can engage in a process of collaborative partnership with families
- (comprehension) Summarize strategies to engage families in their children's learning, and for active participation in program activities
- (comprehension) Discuss the diversity of family characteristics and development
- (application) Select tools that support and evaluate family involvement in daily programmatic practice

### Competency Area 5: Learning Environments and Implementing Curriculum

- (knowledge) Introduce theories of child development and learning
- (comprehension) Illustrate the critical role of DAP curriculum in achievement of child outcomes, including connection to school readiness and school success

### Competency Area 6: Observation, Assessment, and Planning for Individual Needs

- (comprehension) Articulate the difference between observation, progress monitoring, assessment and evaluation
- (comprehension) Illustrate how educators continually observe, document, and assess children's development and learning
- (comprehension) Illustrate how assessment informs curriculum planning for individual needs of children and youth

### Competency Area 7: Program Planning and Development

- (knowledge) Identify levels of standards and specific practices that promote and support a quality program
- (comprehension) Describe the purpose and use of program evaluation
- (comprehension) Summarize the elements for continuous program quality improvement
- (comprehension) Describe EEC Quality Rating Improvement System (QRIS)

### Competency Area 8: Professionalism and Leadership

- (knowledge) Identify professional development pathways
- (knowledge) Identify professional organizations
- (comprehension) Illustrate how effective communication is built through systems and tools



- (application) Utilize supportive and effective communication skills
- (application) Apply team and relationship building practices

#### **Recommendation #4: Phases of Introduction of EEC Orientation**

The Committee recommends the following phases to introduce EEC Orientation:

1. Develop training content, using Orientation Committee Recommendation #3 as the blueprint for content. Content should include curriculum, trainer scripts, pre- and post-testing, and bibliographies.
2. Further develop qualifications for trainers.
3. Offer a one-year implementation and evaluation pilot in one or more regions, during which the 20-hour, first year orientation (for staff working with children of all ages) by qualified vendors as determined by EEC.
4. Develop an assessment/evaluation process documenting effectiveness of trainers and improved outcomes for participants.

#### **Recommendation #5: EEC Orientation and the Professional Development Registry**

When implementing the EEC Orientation, develop a tracking/ monitoring system through the Professional Development Registry so that EEC and educators can track completion of:

- 40 hours orientation for all staff entering the field:
  - 10 hours of core basic orientation completed within the first 120 days of entering the workforce;
  - 10 more hours by the end of the first year;
  - 20 hours by the end of the second year.

The 40 hours (total) of orientation completed in the first two years of service should “count” toward the professional development hours required by the Commonwealth.

As EEC develops the IT systems needed to track and monitor information and data for educators, it is important to include the ability to track orientation completion.

Orientation should be connected with and included in a state-wide training calendar developed by EEC.

As part of the overall trainer registry, a registry of qualified trainers should be developed and implemented by EEC to track and monitor trainers available to provide orientation.

## **Recommendation #6: Trainer Qualifications<sup>13</sup>**

Each trainer must complete an application with written recommendations, documenting the following:

Educational Background: Minimum of a Bachelors Degree in Early Childhood Education, Youth Development, or a field related to the training topic

Experience as a Trainer: Minimum of one year of documented experience teaching or training adults (college courses, workshops, presentations at conferences, trainings, mentoring etc.) Within that year, trainer should have provided a minimum of fifteen hours of training

Experience in the Field: Demonstrated experience in relevant core competencies as reflected on resume or supporting documentation

Professional Activities: Membership in a minimum of one professional organization and attendance at one professional activity per year

Understanding of Adult Learning Principles

Awareness of Cultural Competency in the fields of Early Education and Care and Out-of-School Time

## **Recommendation #7: Credit Options for Orientation**

The Orientation committee proposes that completion of the 40 hours of content required during the first two years of employment in MA early education and care and out of school time counts for credit options such as:

- Credit toward EEC-required professional development hours through EEC-approved vendors
- CEUs
- Eligibility for transcribed credit at community colleges

## **Recommendation #8: Measurement of Retained Knowledge**

All early childhood and out-of-school-time professionals participating in Orientation will be required to demonstrate relevant competency after each content unit.

