

**Common Core Content
and
Areas of Specialization**

**for Personnel Preparation in Early Care, Education and
Family Support in New Mexico**

Entry Through Master's Level

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**Prepared by
Higher Education Early Childhood Task Force
for the
New Mexico Child Development Board**

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NEW MEXICO'S CAREER LATTICE FOR EARLY CARE, EDUCATION, AND FAMILY SUPPORT

The levels of the Common Core Content and Areas of Specialization that follow correspond to levels of certification and licensure available from the state of New Mexico. Altogether, this spiraling system of professional development is referred to as the New Mexico Early Care, Education and Family Support Career Lattice. The term *career lattice* is meant to create the vision of a trellis that provides multiple pathways for growth and development, as opposed to a career ladder that enables only vertical movement along a single track.

Because the New Mexico Early Care, Education and Family Support Professional Development System encompasses all systems serving children birth through third grade and their families, the term *career lattice* is the most appropriate way to describe how individuals can move horizontally, vertically and/or diagonally within a single system or across systems as positions became available and/or as professional preparation enables them to seek and move into positions with more responsibility and increased compensation.



The special features of New Mexico's career lattice are the following:

- Individuals can enter the career lattice at any point in their growth and development as professionals. Depending on their professional aspirations, they can remain where they are or pursue multiple opportunities for their future professional development.
- Professional preparation and corresponding certification and licensure within the career lattice are recognized by a number of different systems, enabling individuals to move between systems.

- Each level of certification and/or licensure is based upon study that builds upon and increases skills and knowledge in the same competency areas. As a result, all professional preparation “counts” toward work at the next level.
- When the universal catalogue of coursework that directly correlates to content specified in the common core and area of specialization levels is put into place at all institutions of higher education, a universal system of credit for prior learning (prior learning assessment) will be established.
- All personnel build upon the same core content with the opportunity to pursue areas of emphasis or specialization, specifically Family/Infant/Toddler Studies or early childhood Administration/Leadership.

The levels of the career lattice are as follows:

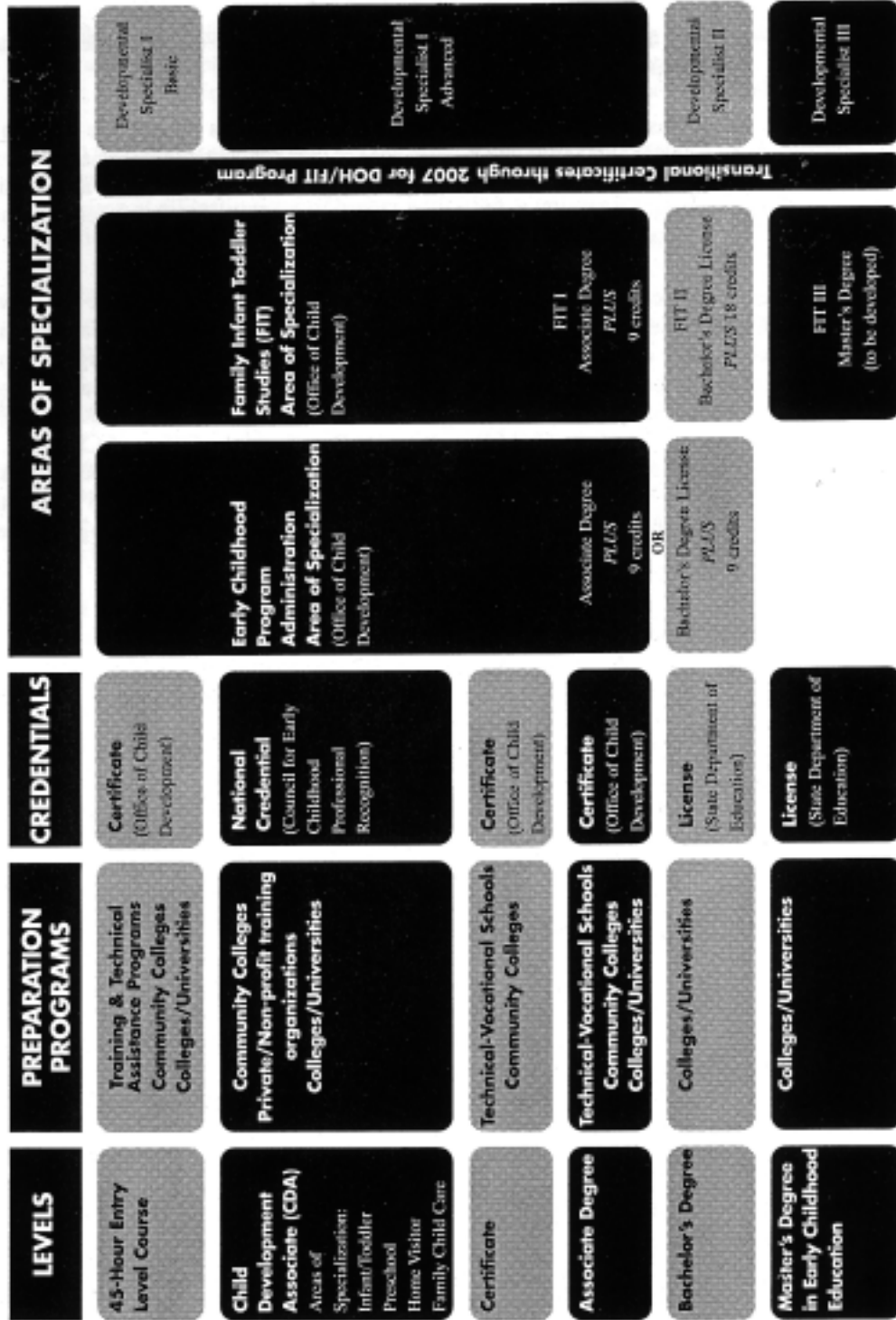
- **45-Hour Entry Level Course**—a basic course that introduces the areas of competency at the awareness level. The certificate of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- **Child Development Associate (CDA)**—a national credential awarded by the National Council for Early Childhood Professional Recognition. Completion of a CDA at an institution of higher education articulates with work toward a Certificate and/or Associate Degree.
- **Certificate**—earned after completion of approximately 30 credits toward an associate degree program. The certificate indicates completion of the early childhood “vocational” courses within an approved associate degree program, most often completed in the student’s first year. A certificate usually is awarded by the institution upon completion of these courses in addition to one or two general education courses. In addition, the Office of Child Development, Children, Youth, and Families Department awards a state certificate upon completion of this vocational course of study.
- **Associate Degree**—a two-year program consisting of approximately 65 credits, including both early childhood content (approximately 30 credits as described above) and general education content (approximately 35 credits) available at all two-year and some four-year institutions. The degree is awarded by the institution, and the certificate of completion is

awarded by the Office of Child Development, Children, Youth and Families Department.

- **Bachelor's Degree**—a four-year program consisting of approximately 128 credits, available at five of the six public four-year institutions in the state. Approved bachelor's degree programs lead to the *New Mexico Early Childhood Teacher License: Birth through Age Eight*. The degree is awarded by the institution, and the license is awarded by the New Mexico State Department of Education.
- **Master's Degree**—consisting of 36 to 42 hours of graduate work in early childhood and related areas, available at graduate universities in the state. The degree is awarded by the institution. The proposal for a specialized master's degree license, with accompanying areas of competency, is pending before the New Mexico Department of Education.

The career lattice is designed so that each level fully articulates with the next level. That is, a CDA counts toward work for the certificate; a certificate constitutes the equivalent of the first year of work toward an associate degree; and an associate degree transfers to any early childhood program at four-year institutions as the first two years of work toward a bachelor's degree. The Higher Education Early Childhood Task Force, a standing task force of the Child Development Board and the Office of Child Development, is continuing work to develop a common catalogue of coursework with common course titles and content for all institutions of higher education in the state, which will set the stage for a universal system of credit for prior learning/prior learning assessment.

CAREER LATTICE IN EARLY CARE, EDUCATION & FAMILY SUPPORT (BIRTH-AGE EIGHT)



THE COMMON CORE CONTENT

The Common Core Content describes the minimum expected level of competence for individuals that exit preparation programs at each level of the career lattice. In other words, it describes what all early childhood professionals must know and be able to do when they complete the entry level, the certificate/associate degree level, and the bachelor's level. Work on the master's level is in progress. At each level, content is based on the same set of competencies, but the indicators of competence represent increasing depth and breadth at each ascending level. All institutions of higher education in the State of New Mexico include the common core content in their coursework, thereby guaranteeing each student's level of competence when exiting the program, regardless of the particular institution. Higher education faculty in the state are in the process of designing common course titles across institutions with common core content so that a statewide system of credit for prior learning can be implemented.

The reader will note that the Common Core Content identifies only 3 levels—Entry, Associate, and Bachelor's Degree. The CDA level is omitted because the state does not issue the CDA credential, but it remains in the career lattice because it can, if completed at an institution of higher education, count for part of the work toward the state certificate level. The certificate level is combined with the associate level because in institutions that offer the Associate Degree, students normally complete the early childhood coursework first (approximately 30 credits), after which, they are eligible to apply for a state-issued certificate in early childhood. This coursework constitutes the first half of the Associate Degree, the last half consisting almost entirely of general education courses. Consequently, there is essentially no difference in the levels of demonstrated competence in specific early childhood knowledge and skills between personnel completing the certificate level and the Associate Degree level. However, one would expect that those students completing the Associate Degree would demonstrate higher levels of general competence that contribute to more optimal outcomes of children.

Further, the reader should note that the core competencies in each area, and hence, the common core content, are pending final approval by the New Mexico Board of Education and the Child Development Board, but we expect few, if any, changes.

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PREAMBLE

What early childhood professionals know and can do significantly influence children's development, learning, and success in school. Since the period of early childhood spans the first eight years of a child's life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start, early intervention programs, public and private schools through third grade, preschools, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregivers, or providers. In the final analysis, they all teach and they all provide care.

The core competencies that follow (in bold) are designed to describe what early childhood teachers should know and be able to do at the conclusion of a bachelor's degree program. They include six areas: Child Growth, Development, and Learning; Health, Safety, and Nutrition; Family and Community Collaboration; Curriculum Development and Implementation; Assessment of Children and Evaluation of Programs; and Professionalism. For each core competency, specific indicators are articulated for personnel completing professional preparation at each of three levels. Teachers who demonstrate these competencies and their indicators can work effectively with young children in a variety of settings.

NOTE: Each time an indicator refers to "inform others" or "collaborate with others," it is meant to include family members, community members, colleagues, program administrators, and other professionals.

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I. CHILD GROWTH, DEVELOPMENT, AND LEARNING

RATIONALE

Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.

A. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.¹

Entry Level

- a. Discuss in general terms the growth and development of children from birth through age 8.
- b. Observe children of various ages and discuss the relationship of the general characteristics of growth and development to their observations.

Certificate/Associate Degree Level

- a. Define in general terms child development stages and learning processes.
- b. Explain how developmental variations and family culture, language, and environment influence a child's growth and development.
- c. Discuss the relationship between theories of growth, development, and learning and early childhood education practices birth through 8 years.
- d. Collaborate with others to apply the knowledge of child development stages and learning processes to plan and implement developmentally appropriate practices.
- e. Plan and implement curriculum that demonstrates knowledge of developmental variations.
- f. Plan and implement curriculum that reflects knowledge of each family's culture, language, and environment.

Bachelor's Degree Level

- a. Use critical analysis of documentation, experiences, learning, and current research theories of child growth and development as the basis for all planning decisions and implementation practices.

- B. Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.**

Entry Level

- a. Discuss biological and environmental factors that influence and foster the healthy growth and development of children.

Certificate/Associate Degree Level

- a. Discuss ways in which biological, maturational, and environmental factors interact to influence the growth and development of children.
- b. Use knowledge of biological, maturational, and environmental factors to foster healthy growth and development of children.
- c. Collaborate with others to modify or enhance the effects of biological and environmental factors.
- d. Demonstrate understanding of the developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health; and the importance of supportative relationships with adults and peers.

Bachelor's Degree Level

- a. Analyze and use current knowledge of biological and environmental factors to advocate and inform others about the effects of biological and environmental factors on the healthy development of children.

- C. Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities.**

Entry Level

- a. Discuss the unique developmental progress and ways of learning of infants, toddlers, preschoolers and school-age children.
- b. Discuss individual differences, including risk factors that may affect development and learning.

Certificate/Associate Degree Level

- a. Identify activities and strategies that facilitate individual growth and learning.
- b. Reflect on and respond to specific children's behaviors in the context of their development, their strengths, delays, or risk factors.
- c. Demonstrate knowledge of specific developmental delays, developmental disabilities, and risk factors.
- d. Describe how the characteristics associated with developmental delays, developmental disabilities, and risk factors influence development
- e. Observe and identify individual differences and risk factors in relationship to development and learning.
- f. In collaboration with support personnel and families, plan intervention strategies that use assessment information to address each child's unique developmental progress and ways of learning.

Bachelor's Degree Level

- a. Inform others about individual differences in development and learning and how such differences are associated with risk factors, rate of development, and unique developmental patterns.
- b. Analyze and use current knowledge and theories about specific developmental delays, developmental disabilities, and risk factors and advocate on behalf of young children with developmental delays and disabilities.

D. Demonstrate knowledge of the similarities between children who are developing typically and those with special needs.

Entry Level

- a. Discuss the similarities among children who are developing typically and those with developmental delays or those at risk for developmental delays.

Certificate/Associate Degree Level

- a. Identify, affirm, and respond appropriately to the similarities among children who are developing typically, those with developmental delays and those at risk for developmental delays.
- b. Model words and actions with all children, families, peers, and community members that accept and affirm children's similarities and individual differences.

Bachelor's Degree Level

- a. Develop and articulate a personal philosophy of acceptance and respect for all children.
- b. Advocate for all children.

- E. Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive, and adaptive/living skills.²**

Entry Level

- a. Discuss in general terms the domains of development for infants, toddlers, preschoolers, and school-age children.
- b. Observe children of various ages and discuss the inter-relatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.

Certificate/Associate Degree Level

- a. Define and apply knowledge of each of the domains of development in daily interactions with children.
- b. Demonstrate knowledge of the inter-relatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.
- c. Plan and implement a variety of curriculum activities that incorporate the knowledge of the inter-relatedness of the domains of development.

Bachelor's Degree Level

- a. Use critical analysis of documentation, experiences, learning, and current research theories specific to physical/motor, social/emotional, language/cognitive, and adaptive/living skills as they relate to child growth and development as the basis of all planning decisions and implementation practices.

- F. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society.**

Entry Level

- a. Discuss how children develop within the context of family, community, and culture.

Certificate/Associate Degree Level

- a. Define the major components of the social, political, and cultural contexts as they influence children's development and learning.
- b. Demonstrate knowledge of the impact and the inter-relatedness of socio-cultural and political contexts on development and learning.
- c. Implement teaching and learning strategies that are responsive to all children's cultural and linguistic diversity.

Bachelor's Degree Level

- a. Adapt practice to reflect on and respond to the dynamic relationships of diverse families and cultures and the changing nature of society.
- b. Assimilate information on current events and respond in ways that reflect developmentally appropriate practice.
- c. Critically analyze current knowledge, theories, and best practice recommendations to support each child's development and learning while being responsive to diverse families and cultures.

- G. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.**

Entry Level

- a. Discuss the functions of language in all developmental domains of infants, toddlers, preschoolers, and school-age children.

Certificate/Associate Degree Level

- a. Describe the relationship between children’s language development and cognitive, social, and emotional development
- b. Use observations of language used by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional developmental activities.
- c. Implement language-based curriculum activities that support cognitive, social, and emotional growth and development.

