

Arizona Early Learning

# Workforce Knowledge & Competencies Framework

# DRAFT

2013





# Arizona Early Learning Workforce Knowledge & Competencies Framework

1<sup>st</sup> Edition DRAFT

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# Introduction

## Welcome!

Welcome to the Arizona Early Learning Workforce Knowledge and Competencies Framework! The goal of this document is to support and enhance the advancement of an Arizona early childhood statewide professional development system. The Arizona system should be comprehensive, consistent, and accessible. It should meet the needs of early childhood care and education professionals from entry to advanced levels.

The children of Arizona children reflect the broad differences in racial and cultural heritage, language, health, and family situations that constitute the diversity of this great state. While every child's growth and development varies greatly depending upon a variety of factors, children possess potential for learning. For this reason, providers of early care and education programs must implement developmentally appropriate teaching and **assessment**<sup>1</sup> practices, strengthen efforts in family involvement and professional development for staff, and work with community agencies and organizations to provide appropriate and effective services to children and families.

## What?

### What Is the Arizona Early Learning Workforce Knowledge & Competencies Framework?

The Arizona Early Learning Workforce Knowledge & Competencies Framework is a set of professional standards that identify *the basic knowledge, skills, and attitudes needed for early childhood professionals* across the sectors of early care and education, early

intervention, mental health, physical health and social services/child welfare working with expectant parents, infants, toddlers, young children to age eight, and their families. It is comprised of two components: 1) the Arizona Career Lattice, which is a common framework to document progress in career development, and 2) the competencies themselves.

The competencies are connected, are aligned, and support the following core documents (see References at the end of this document):

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

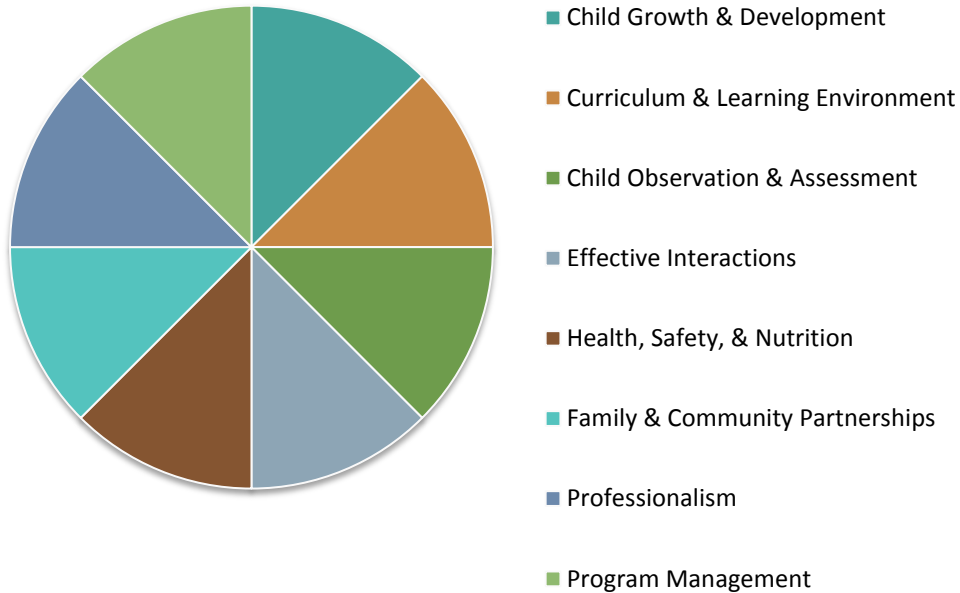
The Arizona competencies include standards in the following eight core knowledge topics:

1. Child Growth & Development
2. Curriculum & Learning Environment
3. Child Observation & Assessment
4. Effective Interactions (Adult-Child, Child-Adult, and Child-Child)
5. Health, Safety & Nutrition
6. Family & Community Partnerships
7. Professionalism
8. Program Management.

In addition, knowledge topics specific to special needs and inclusion as well as cultural diversity are infused throughout to systematically and intentionally integrate supports across competencies.

<sup>1</sup> Terms in bold are defined in the Glossary.

## Arizona Early Learning Workforce Knowledge and Competencies



The Arizona Early Learning Workforce Knowledge and Competencies Framework is organized into eight key competencies important to early childhood care and education. Although these areas are presented individually, they are intrinsically interrelated and interdependent. These competencies define what early care and education professionals need to know and be able to do to provide high quality care and education. Competencies serve as the foundation for decisions and practices and establish a set of standards that support professionals working in the field.