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<sup>13</sup> Based on a review of Professional Development Systems and Trainer Credential Requirements from Maine, New Hampshire, Vermont, Connecticut, Rhode Island and MassAEYC information. Data Sources: Maine Roads to Quality, Vermont Northern Lights, New Hampshire Early Childhood Professional Development System, Connecticut Charts- A- Course, CHILDSPAN and MassAEYC.

Developers of Orientation content should include outcome-based assessment at the conclusion of each unit.

In deciding upon the form and delivery of this assessment, EEC should plan for appropriate accommodations for individuals who qualify under the Americans with Disabilities Act (ADA) as well as for speakers of languages other than English.

# Credentialing and Career Lattice Committee

## Membership

Bob Bickerton

Mario Borunda, Co-Chair

Marcia Farris

David Fernie

Mei-Hua Fu (Schott Fellow)\*

Sally Fuller

Kathy Gallo

Rachel Green

Kathleen Hart (EEC)\*

Joan Kagan, Co-Chair

Elizabeth Losee

Alina Lopez (EEC)\*

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Lisa Van Thiel

Adrienne Welch (Schott Fellow)\*

Pat Xavier

Corey Zimmerman (EEC)\*

\* Participated as a member of the subcommittee

## **Committee Charge**

### Purpose:

- Question assumptions about the lattice approach.
- Research similar initiatives in other states and other professions for strengths and weaknesses.
- Consider design approaches for a professional system that would have the greatest impact on outcomes for children.
- Focus on necessary requirements for new staff entering the field as well as critical supports for effective leadership and professional growth and development.
- Identify a variety of pathways that support efforts by the existing workforce to attain new credentials.

### Outcomes:

- Recommend a model that clearly illustrates career options.
- A recommended set of credentials based on the core competencies.
- A recommended crosswalk of existing position titles and proposed credentials.
- Recommended career pathways for the existing workforce to achieve those credentials.
- Recommend implementation strategies that retain and advance the current workforce.
- Recommendations specific to the needs of entry level staff and leaders in the field.
- Identify resources needed to support initial recommendations.

## Proposed Credentialing and Career Lattice Frame \*

“The two E’s” are education and experience, and they form the basis for most credentialing and career ladders now (with public K-12, higher ed. and healthcare being the primary models people look to). Our vision is to add the third “E”- evaluation. In doing that, we would recognize it as the “x factor” that moves us away from the “get more, move up the ladder” thinking that’s the basis of the “two E” approach.

In the short term, the third “E” could be the development of individual user-friendly feedback loops that help providers and employers give their staff feedback and guidance to round out their education and experience and ensure their effectiveness. This could be tools, TA, training, etc., on how to hire, incentivize, provide meaningful time for reflection and feedback, etc. Recommendations might include how to reflect this in professional development, management training, maybe even our regulations regarding administration.

In the long term, we would want to explore how/when/if evaluation could be connected to credentialing.

In the above frame, the long term vision for a credential is:

*Education + Experience + Evaluation = Competency, reflected in a Credential.*

Our current short term reality is:

*Education + Experience = Credential, which doesn’t necessarily address Competency.*

Continuing to use education and experience as the sole proxies for competency limits our ability to recognize that people from a variety of backgrounds and experiences can be competent early education and care and OST professionals. Adding objective evaluation to the equation expands the number of pathways to a credential and helps create a lattice from the ladder that currently exists.

Our challenge is to create actionable recommendations in the context of the existing system of Education + Experience that are also compatible with this long term vision and that include practical placeholders for the third E, evaluation.

Toward that end, we could use the long term vision as a lens to view the work of other states, similar issues in other professions, and the Committee’s charge.

\*Clarification given to the Committee by EEC 1/14/08

**Steps toward charge:**

- Introduction to career lattice
- Guiding principles and goals of a Massachusetts lattice system
- Draft lattice
- Recommendations

## Introduction to the Career Lattice

The creation of a career lattice for Massachusetts was a year long process of an expert group working as a committee of the Early Education and Care Workforce Development Task Force. The group focused primarily on group child care and to complete the lattice, more input is needed from out-of-school-time and family child care experts.