Bachelor’s Degree Level

- a. Analyze and reflect on how the many functions of language affect the cognitive, social, and emotional aspects of development.
- b. Analyze and plan for the role that adult language plays in relationship to cognitive, social, and emotional development.

H. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.

Entry Level

- a. Discuss the language abilities of infants, toddlers, preschoolers, and school-age children in the context of family and culture.

Certificate/Associate Degree Level

- a. Observe and describe the language use of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
- b. Describe the relationship between language development and cognitive development.
- a. Demonstrate knowledge and skills in support of each child's growth in language and literacy development.
- c. Develop and implement curriculum activities that promote language development and literacy in the context of the family and culture.

Bachelor's Degree Level

- a. Reflect on and analyze current knowledge, theories, and best practice recommendations for supporting each child's language and literacy development.

I. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.³

Entry Level

- a. Discuss how children develop communication skills.
- b. Discuss the multiple forms of communication used by infants, toddlers, preschoolers, and school-age children.

Certificate/Associate Degree Level

- a. Observe and identify how children develop and use communication strategies to meet their needs.
- b. Describe how adults support the child's use of verbal, non-verbal, and alternative means of communication.
- c. Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
- d. Use appropriate strategies to respond to children's communication cues.

Bachelor's Degree Level

- a. Model appropriate practices for supporting verbal, non-verbal, and alternative means of communication.
- b. Analyze and reflect on current knowledge, theories, and best practice recommendations for supporting each child's means of communication.

- J. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.**

Entry Level

- a. Discuss how children express their feelings.
- b. Discuss how emotions, behaviors, and communication are interdependent.

Certificate/Associate Degree Level

- a. Describe how emotional, behavioral, and communicative processes are interdependent.
- b. Observe and describe how adults facilitate children's ability to identify and express their feelings in appropriate ways.
- c. Anticipate and respond to children's behaviors in appropriate ways.
- d. Implement activities and use strategies to assist children in identifying and expressing their feelings in appropriate ways within the context of the family and/or culture.
- e. Implement a curriculum that reflects knowledge of the relationship among emotions, behaviors, and communication skills within the context of family and /or culture.

Bachelor's Degree Level

- a. Develop curriculum that reflects the interdependent nature of emotional, behavioral, and communicative processes and strategies that assist children in identifying and expressing their feelings in appropriate ways.
- b. Inform others about and advocate for the importance of social and emotional health and well-being of children while being aware of family and cultural practices.
- c. Analyze critically current knowledge, theories, and best practice recommendations for supporting each child's social and emotional development while being responsive to family and culture.

K. Use appropriate guidance to support the development of self-regulatory capacities in young children.

Entry Level

- a. Discuss the meaning of self-regulatory capacity.
- b. Discuss the factors that influence self-regulatory capacity.

Certificate Level

- a. Observe and identify the factors that support the development of self-regulatory capacities in children.
- b. Develop and implement activities and techniques that support the development of self-regulation in children, which allow them to assume responsibility for regulating their actions and behaviors.
- c. Use current knowledge of the development of self-regulation in curriculum planning and arranging environments.
- d. Work collaboratively with family members to promote children's self-regulation.

Bachelor's Degree Level

- a. Explain to others research and the theoretical framework for the importance of self-regulatory capacities.
- b. Articulate and model strategies for developing activities and techniques that support self-regulatory capacities in children.

II. HEALTH, SAFETY AND NUTRITION

RATIONALE

Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.

A. Recognize and respond to each child's physical health, emotional well-being, nutritional and safety needs.

Entry-Level

- a. Identify and discuss basic physical health, emotional well-being, and nutritional and safety needs of young children.
- b. Implement basic health, safety, and nutritional practices, including emergency procedures, with young children as required by regulation.

Certificate/Associate Degree Level

- a. Identify and discuss individual physical, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions.
- b. Design and implement activities with children that promote physical and emotional well-being.
- c. Conduct regular health and safety assessments of children and the environment.

Bachelor's Degree Level

- a. Facilitate each child's individual physical, emotional, health, safety, and nutritional needs by developing and following special procedures for assessing and evaluating these needs, which includes provisions for:
 - evaluating the program and environment;
 - collaborating with various professionals;
 - collaborating and communicating with families;
 - staff development and training; and
 - the supervision of procedures and practices.

B. Appropriately plan, maintain, and facilitate the use of the indoor and outdoor learning environments to promote each child's physical and emotional well-being.

Entry Level

- a. Observe and discuss potential environmental hazards and risks and take corrective measures to ensure children's safety.
- b. Identify and discuss aspects of the indoor and outdoor environments that promote young children's physical and emotional well-being.

Certificate/Associate Degree Level

- a. Establish and enforce safety rules and regulations cooperatively with children, as appropriate.
- b. Describe, design and maintain indoor and outdoor learning environments that are free of hazards/risks and that promote physical and emotional well-being of infants, toddlers, preschoolers, and school-age children.
- c. Provide a wide variety of activities, appropriate supervision, opportunities for appropriate adult-child and child-child interactions, equal access, appropriate activities and equipment, and daily use and maintenance of the indoor and outdoor learning environments.

Bachelor's Degree Level

- a. Inform others about the importance of supporting young children's physical and emotional well-being through the use of well designed and equipped indoor and outdoor learning environments.
- b. Collaborate with others to support young children's physical and emotional well-being through the use of well designed and equipped indoor and outdoor learning environments.
- c. Adapt and modify the learning environments to provide the greatest access, least restriction, and optimal safety for all children.

C. Use appropriate health appraisal and management procedures and make referrals when necessary.

Entry Level

- a. Discuss the role of the early childhood professional and program in facilitating children's health.
- b. Identify and discuss possible signs of wellness and illness in young children.
- c. Recognize signs of illness, distress, and possible risks to children's health and alert appropriate program personnel.

Certificate/Associate Degree Level

- a. Respond to young children's individual health needs by conducting regular health screenings and recording growth and development on checklists.
- b. Identify and use appropriate resources for referral for a variety of conditions and situations.

Bachelor's Degree Level

- a. Identify and articulate appropriate intervention methods and procedures for addressing physical and emotional health, nutritional, and safety needs.
- b. Facilitate optimal health of infants, toddlers, preschoolers, and school-age children by:
 - Establishing and/or following policies for conducting appropriate appraisal and health management procedures;
 - Collaborating with health professionals to appraise and manage young children's health; and
 - Informing others about the importance of facilitating young children's health through the use of appropriate health appraisal and management procedures.

- D. Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.**

Entry Level

- a. Identify possible signs of emotional distress, child abuse, and neglect in young children.
- b. Describe appropriate reporting procedures and the legal obligation to do so.
- c. Implement reporting procedures as required by law.
- d. Identify local resources available to children and families that address problems of emotional distress, child abuse, and neglect.

Certificate/Associate Degree Level

- a. Identify signs of emotional distress, child abuse, and neglect in infants, toddlers, preschoolers, and school-age children.
- b. Consistently follow all state, local, and program reporting procedures.
- c. Explain the importance of recognizing and properly reporting signs of emotional distress, child abuse, and neglect to families, administrators, and colleagues.
- d. Use resources that address problems of emotional distress, child abuse, and neglect in young children.

Bachelor's Degree Level

- a. Promote the early recognition of and response to signs of emotional distress, child abuse, and neglect in young children by:
 - Informing others of possible signs and reporting procedures;
 - Supporting others in the reporting process;
 - Providing staff, families, and others with information on methods of relieving stress and aggression; and
 - Assisting families in obtaining counseling and other services to alleviate stress and aggression and to address the causes of abuse and neglect.

- E. Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being.**

Entry Level

- a. Identify and describe healthy and appropriate behaviors for young children in areas such as handwashing, toileting procedures, nose-wiping, hair-brushing, face-washing, tooth-brushing, eating habits, and rest/sleep routines.
- b. Identify and discuss ways in which early childhood programs and professionals as well as parents and families can encourage the development and reinforcement of healthy behaviors in young children.

Certificate/Associate Degree Level

- a. Provide opportunities for children to practice healthy behaviors through daily routines that include hand-washing, teeth-brushing, face-washing, rest/sleep time, active movement, and healthy snacks/meals.
- b. Reinforce children's healthy behaviors through acknowledgement, modeling, and repetition.
- c. Maximize children's development of healthy behaviors by informing others about the importance of providing opportunities for and reinforcement of young children's healthy behaviors.

Bachelor's Degree Level

- a. Consistently design and implement environments that provide opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being.
- b. Design curriculum that promotes children's understanding of the importance of practicing healthy behaviors.

- F. Provide a consistent daily schedule for rest/sleep, as developmentally appropriate.**

Entry Level

- a. Identify and discuss the varied signs of fatigue in young children.
- b. Describe how early childhood professionals and programs can ensure the time and space for quiet activities, rest, and sleep as needed by young children.

Certificate/Associate Degree Level

- a. Provide opportunities for rest on a daily schedule/pattern and provide appropriate space for sleep and rest.
- b. Implement ways to encourage young children to rest/sleep and to awaken gently.
- c. Inform others of the sleep/rest needs of young children at various ages, ways to help children get adequate sleep/rest and awaken gently, and the effects of inadequate rest/sleep on behavior and development.

Bachelor's Degree Level

- a. Model for other staff appropriate strategies and interactions with young children, from infancy through third grade, for implementing a consistent daily schedule of sleep/rest that is developmentally appropriate.

- G. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.

Entry Level

- a. Identify appropriate health and nutrition community resources.
- b. Discuss appropriate health care and nutrition activities for young children that are relevant to the diverse cultures in New Mexico.

Certificate/Associate Degree Level

- a. Implement health care and nutrition activities that are developmentally appropriate and that are relevant to the diverse cultures in New Mexico.
- b. Plan, in collaboration with families and other professionals, developmentally and culturally appropriate health and nutrition activities for children from infancy through age eight.

Bachelor's Degree Level

- a. Identify and network actively with other community health resources.
- b. Participate in community activities that promote children's health and nutrition, such as health fairs, public information displays, growth and developmental screenings, dental screenings, and nutritional counseling.

- H. Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.**

Entry Level

- a. Identify and discuss healthy choices and health-promoting behaviors appropriate for children of various ages.

Certificate/Associate Degree Level

- a. Identify and discuss opportunities in the early childhood setting for young children to develop decision-making and interpersonal skills for promoting healthy physical and psychological behaviors.
- b. Model decision-making and interpersonal skills involving healthy choices and health promoting behaviors.
- c. Encourage young children to make healthy choices and practice interpersonal skills and reinforce them for doing so.

Bachelor's Degree Level

- a. Maximize young children's ability to make healthy choices and practice health-promoting behaviors by:
 - Informing others of the importance of facilitating young children's ability to make healthy decisions and practice health-promoting behaviors; and
 - Collaborating with others on strategies to facilitate young children's ability to make healthy decisions and practice health-promoting behaviors.

III. FAMILY AND COMMUNITY COLLABORATION

RATIONALE

Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored.

- A. Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child.**

Entry Level

- a. Discuss and identify ways to establish collaborative relationships with those involved with children in early childhood settings.

Certificate/Associate Degree Level

- a. Identify and discuss the role of family members, community agencies, and other professionals in meeting the needs of young children.
- b. Build cooperative, trusting relationships with families from a variety of backgrounds and compositions.
- c. Cooperate with agency personnel and other professionals involved with children in early childhood settings.
- d. Describe the importance of collaborative relationships with families, community and tribal agencies, and other professionals for maintaining high quality programs and services for young children and their families.

Bachelor's Degree Level

- a. Use a variety of methods to initiate and maintain collaborative relationships with all individuals and agencies involved with children in early childhood settings.

B. Create and maintain a safe and welcoming environment for families and community members.

Entry Level

- a. Welcome family and community visitors.
- b. Maximize safety of children by using sign-out sheets and secure physical boundaries.

Certificate/Associate Degree Level

- a. Communicate in a variety of ways about the program and activities to family and community visitors.
- b. Use materials and equipment that are reflective of the cultures, languages, and family structures of the members of the classroom community.
- c. Plan and implement family and community events and activities.
- d. Initiate activities that facilitate the recognition and full inclusion of all program participants.

Bachelor's Degree Level

- a. Identify and critically analyze the sociopolitical contexts and their impact on families and institutions.

- C. Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning.**

Entry Level

- a. Identify and discuss a variety of strategies early childhood professionals and programs use for communicating with all families.

Certificate/Associate Degree Level

- a. Communicate relevant information about child growth, development, and learning to family members from diverse backgrounds in various languages, formats, and contexts.
- b. Identify various sources of information and materials (including sources in families' home languages) that are appropriate for and relevant to each family.
- c. Maintain communication that is frequent and on-going, appropriate for each individual family, relevant to the needs of the family, and respectful of cultural and linguistic diversity and family structure and organization.
- d. Inform others about the importance of and ways to establish and implement positive communication.

Bachelor's Degree Level

- a. Assess families' understanding about child growth, development, and learning to collaboratively identify common priorities.

- D. Demonstrate knowledge of and respect for variations across cultures⁴, in terms of family strengths, expectations, values, and childrearing practices.**

Entry Level

- a. Discuss variations across cultures in terms of family strengths, expectations, values, and childrearing practices.
- b. Discuss the importance of using and valuing languages of the children and families enrolled in the program.

Certificate/Associate Degree Level

- a. Include family priorities and strengths in setting goals for individual children and for the program.
- b. Acquire rudimentary skills in the home languages of the children in the program.
- c. Demonstrate respect for diversity in cultural heritage, lifestyles, and value systems among the children and families in the program.

Bachelor's Degree Level

- a. Articulate to others the importance of acquiring knowledge of and respecting variations across cultures.

E. Demonstrate understanding of the complexity and dynamics of family systems.

Entry Level

- a. Define the meaning of a family system.

Certificate/Associate Degree Level

- a. Discuss the changing roles of individuals within family systems.
- b. Discuss the role of language and culture in defining and shaping the family system.
- c. Interact with families in ways that reflect their complexity and dynamics.

Bachelor's Degree Level

- a. Articulate to others the importance of acquiring knowledge about and being responsive to the diversity and complexity of dynamic family systems.

F. Demonstrate understanding of the effects of family stress on the behavior of children and other family members.

Entry Level

- a. Discuss the causes of family stress.

Certificate/Associate Degree Level

- a. Describe the effects of family stress on children and other family members.
- b. Respond appropriately to children and other family members who are experiencing stress.
- c. Identify appropriate community resources for information and referral.

Bachelor's Degree Level

- a. Articulate the socio-political and institutional sources of stress on families.
- b. Advocate for family support.
- c. Link families to appropriate support networks and services.

G. Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and/or intervention strategies.⁵

Entry Level

- a. Discuss the legitimacy of all families' goals and priorities for their children and their implications for early childhood programs.

Certificate/Associate Degree Level

- a. Use a variety of communication skills to engage families in dialogue.
- b. Recognize, respect, and include family goals and priorities in the development of programs' curriculum and intervention strategies for children.
- c. Articulate the impact of culture and language on family members' participation in the IFSP/IEP team.
- d. Promote family participation in transitions from one program to another.

Bachelor's Degree Level

- a. Facilitate each family's reflection on and evaluation of the goals for their children.
- b. Promote families' interaction with and understanding of educational systems.
- c. Involve families in program development and governance.

H. Develop partnerships with family members to promote early literacy in the home.

Entry Level

- a. Discuss ways family members can support children's emergent literacy.

Certificate/Associate Degree Level

- a. Communicate with families about the importance of emergent literacy activities in the home.
- b. Identify a variety of literacy materials suitable for use in the home.
- c. Support families' use of literacy materials with their children.
- d. Collaborate with family members in developing and using literacy materials and activities.

Bachelor's Degree Level

- a. Participate in and advocate for child and family literacy in the community.
- b. Demonstrate knowledge of current research about strategies for promoting emergent literacy.