## What?

### What Are the Guiding Principles?

The following principles guided the development of the Arizona Early Learning Workforce Knowledge and Competencies Framework:

1. **Children** - Every child is born learning and develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests, regardless of family background, **culture**, special need, experience or ability.
2. **Inclusion and Diversity** - The phrase “each child” or “all children” is used to emphasize that every competency, component, and indicator is meant to include all children: those with developmental delays or disabilities, those who are gifted and talented, those whose families are culturally and linguistically diverse, those from diverse socioeconomic groups, and those with individual learning styles, strengths, and needs.
3. **Families** - All families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected. Families are the first and most influential teachers of young children.
4. **Early Care & Education Professionals** - High quality teaching is relationship-based and guided by continuous research-driven knowledge and best practices. It is necessary for early childhood professionals to engage in continuous, high-quality professional development.
5. **Community** - High quality early learning experiences draw upon and enhance the trust and connections between families, early childhood programs and services, schools, and the community.
6. **Professional Development System** - A coordinated professional development system provides strong focused support for professionals, families, and organizations serving children; and enhances and increases the services of children individually, collectively, and in the long term.

7. **Ethical Behavior** - Early Childhood professionals abide by the National Association for the Education of Young Children's (NAEYC) code of ethical conduct.<sup>2</sup>

## Where?

### Where Does the Framework Come From?

The Arizona Early Learning Workforce Knowledge and Competencies Framework is drawn from what the professional community and research community recognize as the knowledge, skills, and attitudes necessary to work with young children and their families.

During 2012, a statewide group of early childhood stakeholders, convened by First Things First and functioning as a working group of The BUILD Initiative, engaged in a twelve-month collaborative planning process. The working group developed the Arizona Early Childhood Professional Development Framework and a Two-Year Strategic Plan that included the goal of developing the Arizona Early Childhood Professional Development System.

Many people from across Arizona worked to develop the Arizona Early Learning Workforce Knowledge and Competencies Framework, including professionals working in the field of early childhood care, education, and program development; officials from the Arizona Department of Education, Department of Economic Security, and Department of Health Services; professionals from colleges and universities; members of charitable foundations serving young children; and other relevant community members. (See the detailed list of these outstanding contributors at the end of this document.)

Numerous written sources were consulted during the creation of this document and included Arizona guidelines and standards, national health and safety standards, national professional recognition standards, and the

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<sup>2</sup> <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

professional development work of many other states. (see the References at the end of this document.)

## Why?

### Why Does Arizona Need a System of Early Childhood Professional Standards?

The Arizona Early Learning Workforce Knowledge and Competencies support and enhance the development of an Arizona statewide professional development system. In order to meet the needs of early childhood professionals, from entry to advanced levels, this system must be consistent, accessible, and comprehensive.

Standards play a critical role in the early childhood professional development system. Early educators, professional development providers, faculty, and policy-makers must know what young children and their teachers are expected to know and be able to do, and what constitutes a high-quality program. When early childhood professionals have and use well-defined competencies, it means there is agreement about the roles and expectations of those working with young children. The National Association for the Education of Young Children (NAEYC) Blueprint<sup>3</sup> recommends that standards include educator competencies for all early childhood professionals regardless of role or work setting, and that policies regarding standards include language to ensure they are aligned and integrated with licensing and certification requirements across state agencies.

The Arizona Early Learning Workforce Knowledge and Competencies Framework informs intentional professional development approaches that ensure that young families receive services targeted to their unique developmental needs. Professional standards help stabilize the workforce when they are used as the basis for credentials and professional milestones.

## Who and How?

### Who Can Use the Arizona Early Learning Workforce Knowledge and Competencies Framework?

### How Can the Arizona Early Learning Workforce Knowledge and Competencies Framework Be Used?

The Arizona Early Learning Workforce Knowledge and Competencies Framework provides preparation for the full range of positions and settings in the profession at each level. However, a specific position may not require a professional to use all the competencies for that level. On the other hand, a position may require additional specific, specialty competencies. Proficiency in as many of the core competencies as possible allows professionals to have a strong foundation in the field of early childhood and may provide for more options for different job responsibilities.

Early childhood professionals using the Arizona Early Learning Workforce Knowledge and Competencies Framework can use this document in the following ways:

- *Teachers; paraprofessionals; family, friend, and neighbor caregivers; and practitioners* working directly with children can use the competencies to assess their own skills, strengths, knowledge, and attitudes; then identify their own learning needs and areas for growth to create professional development plans.
- *Home visitors* represent a wide range of prevention and early intervention professionals who come from different disciplines such as early intervention, education and special education, health, mental health, family support, and social services. All can use core competencies to steer their family-centered and family-driven practices.