We created a lattice by:

- Acknowledging and learning from prior work in our state
- Reviewing career pathways, lattices, degrees, and licenses in many states throughout the U.S.
- Developing a list of principles that guided our work
- Framing a draft lattice

Our goals included:

- Creating correspondence across three sectors: Group child care, family child care and school-age programs
- Making the system flexible and assuring a possibility for advancement
- Differentiating between present reality, a transitional period and a long-term plan
- Balancing the need to help professionalize the fields of childcare and school-age programming and the need to attract and retain a workforce that is reflective of the communities that are being served
- Tying professional advancement to a rational and understandable system of education, experience, evaluation (“The 3 E’s”)

The Lattice as presented here is an ideal, long-term description of levels of practice:

- As described in the principles, the lattice will need to correspond to compensation levels and core competencies, but in the present form it is tied to education, experience, and administration
- The lattice is a mixture of what exists now and where the system should evolve
- Two year and four year college degrees are required of higher levels of the lattice and are supported by decisions of relevant national organizations

How the lattice is divided up:

- The group child care lattice is divided into 9 levels, assistant teacher, associate teacher, teacher, management, trainer and faculty levels



- Each level is defined by role, education, experience, supervision and independence of practice
- The levels are close enough so that progress through the system is possible and specialized endorsements (i.e. certificates for special expertise such as director, school-age, infant toddler) will need to be integrated into the lattice
- The levels are far enough apart so that the different levels and the progress through them are meaningful and provide incentives for professional movement

#### Sectors:

- The lattice consists of parallel tracks for the three sectors: center-based and family childcare, as well as school-age programming.
- This parallelism is posing difficulties as some programs are very small and one person can function on multiple levels of the lattice
- Nonetheless, the benefits of a system that does not create different incentives, career recognitions and pay scales outweighed the benefit of a separated three-tier system

#### An evolving system:

- The lattice is introduced as a work in progress. As it gets applied, modifications will be necessary. The field's response and the experiences in practice will shape the broad and bold lattice that the committee is putting forward.
- Completion of the career lattice is needed, especially as it relates to family child care and out of school time qualifications and should include continuity and broader representation from both groups.
- The career lattices created by this committee need to be aligned with other sectors of the field such as Early Intervention and Prek-2nd grade licensure.
- Most importantly, it is the committee's view that this system will only be successful if it is tied to significant educational and work-place support for growth and advancement and to compensation that will attract and retain a diverse, caring and knowledgeable workforce.

# **The Guiding Principles and Goals of a Massachusetts Early Education and Out-of- School Time Career Lattice System**

**May 2008**

## **Goals**

- Recruit and retain an excited, motivated, diverse and caring workforce
- Provide a clear path for recognition and success that meets the needs of all educators
- Enhance public recognition of early education and care and out of school time practitioners as professionals
- Results in an incentive-based compensation system

## **Guiding Principles**

- The system ties certificate and degree acquisition to ongoing professional development.
- The system values/validates experience and prior learning.
- The system facilitates collaboration between institutions of higher education (i.e. articulation agreements, non-traditional methods of education/training, non-English language courses leading to degrees).
- The system includes a career mentoring/counseling component.
- The system is flexible and offers multiple points of entry and advancement.
- The system is based on core competencies and linked to explicit standards.
- The system values other bodies of knowledge and provides for reciprocity of training across other systems that are for children.
- The system is evidence-based and is continually evaluated for effectiveness.
- The system addresses the needs of non-traditional learners and linguistically diverse populations.
- The system is culturally sensitive and race-neutral.

School-Age Child Care	Education	Experience	Functions	Age
<b>Entry-Level</b>	No minimum Orientation	<b>To Be Determined</b>	Help in a child care or youth program (under supervision)	Age 16 for mentors or counselors in training, all other roles 18
<b>Level 2 - Direct Service</b>	Diploma to BA Orientation	At least 12 months Some fieldwork?	Lead groups Plan activities for 5-18 yo Community outreach Child care referrals Assist with developing and presenting workshop materials	Age 18
<b>Level 3 - Supervision of Direct Service</b>	Certificate to BA Orientation	1-2 years	Daily program oversight Supervise/train/mentor staff School/Community relations Family communication Program planning & budget Implement quality standards	Age 20
<b>Level 4 - Administrator</b>	BA to BA with management training Orientation	1-2 years	Organizational development support for administration. Grant writing	Age 21
<b>Level 5 - Administration/Advocacy/ Academic and other Advanced Level</b>	BA/BS to advanced degree  Orientation	5-7 years	Leader at the local/regional/national level (public/pvt/nonprofit) Apply advanced knowledge of quality youth services Public Policy/Advocacy	Age 21