I. Involve families and community members in contributing to the learning environment.

Entry Level

- a. Discuss the contributions to the learning environment that can be made by family and community members.

Certificate/Associate Degree Level

- a. Describe the value of family and community members as resources to the learning environment.
- b. Describe and develop strategies for active participation of and feedback from family and community members to enhance the learning environment.
- c. Use contributions of family and community members to enhance the learning environment.

Bachelor's Degree Level

- a. Design and implement activities derived from contributions from family and community members.
- b. Model collaborative relationships for enhancing the learning environment.
- c. Articulate the ways that family and community resources support and build upon program goals.

J. Establish partnerships with community members in promoting literacy.

Entry Level

- a. Discuss community resources for promoting child and family literacy.

Certificate/Associate Degree Level

- a. Identify ways to develop partnerships with community members in promoting child and family literacy.
- b. Inform family members about community resources that promote literacy.
- c. Integrate community-based literacy activities and events into the curriculum.
- d. Plan and participate in collaborative literacy events.

Bachelor's Degree Level

- a. Establish and sustain partnerships with community members and agencies in promoting child and family literacy.
- b. Demonstrate knowledge of current research that focuses on partnerships to promote literacy.

- K. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.**

Entry Level

- a. Discuss applicable state and federal regulations and procedural safeguards.
- b. Discuss the importance of communicating with families about regulations and safeguards.

Certificate/Associate Degree Level

- a. Articulate rationales for policies, regulations, and safeguards to families.
- b. Implement program policies and procedures and applicable state and federal regulations.

Bachelor's Degree Level

- a. Formulate program policies that comply with applicable regulations and safeguards and communicate these to families.

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IV. CURRICULUM DEVELOPMENT AND IMPLEMENTATION

IVa DEVELOPMENTALLY APPROPRIATE CONTENT

RATIONALE

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

A. Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.

Entry Level

- a. Define and discuss the term "developmentally appropriate."
- b. Discuss, in general terms, how and what young children learn through play.
- c. Discuss developmentally appropriate programs and environments for infants, toddlers, preschoolers, and children in the primary grades.

Certificate/Associate Degree Level

- a. Describe developmentally appropriate content.
- b. Describe curriculum content that is developmentally appropriate for infants, toddlers, preschoolers, and school-age children.
- c. Describe characteristics and stages of literacy development.
- d. Plan developmentally appropriate learning experiences that integrate content.
- e. Identify appropriate modifications that support individual learning.
- f. Integrate appropriate literacy experiences in all curriculum content areas.

Bachelor's Degree Level

- a. Demonstrate knowledge in content areas.
- b. Analyze current research and practices related to developmentally appropriate integrated content.

- B. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.**

Entry Level

- a. Discuss in general terms the developmental domains of young children (physical, motor, language, cognitive, social, emotional).
- b. Discuss ways that play supports young children's learning.

Certificate/Associate Degree Level

- a. Describe how each area of development impacts learning.
- b. Describe how each child constructs his/her own knowledge.
- c. Identify concepts with which children at different developmental levels are familiar.
- d. Describe a variety of inquiry tools that children at different developmental levels use.
- e. Plan a daily schedule and curriculum that is grounded in child development and learning theories and that includes developmentally appropriate content for infants, toddlers, preschoolers, and school-age children.

Bachelor's Degree Level

- a. Analyze current research and practice related to conceptual development and inquiry tools appropriate at each developmental level.
- b. Model teaching and learning strategies that reflect knowledge of how young children develop and learn.
- c. Communicate to others knowledge of how young children develop and learn, how conceptual development occurs, the inquiry tools they use, and the structure of the content to which they are exposed.

- C. Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.**

Entry Level

- a. Discuss various content areas in early childhood education curriculum.

Certificate/Associate Degree Level

- a. Define and describe each content area.
- b. Articulate the value of each content area and the value of integrated curriculum.
- c. Design activities that integrate content areas at each developmental level.

Bachelor's Degree Level

- a. Articulate the developmental continuum within and across content areas.
- b. Communicate to others the relationship between earlier and later learning in the content areas.

D. Demonstrate knowledge of the reading and writing components of literacy⁶ at each developmental level.

Entry Level

- a. Discuss, in general terms, the components of reading and writing in early childhood.

Certificate/Associate Degree Level

- a. Describe the sequence of oral language development.
- b. Observe and discuss emergent reading and writing skills.
- c. Describe the continuum of emergent reading and writing skills.
- d. Use activities that facilitate the development of literacy skills.

Bachelor's Degree Level

- a. Articulate to others the components of reading and writing at each developmental level.
- b. Analyze current research and practices for facilitating emergent reading and writing skills.

- E. Develop, implement, and evaluate an integrated curriculum⁷ that focuses on children’s development and interests, using their language, home experiences, and cultural values.**

Entry Level

- a. Discuss, in general terms, components of an integrated curriculum.

Certificate/Associate Degree Level

- a. Identify and discuss ways that developmental needs/interests, language, and home experiences of all children can be used in developing an integrated curriculum.
- b. Develop an integrated curriculum based on children’s needs/interests, language and culture, and home experiences.

Bachelor’s Degree Level

- a. Communicate to others the importance of an integrated curriculum that is based on children’s development, interests, and experiences.
- b. Continually evaluate and modify as appropriate the integrated curriculum.
- c. Analyze current research about practices that use an integrated curriculum to meet all children’s needs.

- F. Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP)⁸ and/or Individualized Education Plans (IEP)⁹ for children with special needs through the team process with families and other team members.**

Entry Level

- a. Discuss the IEP/IFSP process and how it impacts curriculum content.
- b. Identify appropriate team members who might participate in the IEP/IFSP process.

Certificate/Associate Degree Level

- a. Discuss the value of including all children in early childhood program curriculum activities.
- b. Identify and describe ways in which early childhood professionals and programs can adapt curriculum content to meet the needs of all children, including those with special needs.
- c. Plan and implement curriculum content that is adapted to meet the needs of specific children with special needs.
- d. Work collaboratively with team members to implement adapted curriculum content as designated in the IFSP and/or IEP.

Bachelor's Degree Level

- a. Communicate to others strategies for adapting curriculum content to meet the needs of all children.
- b. Inform others about the importance of adapting curriculum content to ensure the inclusion of all young children.
- c. Analyze current research and practices related to adapted curriculum content.

G. Provide and use anti-bias¹⁰ materials/literature and experiences in all content areas of the curriculum.

Entry Level

- a. Define the term “anti-bias”.
- b. Discuss examples of bias in society.

Certificate/Associate Degree Level

- a. Discuss the effect of bias on children, families, and communities.
- b. Identify and discuss methods through which early childhood programs and environments can reduce the effect of bias on young children, families, and communities through early childhood programs and services.
- c. Describe a variety of anti-bias materials, literature, and experiences appropriate for young children.
- d. Evaluate various early childhood materials, literature, and experiences for possible bias.
- e. Implement a curriculum that is reflective of each child’s culture and community.

Bachelor’s Degree Level

- a. Communicate to others the value of a curriculum that respects diversity and content that is free of bias.
- b. Analyze current research and practices regarding the use of materials/literature and experiences in all content areas that are free of bias.

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IVb. LEARNING ENVIRONMENT AND CURRICULUM IMPLEMENTATION

RATIONALE

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

A. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs.

Entry Level

- a. Observe and discuss basic elements of quality program models and learning environments for children birth through age eight.

Certificate/Associate Degree Level

- a. Articulate how various program models and learning environments meet the individual needs of specific children, including children with special needs and talents.
- b. Use observations of children within programs and learning environments to determine their appropriateness.
- c. Match program models and learning environments to appropriate age and developmental levels of children.

Bachelor's Degree Level

- a. Use on-going observations of children to modify the program model and learning environment.
- b. Communicate effectively the rationale for making program modifications.

- c. Collaborate with and inform others about the importance of appropriate programs and learning environments for all young children.

- B. Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, special needs, and the languages and cultures in New Mexico.**

Entry Level

- a. Observe and discuss how young children, birth through age eight, actively interact with their environment.
- b. Observe, identify, and discuss how elements of the learning environment support children’s active exploration of their environment.

Certificate/Associate Degree Level

- a. Identify, observe, and describe how young children learn through their active interaction and exploration of the environment.
- b. Plan environments that are responsive to children with special needs and the languages and cultures represented.
- c. Match appropriate materials to children at different developmental levels.
- d. Select and use materials and space that encourage active involvement, initiative, responsibility, and a growing sense of autonomy.

Bachelor’s Degree Level

- a. Use on-going observations to gather information on children’s exploration of the environment and make modifications to optimize children’s use of materials and equipment.

- C. Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.**

Entry Level

- a. Discuss the meaning of the term “guidance”.
- b. Discuss the use of developmentally appropriate and inappropriate guidance techniques with children birth through age eight.
- c. Discuss how adults influence the ways young children view and value themselves.

Certificate/Associate Degree Level

- a. Describe the importance of young children’s development of healthy self-concepts, self-regulation, and the ability to interact appropriately with others.
- b. Describe how the use of developmentally appropriate guidance techniques and opportunities for social interaction lead to young children’s healthy concept of self, self-regulation, and ability to interact appropriately with others.
- c. Implement developmentally appropriate guidance techniques and opportunities for social interaction that lead to young children’s healthy concept of self, self-regulation, and ability to interact appropriately with others.

Bachelor’s Degree Level

- a. Create and implement a plan for individualizing developmentally appropriate guidance techniques.
- b. Plan and implement opportunities for children’s social interaction with peers, family members, and community members.
- c. Advocate for the central role that social interaction plays in the development of the child.

- D. Create and manage learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.**

Entry Level

- a. Describe ways that children make decisions in the learning environment.
- b. Discuss ways children construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.

Certificate/Associate Degree Level

- a. Describe ways the learning environment provides opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.
- b. Implement activities that encourage active learning, child choice and decision-making, exploration of the environment, and interaction with others.

Bachelor's Degree Level

- a. Critically analyze the learning environment to optimize children's learning through individual and cooperative activities and experiences.
- b. Articulate the rationale for designing environments to enhance children's construction of their own knowledge.

- E. Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.**

Entry Level

- a. Discuss the ways that children’s unique creative expression is encouraged through the learning environment.
- b. Discuss the importance of emphasizing the creative process over the final product.

Certificate/Associate Degree Level

- a. Demonstrate knowledge of the developmental continuum of creative representation in young children.
- b. Describe effective ways to facilitate children’s exploration, creative expression, and learning through open-ended activities.
- c. Plan and implement an environment that provides many opportunities for each child’s creative expression.

Bachelor’s Degree Level

- a. Integrate children’s unique interests, talents, and creative expression throughout the curriculum.
- b. Design activities that foster children’s sense of mastery.

F. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.

Entry Level

- a. Discuss the importance of self-selection of activities by children of various ages.
- b. Discuss ways of structuring environments for encouraging children to self select activities.
- c. Discuss appropriate daily schedules for children of various ages.

Certificate/Associate Degree Level

- a. Describe ways adults can foster young children's ability to persist at self-chosen activities.
- b. Promote the ability of children of various age groups to persist at self-chosen activities by designing and implementing daily schedules that include uninterrupted blocks of time for developmentally appropriate self-selected activities.
- c. Provide many opportunities for children to explore and experiment with materials and activities during uninterrupted periods of time.

Bachelor's Degree Level

- a. Articulate the effects of adult interactions with children of various ages during self-selected activities.
- b. Inform others of strategies for extending children's involvement in self-selected activities.
- c. Inform others of the importance of providing children with opportunities to persist at self-selected activities.

- G. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.**

Entry Level

- a. Discuss the influence of the physical setting, schedule, routines, and transitions on children’s behavior.
- b. Discuss ways that the physical setting, schedule, routines, and transitions can be used to promote children’s development and learning.

Certificate/Associate Degree Level

- a. Carefully plan the physical environments and daily schedules to promote children’s development and learning.
- b. Consistently use routines and transitions to promote children’s development and learning.

Bachelor’s Degree Level

- a. Articulate to others creative ways of using the physical environment, the daily schedule, routines, and transitions to promote children’s development and learning.

- H. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.**

Entry Level

- a. Discuss how and what children learn through play.
- b. Discuss elements of developmentally appropriate practices.
- c. Discuss ways adults can facilitate play in early learning environments.

Certificate/Associate Degree Level

- a. Describe developmentally appropriate methods for developing intellectual curiosity, solving problems, and making decisions for children of various ages.
- b. Articulate the various learning strategies young children use as infants, toddlers, preschoolers, and school-age children.
- c. Describe the role of play in young children's growth and learning in each developmental domain.
- d. Integrate play throughout the curriculum at all levels of early childhood programs/classrooms.
- e. Plan and implement curriculum that includes a variety of developmentally appropriate methods for developing children's intellectual curiosity, problem-solving skills, and decision-making abilities.

Bachelor's Degree Level

- a. Explain to others the rationale for using a variety of developmentally appropriate methods for fostering young children's learning.
- b. Base all planning decisions on recent research, developmental and learning theories, and observational assessment of each child's abilities.
- c. Inform others of the results of research on the long-term positive effects of developmentally appropriate programs.

I. Create and manage a literacy-rich environment that is responsive to each child's unique path of development.

Entry Level

- a. Discuss the sequence of oral language development.
- b. Discuss language as communication and particularly the link between oral language and early reading and writing.

Certificate/Associate Degree Level

- a. Observe and identify stages of oral language development of children who are developing both typically and atypically and identify characteristics of possible language delays and disabilities.
- b. Describe individual children's use of language in various settings.
- c. Describe the forms of symbolic representation.
- d. Plan and implement a literacy-rich environment that encourages children's use of language and other forms of symbolic representation.
- e. Create an environment that encourages children's use of symbolic representation (including play and the use of language in various ways) in order to process information and deepen their understanding of content.

Bachelor's Degree Level

- a. Modify and adapt the environment based on the needs of individual children.
- b. Demonstrate knowledge of current research relating to the interaction between environment and literacy skills.

- J. Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought.**

Entry Level

- a. Observe various adult-child and child-child interactions and discuss how those interactions help young children develop expressive language and thought.

Certificate/Associate Degree Level

- a. Identify ways to interact with young children to facilitate the development of expressive language and thought.
- b. Foster young children's expressive language development by interacting with them in ways that facilitate language development.
- c. Use a variety of learning strategies to facilitate expressive language and thought.

Bachelor's Degree Level

- a. Articulate the theoretical relationship between language and thought and the implications for practice.

K. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.

Entry Level

- a. Discuss the importance of reading to children and encouraging children to use books.
- b. Discuss a variety of strategies that facilitate the development of literacy skills.

Certificate/Associate Degree Level

- a. Describe the stages of reading and writing.
- b. Describe strategies to support children's reading and writing skills at each developmental level.
- c. Implement developmentally appropriate strategies to support children's reading and writing skills.

Bachelor's Degree Level

- a. Use a balanced approach to reading, including phonemic awareness, syntax, semantics, and pragmatics.
- b. Assess the effectiveness of reading strategies with children and modify them as appropriate to meet the needs of individual children.
- c. Demonstrate knowledge of current research and strategies related to emergent literacy.

L. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.

Entry Level

- a. Discuss developmentally appropriate software for young children at each developmental level.
- b. Discuss a variety of assistive devices used with children with special needs.

Certificate/Associate Degree Level

- a. Identify appropriate uses of technology for infants, toddlers, preschoolers, and school-age children.
- b. Describe how technology is integrated into a developmentally appropriate program.
- c. Identify assistive devices that could be used with specific children.
- d. Plan and implement a learning environment that includes developmentally appropriate uses of technology and assistive devices.