<sup>3</sup> [http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce\\_Designs.pdf](http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf)



- *Directors, administrators, mentors, coaches, and others who provide support* to practitioners can use the competencies to provide orientation; develop job descriptions; develop salary scales; evaluate performance; assess strengths, challenges, and learning needs; and support individuals in creating professional development plans.
- *Trainers, training organizations and professional development sponsors* can use the competencies to design and organize professional development opportunities which will provide a range of opportunities for participants to develop core competencies.
- *Higher education faculty, staff, and administrators* can use core competencies to evaluate and refine course content, plan for future course development; and coordinate and design course content to facilitate transfer and articulation agreements.
- *Federal, state, and local agencies* can use competencies to develop and implement policies that will enhance professionalism in the field, connect stakeholders around common goals, and to serve as an advocacy tool for guiding policy makers.
- *Professional development efforts* can use competencies to create a framework for a career development system which will support professionals in pursuit of competency-based training/education, recognition, and compensation commensurate with educational achievement.

You will find numerous tables in this Framework that detail the eight competencies. Each competency is divided into components, which are specific subtopics within a competency. There may be multiple components within each competency. Components are further divided into indicators that specify the observable skills, values, and attitudes needed by professionals in order to serve each child effectively and provide high quality services across five identified proficiency levels. There are multiple indicators within each component. Indicators are defined across the five career lattice levels. The table below shows an example of how competencies, components, and indicators are displayed.



## Competencies, Components, and Indicators

----- <i>Definitions</i> -----	----- <i>Example</i> -----					
		1	2	3	4	5
<b>Competency</b> A competency is a specific core knowledge topic identified as important in early childhood care and education. There are eight core knowledge competencies.	<b>Professionalism</b>	In the competency of Professionalism, the early childhood professional will:				
<b>1. Component</b> A component is a specific subtopic within a competency. There may be multiple components within each competency.	<b>1. Commitment to Quality</b>					
<b>1.1 Indicator</b> An indicator is a description of the skills, knowledge, and behaviors necessary within each component. Indicators are defined across five career lattice levels.	<i>1.1 Regulatory Standards</i>	Follow legal and regulatory mandates for daily practices that ensure safe, healthy learning environments for each child and professional.	Meet and exceed legal and regulatory requirements for daily practices that ensure safety and health.	Model and help others establish and maintain high quality standards that exceed minimal regulatory requirements.	Develop, implement, and revise practices that meet and exceed regulatory codes.	Conduct inquiry into issues relevant to regulatory standards.  Engage community in issues relevant to developing, implementing, and improving practices that meet and exceed regulatory codes.

## What?

### What Are the Descriptor Verbs?

Descriptor verbs for each level of indicators are displayed in the chart below. These verbs operationalize the observable skills, values, and attitudes expected by early childhood professionals across each of the five identified proficiency levels.

Descriptor Verbs across the Levels

1 <i>Recognizing</i>	2 <i>Developing</i>	3 <i>Achieving</i>	4 <i>Extending</i>	5 <i>Advancing</i>
<b>Entry</b> <i>Professionals at Level 1 implement practices according to program guidelines.</i>	<b>Certification</b> <i>Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.</i>	<b>Associate's</b> <i>Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.</i>	<b>Bachelor's</b> <i>Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.</i>	<b>Master's/Ph.D.</b> <i>Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.</i>
Recognize	Understand	Apply	Examine	Analyze
Follow directions	Acknowledge	Design	Lead	Conduct inquiry
	Identify	Assess	Communicate	Articulate
	Implement	Create	Plan	Evaluate
	Display	Adapt	Develop	Engage
	Engage in interactions	Categorize	Assess	Facilitate
	Accommodate	Model	Demonstrate	Provide learning opportunities
		Identify	Analyze,	Promote evidence-based best practices
		Develop, plan, select, and/or create	Evaluate	Articulate, apply, analyze, and evaluate current theory and evidence-based research
			Modify	



## What?

### What Is the Career Lattice?

Arizona's Career Lattice will serve as a common framework to document progress in career development and serve as a guide for setting professional development goals tied to career advancement. Arizona has a diverse and growing community of professionals who work with or on behalf of young children and families.