Family Child Care	Education	Experience	Functions	Age
<b>Provisional</b>	No minimum  Orientation	40 hrs apprenticeship in Level 3 home	<b>To Be Determined</b>	18
<b>FCC - 1</b>	HS Diploma or GED Orientation	40 hrs apprenticeship in Level 3 home	<b>To Be Determined</b>	18
<b>FCC - 2</b>	CDA OR NAFCC accreditation OR 24 credits towards a degree, 12 of which have to be in ECE Orientation	2 years as licensed provider OR 2 years experience in child care field and 40 hours observation	<b>To Be Determined</b>	21
<b>Level 3</b>	AA in ECE or related field with 18 credits in ECE Orientation	1 year as licensed provider OR 1 year experience in child care field and 40 hours observation	<b>To Be Determined</b>	21
<b>Level 4</b>	BA in ECE or related field, with 24 credits in ECE Orientation	1 year as licensed provider OR 1 year experience in child care field and 40 hours observation	<b>To Be Determined</b>	

Group Child Care	Education	Experience	Functions	Age
<b>Aide</b>	No minimum Orientation	<b>To Be Determined</b>	Mandated reporter Curriculum implementation	Working age
<b>Assistant Teacher</b>	Graduates of Voc. Tech programs  OR HS Diploma/GED and Working towards CDA Orientation	<b>To Be Determined</b>	Same as Aide, and...  Group size (?)	16
<b>Associate Teacher I</b>	CDA  OR 4 college courses in ECE or equivalent (see NAEYC) Orientation	150 hours supervised practicum  OR 9 months experience	Same as Assistant Teacher, and... Child assessment?  Staff supervision and evaluation	Age 21 (or HS grad or HS equiv)
<b>Associate Teacher II</b>	AA  OR Equivalent coursework (per NAEYC - 60 college credits with 30 in ECE related field)  Orientation	300 hours supervised practicum OR  18 months experience	Same as Associate Teacher I, and... Child Assessment  Curriculum design	Age 21 (or HS grad or HS equiv)
<b>Teacher I</b>	BA   Orientation	<b>To Be Determined</b>	Same as Associate Teacher II, and... Training Policy and Procedure Development Mentoring (?) Program evaluation (?) Fiscal management (?) Development of policies and procedures(?)	<b>To Be Determined</b>
<b>Teacher II</b>	BA Orientation	<b>To Be Determined</b>	Same as Teacher I, and... Mentoring	<b>To Be Determined</b>
<b>Director/ Program Administrator</b>	BA with 9 specialized courses in management	2 years experience administrative or teaching experience	Same as Lead Teacher, and...	Age 21 (or HS grad or HS equiv)

EEC Regs	Education	Experience	Age
<b>Asst Teacher</b>	HS diploma or equivalent	None	16
<b>Teacher</b>	CDA  OR Grad 2yr Voc Tech HS in ECE  OR ECE prog appr by EEC and instr rec OR BA in ECE or related field	9 mo if HS or equivalent (if HS and 3 credits and CGD) 6 mo if BA unrelated field 3 mo if BA or AA in ECE or related field  No exp necessary if Voc. Ed. Cert One practicum may sub for 9 mo work exp	21 years of age OR
<b>Lead Teacher</b>	Teacher qualifications AND 9 credits in Early Childhood Education (ECE) OR  DOE Pre-K to Grade 2 Certificate OR  DPH EI Specialist Certificate	36 months if HS or equivalent  27 months if 2 yr Voc Ed or CDA  related, or BA in unrelated field  9 months if Bachelor in EC or Advanced degree in EC or unrelated field No experience necessary with DOE or DPH EI certificate One practicum may sub for 9 mo work exp	21
<b>Director I</b>	Must meet Lead Teacher qualifications <b>plus</b>	6 mo as Lead Teacher	

## **Recommendations for Further Development of the Lattice**

1. Complete the attached draft lattice with additional input from experts in the out of school time and family child care sectors.
2. Incorporate orientation and the eight core competencies into the levels of the career lattice.
3. Include endorsements (i.e. licenses, certificates for special expertise) which are a viable vehicle for achieving expertise, professional growth and recognition, such as an infant/toddler endorsement, in the career lattice.
4. Align the lattice with other related sectors such as Early Intervention and ESE Pre-K to Grade 2 certification.
5. Ensure that the career lattice leads people toward college degrees.
6. Provide individuals with a pathway for recognition of professional competence through education, experience and evaluation using the lattice.
7. Add compensation into the lattice.