Bachelor's Degree Level

- a. Collaborate with others to plan and implement IFSP and IEP goals and objectives related to assistive technology.
- b. Use technology as a tool for documentation.

- M. Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.**

Entry Level

- a. Discuss the various roles of adults in early childhood programs.
- b. Discuss ways to develop a team approach.

Certificate/Associate Degree Level

- a. Engage in dialogue with all team members about program philosophy and goals.
- b. Collaborate with team members in designing and implementing an individualized curriculum that meets program goals.

Bachelor's Degree Level

- a. Supervise and mentor educational assistants, volunteers, and others.
- b. Identify barriers to communication and develop strategies for effective communication among team members.
- c. Model leadership to build community among team members.

N. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

Entry Level

- a. Discuss the difference between child and adult communication skills.
- b. Discuss the importance of continuous improvement of one's own communication skills.

Certificate/Associate Degree Level

- a. Identify strengths and weaknesses in one's own communication skills.
- b. Develop a plan to strengthen areas of weakness.
- c. Demonstrate correct oral and written communication skills in English.
- d. Develop strategies to effectively communicate with children and their families in their home language.

Bachelor's Degree Level

- a. Integrate skills of effective communication in planning and implementing the learning environment and curriculum.

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V. ASSESSMENT OF CHILDREN AND EVALUATION OF PROGRAMS

RATIONALE

Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings¹¹ for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs.

A. Demonstrate knowledge of assessment and evaluation¹² practices that are valid and appropriate.

Entry Level

- a. Discuss ways that early childhood professionals learn about each child as an individual through the use of various assessment procedures.

Certificate/Associate Degree Level

- a. Describe differences in the purpose of measures/procedures used for screening and diagnosis.
- b. Identify and describe the meaning of selected terms used to evaluate the adequacy of assessment and evaluation procedures, such as validity, reliability and appropriateness.
- c. Use child observations in field settings.
- d. Identify and describe specific assessment measures/ procedures currently in use at local, state, and national levels.
- e. Describe various observational procedures used in program evaluation, such as focused portfolio observations, time-event sampling, and other standardized observational procedures.
- f. Practice administering various screening measures.
- g. Describe the importance of using developmentally appropriate assessment procedures.
- h. Identify reasons for using multiple measures in both assessment and evaluation.

Bachelor's Degree Level

- a. Design and implement assessment procedures appropriate for each child and the program.
- b. Design and implement an evaluation plan appropriate for an early childhood program.

B. Demonstrate knowledge of maintaining appropriate records of children’s development and behavior that safeguard confidentiality and privacy.

Entry Level

- a. Discuss the meaning and importance of confidentiality of all information pertaining to the program and participants.
- b. Discuss the importance of maintaining precise, accurate, and complete records.

Certificate/Associate Degree Level

- a. Describe state and federal requirements for safeguarding confidentiality and privacy.
- b. Describe and implement various record-keeping procedures used in early childhood programs.
- c. Prepare informed consent letters that meet federal guidelines for the protection of participants.
- d. Maintain the accuracy, currency, and integrity of children’s records.

Bachelor’s Degree Level

- a. Design and implement procedures for gathering and maintaining in-depth records of each child’s development and behavior. These procedures include identifying information to be gathered and maintained and the individual(s) responsible for gathering and maintaining the information.
- b. Collaborate with families and the community in a professional manner and on an ongoing basis to gather and maintain records.
- c. Analyze records on an ongoing basis to determine program and information needs.

- C. Demonstrate knowledge of the educator’s role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans (IFSP) and Individual Education Plans (IEP).**

Entry Level

- a. Identify the processes and participants involved in IFSP and IEP, including the particular role of the early childhood professional.

Certificate/Associate Degree Level

- a. Describe the general procedures, advantages, and problems of working with a multi-disciplinary evaluation team.
- b. Describe ways to work effectively with multi-disciplinary evaluation teams.
- c. Participate on a multi-disciplinary assessment team as needed.
- d. Describe procedures specific to the IFSP and IEP process, including potential problems.

Bachelor’s Degree Level

- a. Participate as a full team member in the assessment process as described by state and federal regulations for IFSP and IEP.
- b. Implement the IFSP and/or the IEP plan and appropriately respond to modifications and recommended changes.

D. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.

Entry Level

- a. Identify and discuss general ways in which a child's language and culture influence the assessment process and results.
- b. Discuss the influence of environmental factors on the assessment process.

Certificate/Associate Degree Level

- a. Describe the role of the evaluator in affecting the results of assessment.
- b. Describe assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child.
- c. Identify and describe ways to reduce and/or eliminate negative influences on the assessment process and results that can arise from the physical setting, context, and/or characteristics of the early childhood professional and the individuals being assessed.
- d. Describe the advantages and disadvantages of specific procedures.
- e. Collaborate in conducting assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child.

Bachelor's Degree Level

- a. Plan, evaluate, and adapt, as needed, assessment processes that are valid and appropriate for the program and for each child.

- E. Involve the family and, as appropriate, other team members in assessing the child’s development, strengths, and needs in order to set goals for the child.**

Entry Level

- a. Identify and discuss ways in which programs and early childhood professionals can involve families and other professionals in assessing children’s developmental strengths and needs in setting individual and program goals.

Certificate/Associate Degree Level

- a. Identify and discuss possible considerations for and/or barriers to involving families in the assessment process, and identify and discuss ways to overcome barriers to promote family involvement.
- b. Identify potential multi-disciplinary team members (including families, educators, program administrators, other professionals such as medical specialists, social workers, counselors, interpreters, and community leaders) who contribute to the assessment and goal-setting process.
- c. Describe ways to foster family involvement in the assessment and goal-setting process by collaborating with families throughout the assessment process.
- d. Describe ways to work collaboratively with multi-disciplinary teams to assess and set individual goals and update progress in an ongoing manner.
- e. Describe and discuss ways to support families during all assessment and goal-setting procedures that reflect respect for their input.

Bachelor’s Degree Level

- a. Demonstrate collaborative strategies that involve family members as contributing members of a multi-disciplinary team.
- b. Model strategies that support family involvement in all assessment and goal-setting procedures.

F. Share assessment results as appropriate with families in clear, supportive ways.

Entry Level

- a. Discuss the need to communicate assessment results in a way that is responsive to family members' level of understanding.
- b. Discuss the importance of providing families with assessment results in a timely fashion.
- c. Discuss the importance of providing information to assist families in understanding the development of their children.

Certificate/Associate Degree Level

- a. Describe ways to communicate assessment results to family members in a supportive manner.
- b. Identify and discuss possible considerations and/or problems early childhood professionals might encounter when informing families about assessment results.
- c. Identify and discuss possible concerns and/or problems families might have in accepting and interpreting assessment results.
- d. Identify and discuss ways to overcome concerns and/or problems encountered in sharing assessment information with families.
- e. Describe and discuss the use of various strategies that facilitate the communication of assessment results to family members, such as using interpreters and supportive friends and/or relatives, familiar locations, and interpersonal communication skills.

Bachelor's Degree Level

- a. Plan and conduct meetings to discuss different assessment results with various families in clear, accurate, and supportive ways.

G. Involve all stakeholders in program evaluations.

Entry Level

- a. Discuss the importance of identifying and involving all stakeholders in program evaluations.

Certificate/Associate Degree Level

- a. Describe and discuss the variety of stakeholders in evaluation of various types of early childhood programs.
- b. Describe various strategies for involving stakeholders in program evaluations.

Bachelor's Degree Level

- a. Plan and implement strategies for involving stakeholders in program evaluations.

H. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

Entry Level

- a. Discuss the importance of specifying program components and program goals.
- b. Discuss the importance of regularly evaluating and modifying program goals for children and families.
- c. Identify individuals who should be involved in evaluation of program goals.

Certificate/Associate Degree Level

- a. Identify and discuss the importance of examining the whole program and the interrelationships among components of the program.
- b. Describe multiple ways to evaluate different program components.
- c. Identify possible problems and/or barriers associated with specific methods of evaluating program goals.
- d. Describe possible ways to overcome problems and/or barriers to evaluating program goals.
- e. Prepare an evaluation design that uses a variety of methods that are appropriate for assessing program goals and for the participants involved.

Bachelor's Degree Level

- a. Evaluate a specified set of program goals in collaboration with program staff, family, children, and community members.
- b. Share knowledge of evaluation design, implementation, and findings with the program staff, families, and other stakeholders.

- I. **Develop and use formative and summative¹³ program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.**

Entry Level

- a. Define and discuss the terms “formative evaluation” and “summative evaluation”.
- b. Discuss the importance of using both formative and summative evaluations.

Certificate/Associate Degree Level

- a. Describe examples of both formative and summative program evaluation.
- b. Participate in conducting both formative and summative program evaluation.

Bachelor’s Degree Level

- a. Develop and implement a program evaluation plan that includes both formative and summative evaluation.

J. Use both self and collaborative evaluations as part of on-going program evaluation.

Entry Level

- a. Discuss self-evaluation techniques.

Certificate/Associate Degree Level

- a. Describe the role of self-evaluation in ongoing program evaluation in order to create and maintain quality programs and services to young children and families.
- b. Observe and discuss one's own professional performance in relation to program quality.
- c. Use a variety of self-assessment techniques to evaluate one's own professional performance.
- d. Use results of self-evaluation to improve program quality.
- e. Collaborate in creating and maintaining an environment that encourages and supports self-assessment by all who work with young children and their families.
- f. Participate in a collaborative evaluation effort with colleagues, families, and community to increase program quality.

Bachelor's Degree Level

- a. Use results of self-evaluation and collaborative evaluations when constructing a professional development plan that is consistent with program goals and objectives.

VI. PROFESSIONALISM

RATIONALE

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

A. Consistently adhere to early childhood professional codes of ethics and conduct.¹⁴

Entry Level

- a. Discuss and reflect on NAEYC's professional code of ethics.

Certificate/Associate Degree Level

- a. Identify and apply the codes of ethics and conduct of various organizations.
- b. Practice principles set forth in professional codes of ethics.

Bachelor's Degree Level

- a. Inform others of and support adherence to early childhood codes of ethics and conduct when working with young children.
- b. Consistently model standards and principles set forth in early childhood codes of ethics and conduct.

- B. Demonstrate knowledge of federal, state, and local regulations regarding programs and services for children birth through eight years of age.**

Entry Level

- a. Identify and discuss various services available to children birth through eight years of age.
- b. Discuss the importance of confidentiality.

Certificate/Associate Degree Level

- a. Identify and discuss federal, state and local regulations and standards, including confidentiality and accountability.
- b. Adhere to all federal, state, and local regulations and standards pertaining to quality services for children birth through eight years of age.

Bachelor's Degree Level

- a. Articulate the rationale for local, state, and federal regulations and standards, including those related to special education services, such as confidentiality, prior notice, evaluation, and assessment, IFSP's, IEP's, referrals, least restrictive environments, and inclusion.

- C. Demonstrate understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.**

Entry Level

- a. Discuss the importance of collaboration among colleagues and families in early care and education settings.

Certificate/Associate Degree Level

- a. Identify and describe the need for a variety of services that address the conditions of children and families.
- b. Describe current issues and trends related to young children and their families discussed in a sampling of professional journals and publications.
- c. Identify legislation and public policies affecting children, families, and programs for young children and the early childhood profession.

Bachelor's Degree Level

- a. Advocate for appropriate services for young children and their families.
- b. Inform others about research and current trends in high quality programs.
- c. Articulate the impact of current issues and trends related to young children and their families on professional practice.

- D. Articulate a personal philosophy of appropriate early care and education that responds to practices that support inclusion¹⁵ and cultural and linguistic diversity through actions and attitudes.**

Entry Level

- a. Identify and discuss the role of the adult in early care and education.
- b. Define the term “inclusion”.
- c. Define the term “cultural and linguistic diversity”.
- d. Discuss various local and regional cultures and languages.

Certificate/Associate Degree Level

- a. Facilitate learning through preparing the environment, providing appropriate activities, and interacting with children and families that support inclusion and cultural and linguistic diversity.
- b. Identify and apply a personal philosophy of early care and education that supports inclusion and cultural and linguistic diversity to practice with young children.
- c. Describe and model practices that demonstrate a commitment to inclusion and cultural and linguistic diversity.

Bachelor’s Degree Level

- a. Examine one’s own belief system, as well as belief systems of other cultures, to respond to similarities and differences.
- b. Evaluate one’s own early care and education program and practices regarding active learning, developmentally appropriate practices, assessment, inclusionary practices, and cultural and linguistic diversity.
- c. Compare one’s own early care and education program to accepted standards of quality.
- d. Articulate one’s personal philosophy of early care and education in a manner that is respectful of cultural, linguistic, and individual differences.
- e. Provide opportunities for and participate in ongoing dialogue regarding cultural, linguistic, and individual differences.

- E. Demonstrate critical reflection of one’s own professional and educational practices from community, state, national, and global perspectives.**

Entry Level

- a. Define and discuss the importance of critical self-reflection.

Certificate/Associate Degree Level

- a. Identify and practice the personal and professional characteristics required to work with young children.
- b. Use self reflection and feedback from others to improve practice.
- c. Create and maintain a work environment that encourages appropriate personal and educational practices and skills in all who work with young children.
- d. Participate in trainings, workshops, classes, and presentations for personal and professional growth.

Bachelor’s Degree Level

- a. Critically reflect on one’s own professional and educational practices from community, state, national, and global perspectives.

- F. Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.**

Entry Level

- a. Discuss how early care and education programs differ culturally, historically, and philosophically.

Certificate/Associate Degree Level

- a. Collaborate in creating and maintaining a program that addresses the cultural, historical, philosophical, and social foundations of early care and education that are influenced by current thought and practice.

Bachelor's Degree Level

- a. Create and continually evaluate a program that addresses the philosophical and social foundations of early care and education influenced by current thought and practice.
- b. Inform others of current thought and practices that influence the quality of the educational environment.

G. Demonstrate a commitment to advocacy for excellence in programs and services for young children and their families.

Entry Level

- a. Define the term “advocacy”.
- b. Define and accept the role of the professional as an advocate for quality early childhood programs.

Certificate/Associate Degree Level

- a. Describe a personal rationale for commitment to excellence in programs for young children.
- b. Collaborate in creating and advocating for high quality programs and services that serve as models for other programs.
- c. Inform others about the characteristics of and need for quality programs for young children.

Bachelor’s Degree Level

- a. Demonstrate a commitment to high quality early childhood programs through personal attitudes and activities, such as newsletters, research, conference presentations, testifying in legislative committees, and advocating to the public.
- b. Continually evaluate the program and implement findings to improve program quality and services to young children and families.

H. Demonstrate knowledge of other professions that provide related services for young children and their families.

Entry Level

- a. Identify multiple resources for services for children and their families.
- b. Identify various disciplines that provide related services within the learning environment to children and families.

Certificate/Associate Degree Level

- a. Identify specific developmental needs of children that would require related services.
- b. Describe sources of referral for related services, and identify a variety of service providers.
- c. Collaborate in making appropriate referrals for related services and work cooperatively with multiple service providers to meet the developmental needs of each child.
- d. Collaborate in providing appropriate special education services for young children birth through eight years of age.

Bachelor's Degree Level

- a. Inform others of the various disciplines and professionals who provide related services for young children and their families.
- b. Make appropriate referrals for related services, work cooperatively with multiple service providers, and support the implementation of appropriate related services to meet the developmental needs of each child.
- c. Demonstrate knowledge of changing regulations and requirements for service to young children and their families.

- I. **Participate in professional organizations and in on-going professional development to enhance knowledge and skills in working with young children and adults.**

Entry Level

- a. Define the term “professionalism”.
- b. Identify professional organizations.
- c. Discuss opportunities for ongoing professional development.