Just as this community has grown, so has the commitment of Arizona to support the ongoing professional development of early childhood caregivers, teachers, administrators, trainers, college faculty, mentors, program consultants and allied professionals.

In order to provide high-quality early childhood programs for all children, it is necessary to have a highly competent early childhood workforce. Education and professional development provide the pathway to achieving this goal.

The Arizona Early Learning Workforce Knowledge and Competencies Career Lattice is distributed across five levels (with two sub-levels), from entry level to advanced. Two sublevels are included (1.5 and 2.5) to encourage and support professionals in the early stages of career development. These sublevels only apply to progression across the career lattice. They are not included in the indicator definitions that are based on the five primary career lattice levels.

The following criteria form the foundation of the Arizona Career Lattice:

- Education and specialized coursework
- Licensing and/or certification requirements
- Work experience
- Approved professional development
- Competency and performance in core knowledge topics.

The specific criteria for each level are included in the table on the following pages. The five levels are defined as:

1. **Entry/Recognizing** – Professionals at Level 1 implement practices according to program guidelines.
2. **Certification/Developing** – Professionals at Level 2 demonstrate the skills required at the previous level. In addition, they work independently and take initiative.
3. **Associate's/Achieving** – Professionals at Level 3 demonstrate the skills required at the previous levels. In addition, they design, assess, and modify the learning environment to meet changing needs. They also model excellent practices.
4. **Bachelor's/Extending** - Professionals at Level 4 demonstrate the skills required at the previous levels. In addition, they provide the leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.
5. **Master's/Ph.D./Advancing** - Professionals at Level 5 demonstrate the skills required at the previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support to early childhood education programs in the larger community.



## Arizona Career Lattice

	1 <i>Recognizing</i>	2 <i>Developing</i>	3 <i>Achieving</i>	4 <i>Extending</i>	5 <i>Advancing</i>
<b>Education/Training</b>  Levels are cumulative; reaching higher levels means mastery of knowledge and skills of all previous levels.	Fulfills <u>at least one</u> of the following requirements: <ul style="list-style-type: none"> <li>• A high school student OR</li> <li>• A high school diploma OR</li> <li>• The equivalent of a high school diploma</li> </ul> <p style="text-align: center;">AND</p> Meets licensing and/or certification requirements if applicable to the position or the setting. (See <a href="http://www.azdhs.gov/als/childcare/index.htm">www.azdhs.gov/als/childcare/index.htm</a> )	Meets Level 1 requirements and fulfills <u>at least one</u> of the following requirements: <ul style="list-style-type: none"> <li>• A minimum of two years of supervised experience in ECE and possessing knowledge and skills commensurate with the certification below as verified by an approved test or portfolio from college level course OR</li> <li>• 225 clock hours of approved professional development OR</li> <li>• 15 credit hours in early childhood education or related field OR</li> <li>• A combination of credit and approved professional development hours as specified below<sup>1</sup> OR</li> <li>• A certificate of completion (CTE) in early childhood education or a related field from a community college OR</li> <li>• CDA or other approved equivalent certification or credential (e.g., CCP, CPC, MACTE, NAC).<sup>2</sup></li> </ul>	Meets Level 1 & 2 requirements and fulfills <u>at least one</u> of the following requirements: <ul style="list-style-type: none"> <li>• An Associate degree in Early Childhood Education (ECE) OR</li> <li>• An Associate degree in a related field with 18 credit hours in early childhood education OR</li> <li>• An Associate degree in any field with 30 credit hours in early childhood education.</li> </ul>	Meets Level 1, 2 & 3 requirements and fulfills <u>at least one</u> of the following requirements: <ul style="list-style-type: none"> <li>• A Bachelor's degree in ECE or child development OR</li> <li>• A Bachelor's degree with 45 credit hours in early childhood education OR</li> <li>• A State of Arizona Provisional/Standard Teaching Certificate in one of the following:               <ul style="list-style-type: none"> <li>○ Early Childhood Education,</li> <li>○ Early Childhood Special Education,</li> <li>○ Elementary Education OR</li> </ul> </li> <li>• A State of Arizona Early Childhood Education Endorsement.</li> </ul>	Meets Level 1, 2, 3 & 4 requirements and fulfills <u>at least one</u> of the following requirements: <ul style="list-style-type: none"> <li>• A Master's degree in ECE or child development OR</li> <li>• A Master's degree with 18 graduate level credit hours in early childhood education OR</li> <li>• A Doctorate in ECE or child development OR</li> <li>• A Doctorate with 30 graduate level credit hours in early childhood education or a related field.</li> </ul>