# Transfer/Articulation and Credit for Prior Learning Committee

## Members

Mary Lou Breitborde

Candy Center

Corinne Corso (Schott Fellow)\*

Arlene Damon

Melissa de Sousa

Nancy Doyle (EEC)\*

Kate Finnegan, co-chair

Jennifer James

Berna Mann

Joel Nitzberg

Francesca Purcell, co-chair

Julie Salois, co-chair

Joanne Szamreta (Schott Fellow)\*

Vicki Van Zee

Phyllis Wolf

\* Participated as a member of the subcommittee

## **Committee Charge**

### Purpose:

- Study articulation and transfer systems in other states. How they reached agreement and how they address prior learning.
- Identify the basic frame for the acceptance of a limited number of courses across institutions of higher education.
- Research how MA institutions treat prior learning.
- Research ways in which higher education can better meet the needs of the workforce.

### Outcomes:

- Recommend list of courses that could be initially accepted across institutions as a standard curriculum.
- Recommendations to make higher education more accessible to the workforce.
- Close coordination with the BHE Transfer Advisory.
- Identify resources needed to support initial recommendations.

## **Steps Toward Charge**

- Introduction
- Guiding Principles
- Recommendations on transfer policies and credit for prior learning
- Action items and timeline for recommendations
- Funding needed to implement recommendations

## Introduction

In both early education and care, and out-of-school-time programming, there is a need in Massachusetts to raise the number of providers who enter into higher education and subsequently earn associate and baccalaureate degrees. Transfer—the process whereby a student transfers earned credit from one higher education institution to another—is a critical pathway toward degree attainment. Increasing the number of transfer students who earn bachelor's degrees with a minimum loss of credit will have a positive impact on the cultural and linguistic diversity of the early education and care and OST workforce. Prior learning assessment—the evaluation of the knowledge and competencies acquired through non-traditional schooling, employment, volunteer, and other learning experiences for college credit—represents another pathway to increase in the number and percentage of people in the early education and care and OST workforce with a postsecondary degree. The following list of guiding principles frames the subsequent recommendations which focus on smoothing the transitions from community based training to the associate degree to the baccalaureate degree, in other words, on increasing student access and success.

## Guiding Principles

- The primary goal of removing obstacles and creating coherent transfer and prior learning assessment processes is to **help students succeed** in meeting their educational goals.
- Higher education institution leaders, faculty, and administrators; state agencies and legislators, and students all have a **shared responsibility** around transfer and prior learning.
- Statewide transfer agreements and prior learning assessment practices compatible with **academic quality and institutional integrity** can be instrumental in improving student success.
- The development and evaluation of statewide prior learning assessment practices and program-to-program and course-to-course transfer are best accomplished by regular and sustainable **faculty collaboration** focused on the establishment of common student learning outcomes.
- **Evaluation of prior learning** of working adults for college credit at higher education institutions is a valid and effective method recognizing alternative routes to learning.
- **Independent institutions should be welcomed** to participate voluntarily in statewide transfer and credit for prior learning policies and agreements.



## Recommendations

### Goal 1: Strengthen Current Statewide Transfer Policies and Practices

- Revise and enforce the current statewide Early Childhood Education Transfer Compact (the Compact) such that all community college students who complete the requirements are guaranteed that all credits will be accepted and applied to the baccalaureate degree.
- Encourage all community colleges with early childhood programs to participate in the Compact.
- Encourage community college students enrolled in the Compact to take the Communication and Literacy Skills Test (CLST) of the Massachusetts Test for Educator Licensure (MTEL) after completing two college level English composition courses.
- When a receiving baccalaureate college utilizes a four-credit course system, transfer students with an earned associate degree should be required to take no more than one-half of the required credits for a baccalaureate degree.