Certificate/Associate Degree Level

- a. Identify and describe professional skills and knowledge required in early care and education.
- b. Seek professional development opportunities that address specific areas of needed professional growth at the local and national levels.
- c. Develop and maintain affiliations with professional organizations through membership and regular conference attendance.

Bachelor’s Degree Level

- a. Create and implement an individual professional development plan.
- b. Serve the profession by contributing to professional organizations through membership, conference attendance, conference presentations, holding office, or carrying out other duties associated with the organization’s mission.

- J. Demonstrate knowledge of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers.**

Entry Level

- a. Discuss the importance of collaboration among all adults who work in the early childhood program.

Certificate/Associate Degree Level

- a. Identify and discuss ways in which early childhood professionals collaborate with colleagues, volunteers, and supervisors to create and maintain a safe and appropriate environment for young children.
- b. Describe the roles and responsibilities of supervisors, staff, and volunteers.
- c. Collaborate with colleagues, volunteers, and supervisors to create a high quality environment for young children.
- d. Describe and implement appropriate management techniques in early care and education settings.

Bachelor's Degree Level

- a. Demonstrate knowledge of basic principles of program administration and organization.
- b. Identify the principles and components of quality program management, including supervision of and collaboration with staff, volunteers, and community resources.

GLOSSARY FOR EARLY CHILDHOOD EDUCATION LICENSE

¹**Developmentally appropriate practice** results from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge:

What is known about child development and learning—knowledge of age-related human characteristics that permit general predictions within an age range about what activities, materials, interactions, or experiences will be safe, healthy, interesting, achievable, and also challenging to children.

What is known about the strengths, interests, and needs of each individual child in the group to be able to adapt for and be responsive to inevitable individual variation; and

Knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families.

Furthermore, each of these dimensions of knowledge—human development and learning, individual characteristics and experiences, and social and cultural contexts—is dynamic and changing, requiring that early care, education, and family support personnel remain learners throughout their careers.

Bredenkamp, S., & Copple, C. (Eds.). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children, pp.8-9.

²**Adaptive/Living Skills** Adaptive development refers to development in several skill areas. Included are areas such as 1) living skills: eating, dressing, toileting; 2) independence/ safety skills: crossing the street properly and avoiding dangerous situations such as hot stoves and hot water; and 3) environmental adaptation skills: adapting behavior as a function of the limitations or demands of a particular environment, such as being quiet in a library or hospital and walking, not running, inside school hallways. (Adaptive behavior means the effectiveness or degree to which the child meets the standards of personal independence and social responsibility expected of comparable age and cultural groups.)

From Diane Turner, Consultant, NM State Department of Education (Santa Fe, NM, 1992).

³**Alternative Means of Communication** Other forms of communication, particularly non-verbal, such as the use of sign language with and without speech; communication boards; or other technological aids such as computers and speech output devices.

From Diane Turner, Consultant, NM State Department of Education (Santa Fe, NM, 1992).

4Variations Across Cultures/Cultural Diversity The curriculum, environment, and learning materials are reflective of distinct groups that may differ from one another physically, socially, and culturally.

From Ann Trujillo, Consultant, NM State Department of Education (Santa Fe, NM, 1992)

5Intervention Strategies Various techniques used in teaching a child a particular skill such as physical and/or verbal prompts/cues, visual aides, modeling, imitation, repetition, task analysis, environmental or stimulus cues/prompts. These strategies are attempts to facilitate learning when the presentation of information or the arrangement of an environment is insufficient in assisting the developmental learning process. The proper design of intervention strategies requires careful observation, individualization, and data keeping. The goal of this approach would be to systematically fade the particular technique/strategy used as the child demonstrates abilities to practice, initiate, and generalize the skill.

6Literacy See the following sources for the components of reading and writing skills, the continuum of literacy development, and what children should know and be able to do at each developmental level:

Neuman, S., Copple C., & Bredekamp, S. (2000). *Learning to read and write*. Washington, D.C.:NAEYC.

Strickland, D., & Morrow, L. (Eds.). *Beginning reading and writing*.

National Research Council. (2000). *Starting out right. A guide to promoting children's reading success*. Washington, D.C.:National Academy Press.

Learning to read and write: Developmentally appropriate practices for young children. (1998). A joint statement of the International Reading Association and the National Association for the Education of Young Children.

7Integrated Curriculum An integrated approach to curriculum recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities.

⁸**Individualized Family Service Plan (IFSP)** Plan describing the delivery of services to a child with a developmental delay or at risk for a developmental delay (birth through two years of age) and the child’s family. Components of the plan include: a descriptive statement of the child’s level of functioning in the developmental areas; major outcomes, including criteria, procedures, and timelines to determine degree of progress and revision of the plan; specific services needed to achieve outcomes; other services needed by the child and family; name of service coordinator; transition plan; and an optional statement of family concerns, priorities, and resources.

⁹**Individualized Education Plan (IEP)** Plan describing the delivery of services to a child with a disability, ages three through twenty-one. Plan serves as “communication vehicle between parents and school personnel and enables them, as equal participants, to decide jointly what the child’s needs are, what services will be provided to meet those needs, what the anticipated outcomes may be, and how the child’s progress toward meeting the projected outcomes will be evaluated.”

From the New Mexico State Department of Education’s Standards for Excellence Compliance Manual. (Additional requirements of the IEP are described in Individuals with Disabilities Education Act [IDEA], Part B, as amended.)

¹⁰**Anti Bias** Actively confronting, transcending, and eliminating personal and instructional barriers based on culture, race, sex, or ability.

¹¹**Diverse Settings** include “natural settings”, defined by federal law as “. . . settings that are normal or natural for the child’s age peers who have no disabilities.” (SEC.303.18).

“Children and families participate in a variety of community activities that are natural for them, including those that occur in their home. Natural groups of children are groups that would continue to exist with or without children with disabilities. Groups that are not ‘natural groups’ include playgroups, toddler groups, or child care settings that include only children with disabilities. However, even the most ‘natural’ of groups is not a natural setting for a particular child if it is not part of that child’s family’s routine or community.”

“Service settings that are not ‘natural settings’ include clinic, hospital, therapists’ offices, rehabilitation centers, and segregated group settings. This includes any settings designed to serve children based on categories of disabilities or selected for the convenience of service providers.”

From Federal Law, SEC, 303.18.

From Part C Coordinators' Association's Position Paper on Natural Environments (4/3/2000).

¹²**Assessment** is the process of determining a child's traits, developmental level, or behaviors. This determination is best done through observation of the child in natural settings over time, although it is sometimes done through the use of multiple standardized measures.

Evaluation is the formal process of determining the quality, effectiveness, or value of a program, project, or curriculum. This process includes the establishment of appropriate standards, the collection of information, and the application or comparison of the standards to the information gained.

¹³**Formative and Summative Evaluation** Formative evaluation is the on-going evaluation of a program. Summative evaluation is the summary or results of the program evaluation.

¹⁴**Codes of Ethics and Conduct**, for example, those developed by the National Association for the Education of Young Children (NAEYC), the New Mexico State Department of Education, and Head Start.

¹⁵**Practices that Support Inclusion** "Full inclusion means that children must be educated in supported, heterogeneous age-appropriate, natural, children-focused classrooms, schools and community environments for the purpose of preparing them for full participation in our diverse and integrated society. . . Teaching practices in a full inclusion school utilize cooperative learning, peer tutoring, community-referenced instruction, multi-modality instruction, meta-cognitive instruction, diverse and dynamic learning environments, individual attention to each learner's needs, and supportive learning.

Such practices would support including children with disabilities in the natural classroom by 1) individualizing activities that are also developmentally appropriate; 2) adapting the curriculum; and 3) adapting teaching and intervention strategies."

State Superintendent Alan D. Morgan's Position Statement on Inclusion (Santa Fe, NM, December 16, 1991).

AREAS OF SPECIALIZATION

APPROVED BY THE CHILD DEVELOPMENT BOARD MAY 18, 2001

MOTION TO AUTHORIZE THE OFFICE OF CHILD DEVELOPMENT TO ISSUE CERTIFICATES FOR TWO AREAS OF SPECIALIZATION:

1. Early Childhood Program Administration, and
2. Family, Infant, Toddler Studies
3. The Early Childhood Program Administration Certificate will be awarded upon completion of nine credit hours (three lower level courses approved by the Higher Education Early Childhood Task Force) that specifically address the Specialization in Administration Competencies as approved by the New Mexico Child Development Board in addition to either an Associate Degree in Early Childhood that has been approved by the Higher Education Early Childhood Task Force as meeting the requirements for the Associate Degree Certificate issued by the Office of Child Development or the Bachelor's Degree in Early Childhood that is approved by the State Department of Education as meeting the requirements for the *Early Childhood Teacher License: Birth through Grade Three*.

A Provisional Early Childhood Program Administration Certificate will be awarded upon completion of nine credit hours (three lower level courses approved by the Higher Education Early Childhood Task Force) that specifically address the Specialization in Administration Competencies (the same three courses as above) as approved by the New Mexico Child Development Board in addition to four course (twelve credits) from an approved Associate Degree or Bachelor's Degree programs as described above that address:

- Child Growth, Development, and Learning,
- Health, Safety, and Nutrition
- Family and Community Collaboration, and
- Assessment of Children and Programs.

The Provisional Certificate will be valid for seven years from the date of issuance unless the individual is granted an Associate Degree Certificate or Bachelor's Degree Early Childhood Teacher License sooner. In order to maintain the Provisional Certificate, the individual must submit an official transcript along with a signed affidavit from his/her academic advisor no later than three years from the issuance of the Provisional Certificate indicating that the individual is enrolled and

actively pursuing a degree and has successfully completed at least a total of 45 semester credits toward that degree's certificate or license.

4. The Associate Level Family, Infant, Toddler Studies Certificate will be awarded upon completion of nine credit hours (three lower level courses approved by the Higher Education Early Childhood Task Force) that specifically address the Family, Infant, Toddler Competencies as approved by the New Mexico Child Development Board in addition to an Associate Degree in Early Childhood that has been approved by the Higher Education Early Childhood Task Force as meeting the requirements for the Associate Degree Certificate issued by the Office of Child Development.

A Provisional Family, Infant, Toddler Studies Certificate will be awarded upon completion of nine credit hours (three courses approved by the Higher Education Early Childhood Task Force) that specifically address the Family, Infant, Toddler Studies Competencies (the same three courses as above) as approved by the New Mexico Child Development Board in addition to four courses (twelve credits) from an approved Associate Degree program as described above that address:

- Child Growth, Development, and Learning,
- Health, Safety, and Nutrition
- Family and Community Collaboration, and
- Assessment of Children and Programs.

The Provisional Certificate will be valid for seven years from the date of issuance unless the individual is granted the Associate Degree Certificate sooner. In order to maintain the Provisional Certificate, the individual must submit an official transcript along with a signed affidavit from his/her academic advisor no later than three years from the issuance of the Provisional Certificate indicating that the individual is enrolled and actively pursuing a degree and has successfully completed at least a total of 45 semester credits toward the Associate-level certificate.

Specialization in Early Childhood Program Administration

Course 1: Program Management

This beginning course emphasizes the technical knowledge necessary to develop and maintain a quality early care and education program. It focuses on sound financial management and vision, the laws and legal issues that affect programs, and state and national standards such as accreditation.

The following competencies and indicators will be addressed in Course 1:

1. The administrator/director of early care, education and family support programs will demonstrate the ability to develop and maintain an effective organization.

1-a Develop a management philosophy that includes a clear mission statement and objectives based on the organization's values.

1-b Articulate the management philosophy to others.

1-c Apply federal, state and local regulatory standards regarding licensing, health, and safety.

1-d Demonstrate knowledge of the laws and legal issues that affect programs, such as regulatory standards, employment laws, anti-discrimination laws, disability laws, child abuse and neglect laws, confidentiality laws, labor laws, custody issues, and potential liability issues.

1-e Implement procedures to ensure compliance with all laws that affect programs.

1-f Demonstrate an understanding and use of planning techniques designed to ensure long-term success of the organization.

1-g Develop and implement strategies for organizational management that builds teamwork and participation of staff and families.

1-h Apply time management skills by establishing schedules and reasonable time lines for completion of tasks.

1-i Provide leadership for setting overall goals for the program to be used as a basis for curriculum objectives.

- 1-j Demonstrate an understanding of the relationships between, and the integration of, all the program components.
- 1-k Provide for quality programming goals such as national accreditation.
- 1-l Evaluate and improve upon the program and all its components on an ongoing basis.

2. Demonstrate knowledge of sound financial planning and management.

- 2-a Establish and work successfully within a budget.
- 2-b Manage disbursements for payroll (including payroll taxes), equipment and supplies, and petty cash.
- 2-c Plan for the collection of fees and tuition; manage state and federal reimbursement funds.
- 2-d Maintain accurate records of income and expenditures, prepare monthly reports, and year-end budgetary analyses in preparation for a response to an audit.
- 2-e Develop a compensation structure that supports retention and increased knowledge and skills of staff.
- 2-f Apply concepts of budgetary projection including pricing strategies, discount and/or sliding scale policies, and enrollment plans.
- 2-g Identify national, state, and local funding sources, both public and private.
- 2-h Identify successful fundraising strategies.

Course 2: Curriculum for Diverse Learners and their Families

The second course addresses the role of a director/administrator in the implementation of family-centered programming that includes developmentally appropriate and culturally responsive curriculum. The establishment and maintenance of healthy and safe learning environments is included.

The following competencies and indicators will be addressed in Course 2:

3. Demonstrate the ability to develop and maintain a healthy and safe learning environment.

- 3-a Plan and implement the program's health and nutrition components, integrating health/nutrition services.

- 3-b Monitor the health, nutrition and safety aspects of the indoor and outdoor environments.
- 3-c Maintain the physical plant by managing timely custodial care and repair services.
- 3-d Establish procedures to maintain compliance with all applicable codes – ADA, fire, occupational safety, sanitation, building and zoning.
- 3-e Establish and maintain security procedures.
- 3-f Ensure developmentally appropriate accessible room space, design and arrangement.
- 3-g Ensure accessibility of all indoor and outdoor materials and equipment.

4. Demonstrate the ability to oversee the implementation of developmentally appropriate and culturally responsive curriculum.

- 4-a Plan with teachers, families and community entities the implementation of developmentally appropriate teaching and caregiving practices.
- 4-b Plan with teachers, families and community entities the implementation of culturally and community relevant curriculum and materials that address the needs of all children and families.
- 4-c Promote curriculum collaboration and mutual sharing of ideas and materials among staff, families and community entities.
- 4-d Ensure the implementation of programs and procedures that are responsive to the individual and special needs of children, families, and staff members.
- 4-e Plan and implement ongoing program assessment and revisions.

5. Demonstrate the ability to institute family-centered programming.

- 5-a Provide for a variety of ways that families can be involved in their child's program.
- 5-b Inform families of pertinent information in a timely manner.
- 5-c Develop systems, both formal and informal, in which communication between staff and parents is encouraged and supported.

- 5-d Facilitate ongoing information sharing and joint decision-making between staff and families.
- 5-e Plan and implement parent education and/or involvement activities with staff input.
- 5-f Institute policies that support child-parent transitions and separation.
- 5-g Provide a means toward resolving conflicts and accommodating parents with diverse backgrounds and parenting expectations.
- 5-h Provide families with information on and referrals to community agencies and resources related to all aspects of family life, including social services and health services.

Course 3: Professional Relationships

The third course addresses staff relations that will foster strong professional relationships with and among families, community and boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Working effectively with board, advisory groups, and community members and agencies will be addressed.