<sup>1</sup> 3 credit hours plus 180 clock hours  
 6 credit hours plus 135 clock hours  
 9 credit hours plus 90 clock hours  
 12 credit hours plus 45 clock hours

<sup>2</sup>	<b>CTE</b>	Arizona Career and Technical Education	
	<b>CDA</b>	Child Development Associate	A credential awarded by the Council for Professional Recognition
	<b>CCP</b>	Certified Child Care Professional	A credential awarded by the National Child Care Association
	<b>CPC</b>	Certified Professional in Child Care	A credential awarded by the National Early Care and Education Association
	<b>MACTE</b>	Montessori Accreditation Council for Teacher Education	
	<b>NAC</b>	National Administrator Credential	An award issued by the National Child Care Association

## Arizona Career Lattice

	<b>1</b> <i>Recognizing</i>	<b>2</b> <i>Developing</i>	<b>3</b> <i>Achieving</i>	<b>4</b> <i>Extending</i>	<b>5</b> <i>Advancing</i>
<b>Levels 1.5 &amp; 2.5</b>  To recognize, encourage and reward professional development, the Arizona Career Lattice includes two sublevels: 1.5 and 2.5.	<b>Level 1.5</b>  A professional who meets Level 1 requirements and fulfills <u>at least one</u> of the following requirements is designated as having achieved a Career Lattice Level of 1.5. <ul style="list-style-type: none"> <li>• A minimum of one year of supervised experience in ECE OR</li> <li>• 135 clock hours of approved professional development OR</li> <li>• 9 credit hours in early childhood education or related field OR</li> <li>• A combination of credit and approved professional development hours as specified below.<sup>4</sup></li> </ul>	<b>Level 2.5</b>  A professional who meets Level 2 requirements and fulfills <u>at least one</u> of the following requirements is designated as having achieved a Career Lattice Level of 2.5. <ul style="list-style-type: none"> <li>• A minimum of three years of supervised experience in ECE OR</li> <li>• 360 clock hours of approved professional development</li> <li>• 24 credit hours in early childhood education or related field OR</li> <li>• A combination of credit and approved professional development hours as specified below.<sup>5</sup></li> </ul>			

<sup>4</sup> 3 credit hours plus 90 clock hours OR  
6 credit hours plus 45 clock hours.

<sup>5</sup> 3 credit hours plus 315 clock hours OR  
6 credit hours plus 270 clock hours, OR  
9 credit hours plus 225 clock hours OR  
12 credit hours plus 180 clock hours OR  
15 credit hours plus 135 clock hours.

### Arizona Career Lattice

	<b>1</b> <i>Recognizing</i>	<b>2</b> <i>Developing</i>	<b>3</b> <i>Achieving</i>	<b>4</b> <i>Extending</i>	<b>5</b> <i>Advancing</i>
<b>Knowledge</b>	Possesses basic knowledge of core competencies, components and indicators.	Understands developmental constructs and rationale (competencies, components and indicators) for practice.	Understands complex developmental constructs and rationale (competencies, components and indicators).	Examines and analyzes complex developmental constructs and rationale (competencies, components and indicators).	Analyzes, synthesizes and evaluates complex developmental constructs and rationale (competencies, components and indicators).
<b>Application of Competencies</b>	Implements or initiates practices according to program philosophies, guidelines and policies.	Works independently and takes initiative in designing environments to facilitate development.	<p>Applies knowledge of competencies, components and indicators.</p> <p>Designs, assesses, and modifies the learning environment to meet children's changing needs.</p>	<p>Demonstrates nuanced application of competencies, components and indicators.</p> <p>Provides leadership for planning, implementing, assessing, &amp; modifying the program to ensure continuous improvement.</p> <p>Uses current research to inform practice.</p> <p>Conducts inquiry to advance the understanding of best practices for their communities.</p>	<p>Addresses issues based on current understanding and trends in early childhood education.</p> <p>Conducts research and applies it to early childhood education settings.</p> <p>Addresses issues:</p> <ul style="list-style-type: none"> <li>• Affecting families and early care and education field</li> <li>• Affecting ECE professionals, workforce development and workforce compensation.</li> </ul> <p>Builds support for ECE programs in larger community.</p>

## Child Growth & Development

### Why?

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

Growth and development is the foundation on which all early childhood practices are based. It is the basis for designing curriculum and environments, observing and assessing, and integrating diverse learners. Early childhood professionals must know what to expect regarding children's range of abilities in order to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for every child. Additionally, early childhood professionals must understand the value of each child as well as the impact of **culture**,<sup>6</sup> linguistic background, and expectations of families.