### Goal 2: Develop New Statewide Transfer and Credit for Prior Learning Policies and Practices

#### Transfer

- Expand the statewide Compact model (which guarantees admission and full transfer and applicability of credit to the baccalaureate degree) to include non-licensure early education and care and out-of-school-time programs.
- Build a directory of statewide early education and care and out-of-school time course-to-course equivalencies in recognition that a significant number of community college students transfer prior to completing an associate degree.
- Work toward common course names and numbers for lower-level early childhood education courses.
- Adopt a statewide electronic transcript delivery system with the eventual addition of online degree audits.
- Create a statewide transfer website geared to various audiences including students, parents, faculty/academic advisors, and transfer coordinators, and guidance counselors including:
  - Updated list of Early Childhood Education Transfer Compact programs
  - Updated list of related early education and care and out-of-school time transfer programs
  - A directory of course-to-course equivalencies
  - Advice that students should always check admission requirements at institutions
  - Explanation of factors that might delay graduation

- Explanation of the different types of transfer courses (general education, major, free elective)
- Online contact information for each institution and program
- Online links to application forms electronically sent to institutions
- Calendar of statewide or regional transfer events
- What's New section to support current information
- Profiles of successful transfer students representing a variety of pathways
- Definition of terms page
- Question and Answer page
- A "Help" icon
- Links to the Department of Early Education and Care and to the Department of Elementary and Secondary Education
- Links to career/workforce development
- An easy-to-find link to the student appeals process

### **Credit for Prior Learning**

- Create a statewide, standardized credit for prior learning policy in Massachusetts based on the Council for Adult and Experiential Learning standards and national best practices.
- Require that Child Development Associate (CDA) Credentials be accepted for at least six college-level credits at any Massachusetts higher education institution.
- Develop a statewide policy allowing high school graduates who have taken college level courses to earn credit or scholarships.
- Provide a communications skills course for the linguistically diverse early education and care and OST workforce.

## **Action Items and Timeline for Recommendations**

### **(e.g. Implementation and Oversight)**

Legislation should be passed to ensure the recommendations outlined in this report are implemented and monitored with the inclusion of the appropriate stakeholders.

#### **Transfer**

- A statewide oversight group—including chief academic officers, deans, and department chairs, among others—should be established to evaluate and monitor transfer on a regular basis.  
Timeline – fall 2008
- The statewide oversight group should submit an annual report to the Joint Committee on Higher Education addressing transfer rates across institutions; retention and graduation rates of transfer students; and the academic performance of transfer students.  
Timeline – fall 2009
- The Department of Higher Education should encourage enforcement of the Early Childhood Education Transfer Compact by convening the Transfer Compact Coordinating Committee.  
Timeline – fall 2008
- Create a full time position for the coordination and alignment of curriculum and programs in the early education and care and out-of-school-time fields.  
Timeline – fall 2008
- The Department of Higher Education should convene statewide meetings for early education and care and out-of-school-time faculty to develop statewide major guides and course-to-course equivalencies. Regional and discipline-specific breakout groups should also collaborate on opportunities, trends, and grants.  
Timeline – fall 2008
- Each Massachusetts public higher education institution should regularly review problem areas associated with the transfer process.  
Timeline – beginning fall 2008
- Acknowledge and recognize baccalaureate colleges when the associate degree is accepted in its entirety including publicity, honorary work on statewide committees, and letters of commendation for personnel files from state agency leaders.  
Timeline – spring 2009

#### **Credit for Prior Learning**

- Establish a task force with the appropriate stakeholders to review credit for prior learning and recommend a policy for Massachusetts.  
Timeline – spring 2009

## Recommendations for Funding

- Secure funding for a full time position for the coordination and alignment of curriculum and programs in the field of early education.  
Timeline – fall 2008
- The Department of Higher Education should seek funding for a college and career readiness web portal that includes the technology and communications recommendations.  
Timeline – ongoing
- Examine the feasibility of increasing the tuition waiver from a 33% discount to a 100% tuition discount for those students completing the Early Childhood Education Transfer Compact.  
Timeline – fall 2009
- Expand the funding for students enrolled in college prior to matriculation.  
Timeline- fall 2009
- Develop partnerships with prospective funders and/or organizations for student reimbursements/compensation.  
Timeline – ongoing