The following competencies and indicators will be addressed in Course 3:

- 6. Demonstrate the ability to maintain an ongoing program of personnel management, staff support, supervision and professional development.**
 - 6-a Promote and support recruitment and retention of a diverse staff.
 - 6-b Prepare job descriptions for each position.
 - 6-c Formulate, implement and monitor personnel policies and procedures.
 - 6-d Prepare, use, and regularly revise a staff handbook.
 - 6-e Implement an ongoing system of supervision that includes regular meetings for professional goal-setting and feedback.
 - 6-f Involve staff in scheduling decisions, and secure regular classroom substitutes to ensure staff continuity and consistency of care based on enrollment patterns.

6-g Provide continuous assessment of staff development needs including initial orientation, in-service, and implementation of individual professional development plans.

6-h Schedule regular times for staff to meet to discuss their work.

7. Demonstrate the ability to foster strong professional relationships with and among families, community and boards.

7-a Model respect, understanding, and appreciation for all people.

7-b Demonstrate cultural competencies that facilitate relationship building among people.

7-c With parents, staff, board (advisory or executive), and community build a common vision and develop long-range program plans.

7-d Articulate program goals to visitors, prospective parents, volunteers, and board.

7-e Develop and maintain effective public relations and marketing strategies.

7-f Assess and respond to community needs for early care, education and family support services.

7-g Establish and implement a personal professional development plan.

8. Demonstrate the ability to collaborate and consult with diverse early care, education and family support community representatives at the local and state levels.

8-a Educate the community on issues affecting children and families.

8-b Engage in local, state and national advocacy efforts.

8-c Develop and maintain a systematic and supportive volunteer program.

9. Demonstrate the ability to work effectively with board and advisory group members.

9-a Create a diverse board or advisory group that is representative of the community.

9-b Facilitate the development of community among the board or advisory group.

- 9-c Implement strategic planning techniques designed to ensure long-term success of board or advisory group organization.
- 9-d Inform board members of all aspects of the organization.

Specialization in Family, Infant, and Toddler Studies (FIT)

Associate Degree Level Certificate (FIT I)

This document explains: 1) the purpose of the New Mexico Specialization in Family, Infant, and Toddler (FIT) Certificate at the Associate of Arts (AA) level, 2) the approved competencies and indicators, and 3) a suggested plan of coursework.

Purpose

This certificate was conceptualized from focus group data gathered around the State of New Mexico in which a need was identified for an early childhood specialization in working with families, infants and toddlers, developing typically and atypically. The certificate is appropriate for home visitors, early interventionists, and teachers and specialists in infant-toddler child care programs.

Betsy Cahill, Rachel Theilheimer, Suzanne Pope, Linda Askew and Jacqui Van Horn have developed the competencies and indicators. We integrate the work with guidelines from Zero to Three (Lally, Griffin, Fenichel, Segal, Szanton, & Weissbourd, 1995), NAEYC (Bredekamp & Copple, 1997) Teaching Strategies, Inc. (Dodge, Dombro, & Koralek, 1991). Susan Workman worked as the resource person for the courses and she, with colleagues, pilot tested the first offering of the certificate courses at San Juan College.

The Three Courses

The competencies and indicators at the Associate Degree level are divided into three courses, each worth 3 credit hours, totaling 9 credit hours. The final course has a field practicum or internship component. This can be offered any way that fits a specific program. It is designed so that competencies that cannot be documented within a college classroom environment can be demonstrated in a one-hour field practicum. The contact hours for this one-hour practicum are equivalent to approximately 3 hours per week for one semester (16 weeks). If these courses are taught within a different structure (e.g., summer institute, weekend intensive), equivalent hours must be required. Perhaps the one-hour practicum could be spread out over the entire 9-credit program.

Course 1: Infant and Toddler Development and Well-Being

Course description:

This beginning course emphasizes the knowledge necessary to work with typically and atypically developing children ages birth-2 years of age. It lays a foundation for the promotion of the health, welfare and development of all infants and toddlers.

The following competencies and indicators will be addressed in Course 1: Child Growth, Development and Learning

1.1 Basic knowledge of current theories and research about typically and atypically developing children.

1.1-a Demonstrate knowledge of child development in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing children.

1.1-b Demonstrate basic knowledge of the characteristics of the conditions associated with developmental delay (for example, biological, environmental, medical factors), as well as those characteristics that place the infant or toddler at risk for delayed development (these may also be biological, environmental and/or medical).

Note: Some conditions are known to result in delay or have a high probability of resulting in delay and others put a child at risk for delay. These are separate categories in NM definition of developmental delay and at-risk for delay and should be treated as distinct in training to support practitioners as they encounter discussion about which children are eligible for early intervention services.

1.1-c Identify how delays or risk factors may affect different domains of development, including attachment and socio-emotional development; sensory, perceptual and motor development; and cognitive development (knowledge, understanding, communication and language).

1.2 Understanding of practical implications of infant and toddlers' growth, development, and learning.

1.2-a Describe specific children's unique developmental progress and ways of learning.

1.2-b Interpret and respond to children's behaviors in the context of their development, their strengths, delays or risk factors, and their social worlds (for example, a toddler's "no" may mean different things in different cultures).

1.2-c Respond to babies' behaviors with understanding of their possible meanings. (For example, cries are the child's means of communication.)

1.2-d Demonstrate understanding of how children's personalities, behaviors, strengths, delays, or risk factors may affect child-caregiver interaction.

1.3 Ability to apply basic knowledge of current theories and research about typically and atypically developing children.

1.3-a Support children's emerging interests and skills.

1.3-b Adapt application of knowledge of theory and research to meet the unique needs presented according to the setting where services are being provided (e.g., home, community, and center-based settings.)

1.3-c Respond to all behaviors in the context of each child's developmental and emotional status.

Health, Safety and Nutrition

2.1 Ability to promote good health for infants and toddlers, including those with or at-risk for developmental delay.

2.1-a Demonstrate basic knowledge of the health problems common in infants and toddlers, including those with or at-risk for developmental delay, with chronic disorders, or with communicable diseases.

2.1-b Demonstrate basic knowledge of how health problems, chronic disorders, or communicable diseases impact the infant or toddler and his or her family.

2.1-c Follow basic hygiene practices, including universal precautions and health checks.

2.1-d Demonstrate basic knowledge of aspects of medical care of infants and toddlers, including premature and low birth-weight babies (for example, basic knowledge of the methods for maintaining technology dependent infants and toddlers).

2.1-e Demonstrate basic knowledge of cultural practices specific to the infant or toddler's health, including health conditions or developmental delays.

2.1-f Show awareness that families' health practices may be culturally appropriate and not indicative of child abuse or neglect.

2.1-g Inform families if children have been exposed to a contagious disease.

2.2 Ability to promote good nutrition for infants and toddlers, including those with or at-risk for developmental delay.

2.2-a Demonstrate basic knowledge of the nutrition and feeding needs specific to infants and toddlers, including those with physical impairments.

2.2-b Work in partnership with parents to implement basic nutrition practices and feeding procedures that facilitate growth and prevent disease and are relevant to all infants and toddlers, including those with or at-risk for developmental delay.

2.2-c Work in partnership with parents to introduce good nutrition habits to infants and toddlers (for example, new healthy foods).

2.3 Ability to provide a safe environment for infants and toddlers, including those with or at-risk for developmental delay.

2.3-a Implement basic safety practices and procedures that prevent disease and injury and are relevant to all infants and toddlers, including those with or at-risk for developmental delay.

2.3-b Demonstrate ability to identify possible child abuse, neglect, and emotional distress, and know legal requirements and agency procedures for reporting suspected abuse or neglect.

2.3-c Demonstrate basic ability to modify the indoor and outdoor physical environments, enabling infants or toddlers to interact freely and safely and responding to the individual needs of all infants and toddlers, including those with or at-risk for developmental delay.

2.3-d Prevent injuries when handling conflicts as toddlers learn to defend themselves, share, and cooperate with others.

2.3-e Follow emergency procedures.

2.3-f Ensure children's safety on walks or other excursions away from the center or home.

Course 2: Working with infants, toddlers and their families

Course description:

The second course is intended to assist students in gaining the ability to observe, discuss and implement basic elements of quality programming for infants and toddlers in home, small-group or whole-group care situations.

The following competencies and indicators will be addressed in Course 2:
Developmentally Appropriate Content

4.1. Ability to apply knowledge about children's emotional and social development.

- 4.1-a Form responsive affectionate relationships with infants and toddlers.
- 4.1-b Promote mutually satisfying, growth-promoting interactions between parents/caregivers and children.
- 4.1-c Provide trust and emotional security for infants and toddlers.
- 4.1-d Help toddlers learn to control their impulses while giving them space to work through their emotions.
- 4.1-e Be aware of and provide for experiences that allow both child and parent to adjust to the program.
- 4.1-f Provide an environment that encourages self-discipline.
- 4.1-g Allow infants and toddlers to develop relationships with one or two main adults.

4.2 Ability to apply knowledge about children's cognitive development.

- 4.2-a Take advantage of unplanned encounters that allow toddlers to show competence.
- 4.2-b Allow toddlers to make choices where appropriate.
- 4.2-c Provide and, as necessary, adapt challenging toys and materials that ensure success.
- 4.2-d Select and use age appropriate books.
- 4.2-e Offer, and as necessary, adapt a variety of activities and experiences that promote creativity and creative expression, including music, art, and sand and water play.

4.3 Ability to apply knowledge about children's linguistic development.

- 4.3-a Provide home language experiences for those children whose home language differs from that of the program personnel.
- 4.3-b Respond vocally or verbally to children's sounds, gestures, and movements.
- 4.3-c Interact with infants and toddlers in ways that encourage them to communicate their thoughts and feelings.

4.3-d Provide experiences for infants and toddlers to use their communication skills.

4.4 Ability to apply knowledge about children's physical development.

4.4-a Adapt program of care quickly to meet children's rapidly changing needs.

4.4-b Learn each baby's individual eating and sleeping rhythms and preferences for comforting and approaching new people.

4.4-c Hold and position all babies and those toddlers with physical impairments to maximize their participation in activities. The direction of a licensed physical and/or occupational therapist will guide positioning and handling the infant or toddler with physical impairments. This may include: lifting, carrying, and positioning the child; facilitating the child's mobility; positioning the child to facilitate functional use of his or her eye and hand movements; positioning the child so he or she may be fed solids and liquids while using oral stimulation and appropriate seating and feeding equipment as needed.

4.4-d Allow children opportunities to develop both fine and gross motor skills.

4.4-e Provide safe structures and experiences for infants and toddlers to move and explore the environment, with special attention to their current developmental challenges, such as pulling up, taking steps, and climbing.

4.5 Ability to apply knowledge about children's developing sense of themselves.

4.5-a Support infants' practice as they strive for independence in ways that are valued by their families.

4.5-b Offer toddlers experiences that support the development of characteristics that are valued by their families and communities. Some of these might include initiative, creativity, autonomy, sense of responsibility for others, and self-esteem.

4.5-c Support parents and other caregivers to recognize how their interactions contribute to the child's sense of self.

4.5-d Support all children, including those with special needs, to engage in meaningful interactions in all settings.

Learning Environment and Curriculum Implementation

5.1 Ability to observe, discuss, and implement basic elements of quality programming.

5.1-a Match appropriate methods and strategies to individual infants and toddlers and their families.

5.1-b Apply a variety of infant and toddler teaching techniques, including prompting, turn-taking, elaborating, teaching through play, and facilitating self-directed learning.

5.1-c Use natural settings and daily routines as learning opportunities.

5.1-d Plan and implement activities and experiences for children that promote progress toward specific IFSP outcomes when appropriate.

5.1-e Participate in the development, review and implementation of Individualized Family Service Plans under supervision.

5.1-f With supportive supervision, apply basic intervention techniques relevant to infants and toddlers with unique developmental issues, such as vision and hearing impairments, physical impairments, and young children who are non-verbal.

5.1-g Enforce rules consistently and use techniques of example, simple explanation, and positive guidance.

5.1-h Provide ample opportunity and sufficient time and space for each child to engage with interesting materials.

5.1-i Try to comfort crying children and find the cause of their crying.

5.1-j With supportive supervision, adapt materials and settings to enhance toddlers' opportunities to attempt new skills and practice independence.

5.1-k With supportive supervision, incorporate approaches and goals from various professional disciplines into normal routines.

5.2 Ability to maintain stimulating and nurturing learning environments for all infants and toddlers.

- 5.2-a Modify the physical environment to promote maximum infant and toddler engagement, interdependence, and independence.
- 5.2-b Demonstrate basic knowledge of developmentally and functionally appropriate individual and group activities in a variety of formats including play, small group activities, and cooperative learning
- 5.2-c Provide an environment that facilitates the development of a sense of trust in infants and a sense of autonomy in toddlers.
- 5.2-d Provide structures that encourage exploration.
- 5.2-e Use the outdoors as a learning environment.
- 5.2-f Collaborate with other team members to use appropriate learning environments to support progress toward specific IFSP outcomes.

Assessment of Children and Programs

6.1 Basic knowledge of and ability to support, at a basic skill level, screening, evaluation, and assessment activities for all infants and toddlers, including those with or at-risk for developmental delay.

- 6.1-a Demonstrate use of observational techniques to learn more about individual babies and their families' needs, interests, preferences, and particular ways of responding to people and things.
- 6.1-b Demonstrate basic knowledge of the processes of developmental and health screening, evaluation, assessment, and child find.

Course 3: Family-centered Professionalism

Course description:

This third course is intended to provide hands on experiences with families, infants and toddlers. Students will be placed in the field as well a college classroom, gaining deeper understanding of their role as a professional that implements family-centered programming.

The following competencies and indicators will be addressed in Course 3:
Assessment (continued)

6.2 Ability to participate as a member of a team to gain and share information about a child.

6.2-a Gather information, with direction and supervisory support, through family interviews as a component of overall developmental and health screening and assessment of infants and toddlers.

6.2-b Complete checklists and record observational data of children's development and behavior with direction and supervisory support.

6.2-c Collaborate with team members to incorporate all input and develop an assessment picture.

Family and Community Collaboration

3.1 Basic understanding of and respect for the family's role in the development of their infant or toddler.

3.1-a Demonstrate basic understanding of family and child interactions as the primary context for the infant's or toddler's learning and development.

3.1-b Demonstrate basic understanding of the impact of the staff-parent relationship as it relates to positive, mutually satisfying and growth-promoting parent-child interactions.

3.1-c Show sensitivity to differences in child-rearing beliefs and use these differences as ways to learn more about families.

3.1-d Demonstrate understanding that different parents respond in different ways to situations, such as leaving their children for the first time, and do whatever is possible to support the child and family, for example, by easing the transition.

3.1-e Integrate family members and family routines into regular practices, approaches, and activities.

3.2 Basic level of ability to work collaboratively with families toward promoting the health, welfare, and development of all infants and toddlers, including those with or at-risk for developmental delay.

3.2-a Provide continuity of expectations between early care, education, family support interactions and home, working with parents on mutually agreed upon plans, such as for toilet learning.

3.2-b With supervision, assist families in identifying resources, priorities,

and concerns in relation to their infant's or toddler's development and their ability as a family to support their child's development.

3.2-c Incorporate families' experiences, knowledge, culture, and childrearing beliefs into practice with infants and toddlers.

3.2-d Participate in regular formal and informal communication and positive interactions with family members.

3.2-e Maintain alliance with families to provide mutual support and to learn from them how best to provide care for their infants and toddlers.

3.2-f Listen carefully and explore families' perspectives fully.

3.2-g Share developmental information with family members to help them adjust to their child's changes in development and behavior .

3.2-h Contribute to the collaborative determination of appropriate and measurable outcomes for a child/family's Individualized Family Service Plan.

3.2-i In center-based settings, encourage families to visit their infants whenever possible, and to visit their toddlers with regard for children's feelings about separations.