### What?

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

centers, family child care homes) must understand:

- **Basic Child Development** – Early childhood professionals must demonstrate knowledge of the principles and patterns of child development; adapt practices as development proceeds; realize the interconnectedness of domains; and understand stage versus continuous development.
- **Typical and Atypical Development** – Early childhood professionals recognize developmental variation as typical; recognize atypical development; adapt the learning environment to meet each child's needs; understand indicators of risk; develop **Individualized Family Service Plans** and **Individualized Education Programs**; and recognize and respect developmental challenges.
- **Individual Differences** – Early childhood professionals use practices that are responsive to the unique abilities, temperaments, and learning styles of individual children.
- **Influences on Development** – Early childhood professionals recognize the variety of influences on development, family as the primary environment, stress as an environmental factor, and variations in cultural practice.
- **Facilitation of Development** – Early childhood professionals strategically

facilitate development with relationships, experiences, and play.

- **Collaboration** – Early childhood professionals collaborate with colleagues, families, and community members to enhance the development and learning of all children.

### How?

The indicators on the following pages specify *how* the specific knowledge, behaviors and practices of child growth and development are demonstrated by early childhood professionals across the five career lattice levels.

Ninety percent of a child's brain development happens between birth and age 5. The experiences of children in their first days, weeks, months, and years determine whether their brain develops in ways that promote positive future learning, behavior and health.

Source:

<http://www.aztf.gov/WhoWeAre/Documents/FT>



<sup>6</sup> Terms in bold are defined in the Glossary.

Career Lattice	1 Recognizing	2 Developing	3 Achieving	4 Extending	5 Advancing
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
Child Growth & Development	In the competency of Child Growth & Development, the early childhood professional will:				
1. Basic Child Development					
1.1. Developmental Patterns & Principles	1.1.1 Recognize basic development that characterizes age groups, e.g., 0-3 months, 4-6 months, 6-9 months, 9-12 months, 12-18 months, 18-24 months, and 3-, 4-, 5-, 6-, 7- and 8-year-olds.  Recognize that many factors influence each child's development, resulting in a wide range of individual variations.	1.1.2 Identify milestones in social and emotional development, <b>approaches to learning</b> , language development and communication, cognitive development, and physical and motor development.  Understand the many influences on each child's development, including culture, home language, individual abilities or disabilities, family context, and community.	1.1.3 Communicate information on child growth and development with families and colleagues.	1.1.4 Critically examine and communicate to others (e.g., family members, staff, and colleagues) current theories and research regarding developmental patterns and principles.	1.1.5 Articulate, analyze, evaluate, and apply current theory, research, and policy relevant to child growth and development.  Engage community in issues relevant to child growth and development.



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<i>1.2. Adaptation of Practices as Development Proceeds</i>	1.2.1 Recognize that children of different age and developmental levels need different methods of care, education and guidance.	1.2.2 Implement adjusted methods and practices for nurturing each child as development progresses.	1.2.3 Adapt educational practices to facilitate development at increasingly complex and challenging levels.	1.2.4 Communicate knowledge with others regarding current theories, research, and policies that enhance development and learning from birth to age eight.	1.2.5 Conduct research, develop theories, and create policies that enhance development and learning from birth to age eight.
<i>1.3. Developmental Domains</i>	1.3.1 Recognize that development occurs in multiple domains (e.g., social & emotional, <b>approaches to learning</b> , language & communication, etc.).	1.3.2 Demonstrate awareness that development can progress at various rates in multiple domains.	1.3.3 Categorize the multiple domains of development.	1.3.4 Communicate how development occurs across multiple domains and that development can progress at various rates in different domains.	1.3.5 Facilitate in others an understanding of developmental domains and varying rates of development.
<i>1.4. Interconnectedness of Domains</i>	1.4.1 Recognize that domains of development are interconnected.	1.4.2 Understand that active learning experiences can assist development in multiple domains simultaneously.	1.4.3 Develop and plan holistic learning experiences that capitalize on the interconnectedness of domains to promote development.	1.4.4 Critically examine and communicate to others (e.g., family members, staff) current theories and research that explain how development is interconnected across domains.  Demonstrate how this information can be used to facilitate early childhood development.	1.4.5 Develop and evaluate theories and research that explain how development is interconnected across developmental domains.  Demonstrate how this information can be used to facilitate early childhood development.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>1.5. Stages Versus Continuous Development</b>	1.5.1 Recognize that development proceeds gradually and continuously.	1.5.2 Understand how continuous, incremental changes are related to broad developmental stages.	1.5.3 Plan educational experiences that support development as continuous versus stage-dependent.	1.5.4 Plan and implement practices that foster continuous developmental progression while using stages or benchmarks to guide expectations and plan curriculum.	1.5.5 Articulate, analyze, and evaluate practices that foster continuous developmental progression while using stages or benchmarks to guide expectations and plan curriculum.
<b>2. Typical &amp; Atypical Development</b>					
<b>2.1. Recognizing Variation as Typical</b>	2.1.1 Recognize that developmental variations occur in both typical and atypical development.	2.1.2 Understand the normal range of variation in typical development.	2.1.3 Categorize patterns of behavior distinguishing typical from atypical development.	2.1.4 Communicate information on current theory and research on typical and atypical development.	2.1.5 Facilitate in others an understanding of typical and atypical development.
<b>2.2. Recognizing Atypical Development</b>	2.2.1 Recognize skill levels that suggest a child's development is atypical, whether being advanced or delayed in comparison to the average child of the same age.	2.2.2 Compare children's developmental levels with typical milestones to identify whether a child's skills, behavior, and development are similar to those of the average children of the same age.	2.2.3 Use observations, work samples, and other <b>assessment</b> tools to address current skills and abilities.	2.2.4 Identify and secure resources and services for developmental <b>assessment</b> .	2.2.5 Develop programs (schools, center, or family child care home) and protocol for identifying typical versus atypical development.



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>2.3. Adapting the Learning Environment</b>	2.3.1. Recognize that the learning environment needs to be structured to support each child with exceptional needs due to advanced or delayed development.	2.3.2 Accommodate the learning environment to meet every child's needs.	2.3.3 Plan and implement evidence-based experiences that support inclusion,	2.3.4 Ensure that those in the child's environment are informed of current trends in educating and nurturing children with special needs. Identify and secure resources and services for children with special needs	2.3.5 Engage the community in assuring that every child is nurtured and supported.
<b>2.4. Indicators of Risk</b>	2.4.1 Recognize environmental and genetic factors that increase the likelihood of disabilities and/or developmental delays.	2.4.2 Identify risk factors, disabilities or delays that may indicate a need for special services or <b>accommodations</b> <sup>7</sup> .	2.4.3 Use knowledge of risk factors, developmental disabilities, and developmental delays to refer children for specialized services.	2.4.4 Help workers and families in securing consultants to assist with <b>assessments</b> and curriculum adaptations and <b>modifications</b> for children with special needs.	2.4.5 Investigate and communicate to others environmental and genetic factors correlated with disabilities and developmental delays.
<b>2.5. Individualized Family Service Plans (IFSPs) &amp; Individualized Education Programs (IEPs)</b>	2.5.1 Follow directions on implementing <b>IFSPs</b> and <b>IEPs</b> .	2.5.2 Implement goals from IFSPs and IEPs in daily routines and activities.	2.5.3 Develop, plan and assist in the creation of IFSPs and IEPs, including evaluation, <b>assessment</b> , and planning.	2.5.4 Analyze, evaluate and modify policies and procedures for IFSPs and IEPs.	2.5.5 Ensure consideration is given to cultural, linguistic and environmental influences for policies and procedures for IFSPs and IEPs.