3.3 Basic level of ability to work collaboratively with the community toward promoting the health, welfare, and development of infants and toddlers, with or at-risk for developmental delay.

3.3-a Demonstrate basic knowledge of community services available to children, staff, and families, the relationships between agencies, and the unique responsibilities of each agency.

3.3-b Demonstrate basic understanding of the roles and functions of the various consultants, including curriculum specialists, trainers, and those personnel involved in early intervention services (e.g., developmental specialist, occupational therapist, physical therapist, speech and language pathologist, social worker, nurse, physician, psychologist, nutritionist, educator, etc.).

3.3-c Demonstrate basic knowledge of the services provided by the agency, including program options, curricula, and materials for families of young children with or at-risk for developmental delay.

Professionalism

7.1 Ability to carry out responsibilities in a professional manner.

7.1-a Demonstrate professional work habits, including dependability, time management, and responsibility.

7.1-b Plan and implement routine tasks to leave as much time as possible for interacting with children.

7.1-c Carry out assigned tasks.

7.1-d Participate in supportive supervision interactions and take instruction and direction from a supervisor.

7.1-e Maintain confidentiality and protect and promote the rights of infants, toddlers, and their families.

7.1-f Demonstrate enthusiasm and enjoyment in working with all infants or toddlers, including those with or at-risk for developmental delay, with their families, and with other early intervention personnel.

7.1-g Demonstrate awareness of how to avoid injury.

7.2 Ability to continue to learn as a professional.

7.2-a Continually assess own performance.

7.2-b Articulate own personal and professional value base and begin to articulate how this base affects behaviors, decision-making processes, and interaction with families and other professionals.

7.2-c Demonstrate awareness of own culture and begin to articulate how cultural heritage impacts values, decisions and behavior.

7.2-d Set goals for professional growth and development.

7.2-e Participate in on-going professional development activities specifically related to infants and toddlers and their families.

7.2-f Participate in professional organizations.

7.2-g Demonstrate familiarity with publications for professionals who work with infants and toddlers, including those publications that address infants, toddlers and families with strengths and needs related to special developmental issues.

7.3 Ability to act as a member of the profession.

7.3-a Advocate for quality programs for all infants and toddlers.

7.3-b Adhere to a professional code of ethics for early childhood professionals.

7.3-c Demonstrate basic knowledge of federal, state, and local policies, such as eligibility criteria and procedures to access resources for eligible infants and toddlers as contained in the Family & Children Health Care Services Requirements For Family, Infant, Toddler Early Intervention Services.

7.3-d Develop professional relationships with colleagues from various disciplines.

Specialization in Family, Infant, and Toddler Studies

Bachelor's Degree Level Certificate (FIT II)

FIT II Competencies and Indicators

I. CHILD, GROWTH, DEVELOPMENT AND LEARNING

1.1 Demonstrate knowledge of current theories and research about typically and atypically developing infants and toddlers and able to support family acquisition of this knowledge.

1.1-a Demonstrate knowledge of infant and toddler development in the domains of communication, language, physical/motor, social, emotional, cognitive and adaptive skills development for typically and atypically developing children.

1.1-b Demonstrate knowledge of the characteristics of the conditions associated with developmental delay (for example, the biological, environmental, and medical factors that place the infant or toddler at risk for delayed development).

Note: Some conditions are known to result in delay or have a high probability of resulting in delay and others put a child at risk for delay. These are separate categories in the NM definition of developmental delay and at risk for delay and should be treated as distinct in training to support practitioners as they encounter discussions about which children are eligible for early intervention services.

1.1-c Identify how delays or risk factors may affect different domains of development including attachment and social, emotional development; sensory, communication, and physical/motor development; cognitive, and adaptive skills development.

1.2 Knowledge of practical implications of infant and toddlers' growth, learning and development and able to support family acquisition of this knowledge.

1.2-a In partnership with families describe specific children's unique developmental progress and ways of learning.

1.2-b Support primary caregivers to interpret and respond to children's behaviors in the context of their development, their strengths, delays or risk factors, and their social worlds (for example, a toddler's "no" may mean different things in different cultures).

1.2-c Support primary caregivers to interpret and respond to infants' behaviors with understanding of their possible meanings, (for example, cries are the young child's means of communication).

1.2-d Support families and/or other primary caregivers as they apply knowledge of how infant and toddler personalities, behaviors, strengths, delays, or risk factors may affect child-caregiver interaction.

1.3 Able to apply knowledge of current theories and research about typically and atypically developing infants and toddlers and to support families' application of this knowledge.

1.3-a Able to support families and or other primary caregivers as they recognize and support young children's emerging interests and skills.

1.3-b Able to apply knowledge of theory and research in the collaborative design and implementation of programs that meet the unique needs of families/children according to the setting where services are being provided.

1.3.c Able to support families and/or other primary caregivers to interpret and respond appropriately to all infant and toddler behaviors in the context of each child's developmental and emotional status.

II. HEALTH, SAFETY, AND NUTRITION

2.1 Able to work collaboratively with families and other Individualized Family Service Plan team members to promote the good health of infants and toddlers, including those with or at risk for developing delay, and provide them with a safe environment.

2.1-a Demonstrate knowledge of the health problems common in infants and toddlers, including those with or at risk for developmental delay, with chronic disorders, or with communicable disease.

2.1-b Demonstrate knowledge of how health problems, chronic disorders, or communicable disease impact the infant or toddler and his or her family.

2.1-c Know, follow, and support the use of hygiene practices, including universal precautions and health checks.

2.1-d Demonstrate knowledge of aspects of medical care of infants and toddlers, including premature and low birth weight babies.

2.1-e Demonstrate knowledge that families' health practices may be culturally appropriate and not indicative of child abuse or neglect.

2.1-f Inform families if children have been exposed to a contagious disease.

2.2 Ability to work in partnership with families and other members of the IFSP team to promote good nutrition for infants and toddlers, including those with or at risk for developmental delay.

2.2-a Know and be able to address in partnership with families and/or other primary caregivers the nutrition and feeding needs specific to each infant and toddler, with the support of a nutritionist, as needed.

2.2-b Demonstrate ability to work in partnership with families and/or other primary caregivers to implement nutrition practices and feeding procedures that facilitate growth and prevent disease relevant to all infant and toddlers, including those with or at risk for developmental delay.

2.2-c Demonstrate ability to work in partnership with families and/or other primary caregivers to introduce good nutrition habits, for example, new healthy foods, to infants and toddlers.

2.3 Ability to work in collaboration with families and other team members to provide a safe environment for infants and toddlers, including those with or at risk for developmental delay.

2.3-a In partnership with primary caregivers, modify the indoor and outdoor physical environments to enable the infant or toddler to interact freely and safely and respond to the individual needs of infants and toddlers.

2.3-b Able to identify possible abuse, neglect, and emotional distress, and know legal requirements and agency procedures for reporting suspected abuse or neglect.

2.3-c In partnership with primary caregivers, prevent injuries when handling conflicts as toddlers learn to defend themselves, share, and cooperate with others.

2.3-d Work in partnership to insure the children's safety when away from the primary care giving location on field trips or walks.

2.3-e Follow emergency procedures.

2.3-f In partnership with primary caregivers, implement safety practices and procedures that prevent disease and injury and are relevant to all infants and toddlers, including those with or at risk for developmental delay.

III. FAMILY AND COMMUNITY COLLABORATION

3.1 Understand, respect, and able to effectively communicate the family's role in the development of their infant or toddler.

3.1-a Demonstrate understanding of the importance of and able to support family and child interactions as the primary context for the infant or toddler's learning and development.

3.1-b Demonstrate understanding of the impact of the family-provider relationship and how this relationship contributes to positive, mutually satisfying and growth-promotion family-child interactions.

3.1-c Show sensitivity to differences in child rearing beliefs and use these differences as ways to learn more about families.

3.1-d Demonstrate understanding that different families respond in different ways to situations, such as leaving their children for the first time, and support the child and family during periods of transition.

3.1-e Work in partnership with the family to integrate interventions into existing family activities and routines.

3.2 Able to work collaboratively with families and other team members to promote the health, welfare, and development of all infants and toddlers, including those with or at risk for developmental delay.

3.2-a Assist families in identifying resources, priorities, and concerns in relation to their infants' or toddlers' development and their ability as a family to support their child's development.

3.2-b Work in partnership with the family to effectively integrate practices, approaches, and activities that meet family specified service outcomes into family routines.

3.2-c Develop positive formal and informal interactions with family members.

3.2-d Develop and maintain alliances with families to provide mutual support and to learn from them how to best provide services that meet their outcomes for services.

3.2-e Work in partnership with families to share developmental information about changes in children's development and behavior.

3.2-f Collaborate with the family and the other Individualized Family Service Plan team members to develop appropriate and measurable outcomes for the Individualized Family Service Plan.

3.2-g Listen carefully and explore families perspectives fully.

3.3 Ability to work collaboratively with the community toward promoting the health, welfare and development of infants and toddlers, with or at risk for developmental delay, and their families.

3.3-a Demonstrate knowledge of community services available to infants, toddlers, and their families, the relationship among agencies, and the unique responsibility of each agency and help families access needed services.

3.3-b Demonstrate understanding of the roles and functions of various service providers involved in early intervention services (e.g., Developmental Specialist I Basic, Developmental Specialist III, occupational therapist, nutritionist, nurse, social worker, etc.)

IV. CURRICULUM DEVELOPMENT AND IMPLEMENTATION

A. DEVELOPMENTALLY APPROPRIATE CONTENT

4.A.1 Able to apply knowledge about infant and toddler emotional and social development and to support family acquisition and application of this knowledge.

4.A.1-a Support responsive and affectionate relationships between infants and toddlers and their primary caregivers.

4.A.1-b Work in collaboration with families and other Individualized Family Service Plan team members to promote mutually satisfying, growth-promoting interactions between families/caregivers and their infants and toddlers.

4.A.1-c Work in collaboration with families and other Individualized Family Service Plan team members to support the development of trust and emotional security in infants and toddlers.

4.A.1-d Work in collaboration with families and other Individualized Family Service Plan team members to help toddlers learn to control their impulses while giving them space to work through their emotions.

4.A.1-e Work in collaboration with families and other Individualized Family Service Plan team members to provide an environment that encourages the young child to develop self-regulation capacities.

4.A.1-f In out-of-home care giving settings, provide experiences that support both family and child adjustment to the setting.

4.A.1-g Work in collaboration with families and other Individualized Family Service Plan team members to support the young child's ability to develop relationships with peers.

4.A.2 Able to apply knowledge about children's cognitive development and able to support families in the acquisition and application of this knowledge.

4.A.2-a Work in collaboration with families and other Individualized Family Service Plan team members to recognize and utilize unplanned events that allow the toddler to show competence.

4.A.2-b Work in collaboration with families and other Individualized Family Service Plan team members to allow toddlers to make choices where appropriate.

4.A.2-c Work in collaboration with families and other Individualized Family Service Plan team members to provide and as necessary, adapt, challenging toys and materials that also ensure success.

4.A.2-d Work in collaboration with families and other Individualized Family Service Plan team members to select and use developmentally appropriate books.

4.A.2-e In partnership with primary caregivers, offer, and as necessary adapt, a variety of activities and experiences that promote creativity and creative expression, including music, art, and sand and water play.

4.A.3 Able to apply knowledge about children’s linguistic development and able to support families’ ability to acquire and apply this knowledge.

4.A.3-a Support primary caregivers as they respond vocally or verbally to children’s sounds, gestures, and movements.

4.A.3-b Support primary caregivers as they interact with infants and toddlers in ways that encourage them to communicate their thoughts and feelings.

4.A.3-c Work in collaboration with families and other Individualized Family Service Plan team members to provide experiences for infants and toddlers to use their communication skills.

4.A.4 Able to apply knowledge about infants’ and toddlers’ physical development and able to support families ability to apply this knowledge.

4.A.4-a Work in collaboration with families and other Individualized Family Service Plan team members to develop and adapt program to meet children’s rapidly changing needs.

4.A.4-b Work in collaboration with families and other Individualized Family Service Plan team members to hold and position all babies and those toddlers with physical impairments to maximize their participation in activities. The direction of the parent and/or a licensed physical and/or occupational therapist will guide the positioning and handling the infant or toddler with physical impairments. This may include: lifting, carrying, and positioning the child; facilitating the child’s mobility; positioning the child to facilitate functional use of his or her eye and hand movements; positioning the child so he or she may be fed solids and liquids while using oral stimulation and appropriate seating and feeding equipment as needed.

4.A.4-c Work in collaboration with families and other Individualized Family Service Plan team members to provide opportunities for children to develop both small and gross motor muscle groups.

4.A.4-d Work in collaboration with families and other Individualized Family Service Plan team members to provide safe structures and experiences for infants and toddlers to move and explore the environment, with special attention to their current developmental challenges, such as pulling up, taking steps, and climbing.

4.A.5 Able to apply knowledge about children’s developing sense of themselves.

4.A.5-a Work in collaboration with families and other Individualized Family Service Plan team members to support infants’ practice as they strive for independence in ways that are valued by their families.

4.A.5-b Work in collaboration with families and other Individualized Family Service Plan team members to offer toddlers experiences that support the development of characteristics that are valued by their families and communities. Some of these might include initiative, creativity, autonomy, sense of responsibility for others, and self-esteem.

4.A.5-c Work in collaboration with other Individualized Family Service Plan team members to support parents and other caregivers to recognize how their interactions contribute to the child’s sense of self.

4.A.5-d Work in collaboration with families and other Individualized Family Service Plan team members to support all children to engage in meaningful interactions in all settings.

B. LEARNING ENVIRONMENT AND CURRICULUM IMPLEMENTATION

4.B.1 Able to select, discuss, and implement elements of quality programming.

4.B.1-a In collaboration with families and other members of the Individualized Family Service Plan team, match appropriate methods and strategies to individual infants and toddlers and their families.

4.B.1-b Apply a variety of techniques, including prompting, turn-taking, elaborating, teaching through play, and facilitating self-directed learning and able to support families in utilizing these techniques in their daily routines and activities.

4.B.1-c In partnership with the family and the other members of the Individualized Family Service Plan team, plan and assist in the implementation of activities and experiences that promote progress toward specific IFSP outcomes.

4.B.1-d In collaboration with the family and other members of the Individualized Family Service Plan team, apply intervention techniques

relevant to infants and toddlers who are deaf, hard of hearing, blind, deaf-blind, visually impaired, physically challenged, or who are non-verbal.

4.B.1-e In partnership with primary caregivers, enforce rules consistently and use techniques of example, simple explanation, and positive guidance.

4.B.1-f In partnership with primary caregivers, provide ample opportunity and sufficient time and space for each child to engage with interesting materials.

4.B.1-g In partnership with primary caregivers, comfort crying children and try to find the cause of their crying.

4.B.1-h In collaboration with the family and other members of the Individualized Family Service Plan team, observe, create and/or modify the physical environment to promote maximum child engagement, interdependence, and independence.

4.B.1-i In collaboration with the family and other members of the Individualized Family Service Plan team, adapt materials and settings to enhance toddlers' opportunities to attempt new skills and practice independence.

4.B.1-j In collaboration with the family and other members of the Individualized Family Service Plan team, incorporate approaches from various relevant professionals disciplines into the family/child daily activities and routines.

V. ASSESSMENT OF CHILDREN AND PROGRAMS

5.1 Demonstrate knowledge of and ability to provide screening, evaluation, and assessment of infants, toddlers and their families.

5.1-a Demonstrate use of observational techniques to learn more about individual infants and toddlers and their families' strengths, needs, preferences, and particular ways of responding.

5.1-b Support families and or other primary caregivers as they use their observational skills to learn more about individual infants and toddlers.

5.1-c Demonstrate knowledge of the processes of child find, screening, evaluation, and assessment.

5.2 Ability to participate as a member of an Individualized Family Service Plan team to gain and share information about the child and the family's outcomes for services.

5.2-a Explain to families the purpose of selected screening, evaluation, and assessment procedures.

5.2-b Gather information through family interviews as a component of overall developmental and health screening and assessment of infants and toddlers.

5.2-c Collaborate with the family to complete checklists and record observational data of infant and toddler development and behavior.

5.2-d Collaborate with Individualized Family Service Plan team members to incorporate all input and develop an evaluation or an assessment report.

5.2-e Collaborate with Individualized Family Service Plan team members to implement functional ongoing assessment practices that inform individualized program planning.

VI. PROFESSIONALISM

6.1 Ability to carry out responsibilities in a professional manner.

6.1-a Demonstrate professional work habits including dependability, time management, and responsibility.

6.1-b Carry out assigned tasks.

6.1-c Participate in and, as appropriate, provide supportive supervision. Take from and, as appropriate, provide instruction and direction to supervisor/supervisees.

6.1-d Maintain confidentiality and protect and promote the rights of infants, toddlers, and their families

6.1-e Demonstrate enthusiasm and enjoyment in working with all infants or toddlers, with their families, and with other personnel.

6.1-f Demonstrate knowledge of how to avoid injury.

6.2 Ability to continue to learn as a professional.

6.2-a Continually assess own performance and articulate areas where advanced training and information are needed.

6.2-b Articulate own personal and professional value base and how this base affects behaviors, decision-making processes, and interaction with families and other professionals,

6.2-c Demonstrate awareness of own culture and begin to articulate how cultural heritage impacts values, decisions and behavior.

6.2-d Set goals, define and implement professional growth and development activities.

6.2-e Maintain certification by completing on-going professional development activities outlined on Individual Professional Development Plan.

6.2-f Participate in professional organizations.

6.2-g Utilize publications for professionals who work with infants and toddlers and their families, including those publications that address strengths and needs related to infants and toddlers with or at risk for developmental delays and their families.

6.3 Ability to act as a member of the profession.

6.3-a Advocate for quality programs for all infants and toddlers and their families.

6.3-b Adhere to a professional code of ethics for early childhood professionals.

6.3-c Demonstrate knowledge of federal, state, and local policies, such as eligibility criteria and procedures to access resources for eligible infants and toddlers as contained in the Family & Children Health Care Services Requirements For Family Infant Toddler Early Intervention Services.

6.3-d Develop professional relationships with fellow staff members and consultants from various disciplines.

6.3-e Participate in team building, problem solving, mentorship and supportive supervision with co-workers and supervisor.

Early Childhood Education

Master's Degree COMPETENCIES

Framework:

The master's competencies are written for a master's program leading to early childhood education licensure at Level 1 for students not already possessing a teaching license and higher levels for teachers who qualify. These competencies are built upon the bachelor's degree competencies and both sets of competencies are to be used in planning a master's degree licensure program. Coupled with existing early care and education competencies, this program prepares those who wish to earn a license in early childhood, birth through third grade, and those who already have an ECE license who wish to obtain a master's degree. A graduate at this level is expected to take a leadership position in the field. To prepare themselves, master's candidates will read research conducted by others and conduct research.

I. CHILD GROWTH, DEVELOPMENT AND LEARNING

RATIONALE

Foundations for all learning are established during early childhood. At the master's level, teachers extend their knowledge and understanding of theories of human and sociocultural development and learning with a focus on all children from birth through age 8. A master's level early childhood professional also has knowledge of research from the field and applies that understanding to support each child's growth, development, and learning.

1.1 Demonstrate knowledge and understanding of the dominant theories and practice in early childhood education within family and cultural contexts.

- 1.1-a Examine dominant theories and extend knowledge and understanding of these dominant theories of human and sociocultural development and learning.
- 1.1-b Know research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight and their families, including children with special developmental and learning needs.
- 1.1-c Apply knowledge of biological and environmental factors that influence development, beginning with prenatal and continuing throughout the entire lifespan.
- 1.1-d Apply and integrate knowledge of variability in development, including risk factors, medical aspects, and neurological factors.
- 1.1-e Critically examine the dominant theories, for example, child development theory.
- 1.1-f Apply knowledge of related academic disciplines and interdisciplinary knowledge to practice in early childhood education.

II. HEALTH, SAFETY AND NUTRITION

RATIONALE

Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with families. Master's level teachers know current research and policies that affect the health, safety, and nutrition of young children and are able to share that information with families and community members.

- 2.1 Demonstrate the ability to remain abreast of new research and policies affecting children's health, safety, and nutrition.**
 - 2.1-a Demonstrate knowledge of basic information and sources of detailed information about children's and adults' health, safety, and nutrition.
 - 2.1-b Demonstrate knowledge of policies affecting children's health, safety, and nutrition and know how these policies can be changed or modified.
 - 2.1-c Implement procedures and practices that promote health, safety, and good nutrition for children, families, and staff.
 - 2.1-d Demonstrate accurate identification of cognitive, perceptual, emotional, and/or health difficulties in young children and design remedial action or seek appropriate referral sources.
- 2.2 Demonstrate the ability to disseminate information about health, safety, and nutrition to families, staff, and the community.**
 - 2.2-a Articulate information to others about health, safety, and nutrition in a culturally sensitive manner.
 - 2.2-b Demonstrate the ability to disseminate information about health, safety, and nutrition using a variety of methods.
 - 2.2-c Evaluate environments and procedures to determine if opportunities and reinforcements are available for the healthy behaviors that promote appropriate nutrition and the physical and psychological well-being of children.

III. FAMILY AND COMMUNITY COLLABORATION

RATIONALE

Early childhood professionals are committed to family-centered practices and collaboration with community agencies that work with families. They respect the diverse cultures, values, languages, and family backgrounds of the families and communities in which they work. Master's level teachers understand the influence of sociocultural, historical, and political issues on families, programs, and delivery systems for young children and their families.

3.1 Demonstrate the ability to provide leadership grounded in knowledge about families in general and the families with whom one works in particular.

- 3.1-a Be conversant with the literature on diversity in families.
- 3.1-b Learn about families from the families themselves.
- 3.1-c Share knowledge about families with early care, education and family support professionals.

3.2 Demonstrate the ability to establish and maintain partnerships with providers of community services.

- 3.2-a Identify and access community resources.
- 3.2-b Identify community issues and systems that impact children and families in the community.
- 3.2-c Meet and collaborate with professionals in the community on behalf of the specific children and families with whom one works and on behalf of all children

3.3 Demonstrate understanding of the socioeconomic, historical, and political forces that influence the diverse delivery systems offered to children and their families.

- 3.3-a Demonstrate knowledge of contemporary issues that impact families, such as “working parents”, availability of quality child care, diverse family structures, and child abuse and neglect.
- 3.3-b Demonstrate knowledge of parenting processes as developmental and dynamic, influenced by personal history, stages, and styles.
- 3.3-c Demonstrate knowledge of the historical forces that have contributed to contemporary family service delivery systems offered to children and families.

3.4 Demonstrate the ability to work collaboratively as a team member with colleagues and other professionals to achieve goals for children and families

- 3.4-a Demonstrate ability to collaborate with families and professionals to address the forces affecting families and their children.
- 3.4-b Demonstrate knowledge of processes for determining family concerns, priorities, and resources related to enhancing the development of children.
- 3.4-c Assess family needs for formal and informal community support systems and actively assist families in accessing support.
- 3.4-d Work with families and staff to help families overcome barriers that affect them and their children.
- 3.4-e Collaborate with families in advocating for their children.
- 3.4-f Demonstrate effective written and oral communication skills when working with children, families, community, and early care, education, and family support professionals.

IV. CURRICULUM DEVELOPMENT AND IMPLEMENTATION

IVA. DEVELOPMENTALLY APPROPRIATE CONTENT

RATIONALE

Early childhood professionals demonstrate knowledge of child development and learning strategies, as well as content knowledge, both in terms of academic discipline and interdisciplinary integration. Master's level teachers draw on their broad understanding of the core academic subjects in planning and implementing integrative curriculum. They create developmentally and culturally relevant curriculum that builds upon children's present knowledge and understandings. In addition, master's level teachers develop their knowledge and skills to serve as a curriculum mentors to others.

4A.1 Demonstrate knowledge of developmentally appropriate and culturally relevant content.

- 4A.1-a Demonstrate understanding of the integral relationship between learning and development in the creation and selection of learning opportunities within any specific sociocultural context.
- 4A.1-b Know the current research on play and be conversant on why and how play enhances development.
- 4A.1-c Demonstrate knowledge of results of research to the efficacy of early childhood and intervention programs.
- 4A.1-d Critically analyze theory, research, and practice to adapt new applications of developmentally appropriate content for children with diverse abilities, languages, and cultures.
- 4A.1-e Critically analyze theory, research, and practice to develop new definitions of developmentally appropriate content.
- 4A.1-f Critically analyze, integrate, and apply knowledge of diverse models of early childhood care and education.

4A.2 Demonstrate ability to facilitate others' learning and understanding about developmentally appropriate and culturally relevant content.

- 4A.2-a Conduct workshops for staff and community and for pre-service and in-service teachers.
- 4A.2-b Act as mentors for staff members.
- 4A.2-c Conduct formal and informal discussions with families about developmentally appropriate and culturally relevant content.

IV. CURRICULUM DEVELOPMENT AND IMPLEMENTATION

IVB. LEARNING ENVIRONMENT AND CURRICULUM IMPLEMENTATION

RATIONALE

Early childhood master's level teachers apply theoretical and research knowledge to practice in early childhood settings. They extend and further develop their knowledge and understanding of theories and content, employing a range of instructional and caregiving strategies and resources to match the diversity of children and families they serve.

4B.1 Demonstrate ability to create and use a variety of environments for curriculum implementation.

- 4B.1-a Demonstrate the ability to develop programs for children from a variety of diverse cultural and language backgrounds.
- 4B.1-b Demonstrate the ability to create programs for children of different ages and developmental levels.
- 4B.1-c Demonstrate the ability to establish programs for children with disabilities, developmental delays or at risk for developmental disability, and with special talents.
- 4B.1-d Demonstrate the ability to create programs in diverse settings (i.e., home-based, school-based, community-based).

4B.2 Demonstrate knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.

- 4B.2-a Extend knowledge of types, purposes, and implications of various curricula and classroom strategies.
- 4B.2-b Use constantly revisited understandings of children's growth, learning, and development to critically examine classroom strategies.
- 4B.2-c Critically evaluate published curricula that are commercially available.
- 4B.2-d Develop a variety of early childhood education curricula.
- 4B.2-e Understand and engage in project and/or emergent curriculum approaches, based on interests of children, families, teachers, and their communities.
- 4B.2-f Understand the social, philosophical, and psychological principles relevant in articulating curriculum.
- 4B.2-g Access and develop resources to support curriculum reflective of multicultural, multilingual, multiracial, and economically and developmentally diverse populations.

V. ASSESSMENT OF CHILDREN AND EVALUATION OF PROGRAMS

RATIONALE

Early childhood professionals must develop knowledge of diverse assessment approaches. At the Master's level, they extend their knowledge and ability to develop and use a variety of procedures for assessment of child development and learning understanding the types, purposes, and appropriateness of various assessment procedures and instruments. In addition, they develop and evaluate programs for children from a variety of diverse cultural and language backgrounds, as well as for children of different age and developmental levels, including children with disabilities, developmental delays, and special talents.

5.1. Demonstrate knowledge of a variety of procedures for assessment of young children.

- 5.1-a Extend knowledge of types, purposes, and appropriateness of various assessment procedures and instruments. This knowledge should include observational techniques, performance assessment, developmental assessment, portfolio evaluation, and other record-keeping assessment procedures.
- 5.1-b Define quality programs for young children and use those definitions to critically analyze procedures for assessment of programs.
- 5.1-c Regularly revisit understandings of children's growth, learning, and development to critically examine procedures for assessment of children.
- 5.1-d Implement culturally relevant screening, assessment, and evaluation practices.

5.2 Demonstrate ability to develop a variety of procedures for evaluation of programs.

- 5.2-a Evaluate programs for children from a variety of diverse cultural and language backgrounds.
- 5.2-b Evaluate programs for children of different ages and developmental levels.
- 5.2-c Evaluate programs for children with disabilities, developmental delays or at risk for developmental disability, and with special talents.

VI. PROFESSIONALISM

RATIONALE

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Master's level teachers demonstrate a deep understanding of their roles as early childhood professionals, engaging in ongoing inquiry and action. These teachers perform as reflective professionals capable of taking leadership roles in schools or programs and acting as advocates for children, families, and other early education professionals.

6.1 Demonstrate ability to critically examine central issues in the field.

- 6.1-a Establish research priorities for self and assess research priorities set by others in the field.
- 6.1-b Collect and interpret research.
- 6.1-c Translate research findings into practice.
- 6.1-d Demonstrate personal research skills.
- 6.1-e Implement applied research.
- 6.1-f Explore the implications of current research and emerging priorities in the field for personnel preparation and professional development.

6.2 Demonstrate ability to act as advocates for children and families at local, state, and national levels.

- 6.2-a Gather information about issues in early care, education, and family support that require action, especially issues currently being addressed by policy-making bodies.
- 6.2-b Disseminate information to families, staff, and the community about current issues in early care, education, and family support that require action.
- 6.2-c Organize advocacy activities (for example, letter-writing campaigns or public awareness events) with staff, families, and the community.

6.3 Demonstrate ability to engage in reflective inquiry and demonstrate professional self-knowledge.

- 6.3-a Engage in on-going critical reflection and evaluation of about one's own practice within the context of "best practices".
- 6.3-b Model, interpret, and articulate a personal code of professional ethics and standards and share this code with others.
- 6.3-c Demonstrate leadership skills and knowledge of diverse leadership styles.

6.4 Demonstrate ability to work collaboratively to achieve goals for children and families.

- 6.4-a Work collaboratively with colleagues and other professionals.
- 6.4-b Develop and apply knowledge and skills required to serve as mentors to others and models of professional behavior for volunteers and other staff members.
- 6.4-c Demonstrate the ability to share knowledge and skills that support the professional development of early childhood practitioners.

GLOSSARY FOR EARLY CHILDHOOD EDUCATION: MASTER'S LEVEL

Developmentally appropriate practice

Developmentally appropriate practices result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge:

1. What is known about child development and learning—knowledge of age-related human characteristics that permits general predictions within an age range about what activities, materials, interactions, or experiences will be safe, healthy, interesting, achievable, and also challenging to children.
2. What is known about the strengths, interests, and needs of individual children in the group to be able to adapt for and be responsive to inevitable individual variation; and
3. Knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families.

Furthermore, each of these dimensions of knowledge—human development and learning, individual characteristics and experiences, and social and cultural contexts—is dynamic and changing, requiring that early [care, education, and family support] personnel remain learners throughout their careers.

Bredekamp, S., & Copple, C. (Eds.). (1996) *Developmentally appropriate practice in early childhood programs* (Rev.ed.). Washington, DC: National Association for the Education of Young Children, pp. 8-9.

Master's level early childhood teacher

An individual working in early childhood settings (home, public and private schools, community agencies) possessing an advanced common core of knowledge and skills that includes content specific to young children, birth through age 8, both with and without disabilities. In addition to the role of educator, the early childhood master's level teacher may assume a variety of roles that require leadership and specialized knowledge and skills, including but not limited to early childhood subject area teacher, parent education coordinator, social service coordinator, education coordinator, program administrator, and public policy research and advocacy.

Guidelines for preparation of early childhood professionals. (1995). Washington, DC: National Association for the Education of Young Children