<sup>7</sup> Terms in bold are defined in the Glossary.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>2.6. Recognizing &amp; Respecting Developmental Challenges</b>	2.6.1 Recognize and respect developmental challenges, such as cognitive, physical, emotional, or social delays or challenges.	2.6.2 Understand that developmental challenges have an impact on developmental rates and patterns.	2.6.3 Assess and modify the learning environment to accommodate individual differences in development and learning.	2.6.4 Communicate with others the importance of recognizing & respecting differences in development and how differences influence development.	2.6.5 Evaluate current research and theory on developmental variations associated with cognitive, physical, cognitive, emotional, or social delays or challenges and share this with others.
<b>3. Individual Differences</b>					
<b>3.1. Respecting Personality Differences</b>	3.1.1 Recognize and respect that each child has a unique personality and behavior style.	3.1.2 Understand unique differences in personality and temperament. Understand the impact of these differences on development and implement appropriate educational methods.	3.1.3 Create learning experiences based on knowledge of child development and awareness of children's unique personalities.	3.1.4 Analyze, evaluate and modify programs that respect and are responsive to differences in personalities, interest, and abilities.	3.1.5 Analyze and share how personality differences influence child growth and development.
<b>4. Influences on Development</b>					
<b>4.1. Influences on Development</b>	4.1.1 Recognize that genetic and environmental factors influence development.	4.1.2 Understand that environmental, biological, and maturational factors interact to influence development.	4.1.3 Implement practices with children that reflect knowledge of current theories and research on environmental and biological factors and their relationship to growth, risks, and delays in development.	4.1.4 Use current theories of factors on development.	4.1.5 Analyze and evaluate theories of environmental and biological factors on the development of children.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>4.2. Family as Primary Environment</b>	4.2.1 Recognize that family is the primary source of environmental influence on development.	4.2.2 Acknowledge that early childhood professionals can support families within the boundaries of best practices.	4.2.3 Provide support to families in the development of each child while being sensitive to their values and goals.	4.2.4 Plan programs and environments that support each family in their role as primary environment for children.	4.2.5 Research and develop ways to support families in their role as primary environment for children.
<b>4.3. Stress as Environmental Factor</b>	4.3.1. Recognize that stressful environmental situations affect behavior and development.	4.3.2 Understand that trauma and stress affect development and that supportive relationships play a crucial role in helping children cope.	4.3.3 Identify community services and resources for children and families, and make referrals as needed.	4.3.4 Obtain consultation services and secure collaborative agreements with community resources for children and families under stress.	4.3.5 Engage the community in developing and providing services and resources for children and families under stress.
<b>4.4. Variation in Cultural Practices</b>	4.4.1 Recognize that cultural practices vary from family to family.	4.4.2 Implement teaching methods and practices that are responsive to every child's linguistic and cultural diversity.	4.4.3 Design and maintain learning environments that are responsive to every child's linguistic and cultural diversity.	4.4.4 Analyze current theories and research to support each child's development, being responsive to linguistic and cultural diversity.	4.4.5 Critically analyze current knowledge, theories, research, and best practices to support each child's development while being responsive to linguistic and cultural diversity.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>5. Facilitation of Development</b>					
<i>5.1. Role of Relationships</i>	<p>5.1.1 Recognize the importance of safe, secure, caring, and responsive relationships with each child to promote optimal development.</p>	<p>5.1.2 Understand the need to provide environments that:</p> <ul style="list-style-type: none"> <li>○ Nurture emotional well-being</li> <li>○ Provide a secure base for children</li> <li>○ Reflect needs, abilities, and interests of every child.</li> </ul> <p>Encourage initiative and self-reliant exploration.</p> <p>Facilitate cooperative peer learning experiences (for children who are developmentally ready).</p> <p>Encourage appropriate emotional expression and emotional intelligence (e.g., help children develop social skills and empathy).</p>	<p>5.1.3 Design and implement environments that:</p> <ul style="list-style-type: none"> <li>○ Nurture emotional well-being</li> <li>○ Provide a secure base for children</li> <li>○ Reflect needs, abilities, and interests of every child.</li> </ul> <p>Model and help others develop competencies for developing relationships that enable each child's optimal development and learning.</p>	<p>5.1.4 Critically examine and communicate to others current evidence-based research on practices that enhance the development and learning of children from birth through age eight.</p>	<p>5.1.5 Develop and share with others best practices for developing safe, secure, caring and responsive relationships with every child to promote optimal development and learning.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>5.2. Role of Experience</b>	<p>5.2.1</p> <p>Recognize that young children learn through direct experiences.</p>	<p>5.2.2</p> <p>Understand the need to provide a variety of learning experiences that:</p> <ul style="list-style-type: none"> <li>Engage each child's natural curiosity and desire to learn new skills</li> <li>Are challenging but not overly difficult</li> <li>Are matched to the child's current skill level</li> <li>Apply theories of development and experiential learning to early childhood practices from birth to age eight.</li> </ul>	<p>5.2.3</p> <p>Design educational environments that support developmental change (facilitation, induction, maintenance) at the appropriate developmental time based on biological, emotional, social, and/or cognitive reasons.</p>	<p>5.2.4</p> <p>Critically examine and communicate to others current evidence-based research regarding the impact of personal experiences to facilitate optimal development.</p> <p>Integrate theory and research with practical application.</p>	<p>5.2.5</p> <p>Advocate for licensing regulations and quality standards that ensure environments provide high quality and developmentally appropriate practices to support early learning and develop stimulating, engaging learning experiences for young children.</p>
<b>5.3. Role of Play</b>	<p>5.3.1</p> <p>Recognize that play provides the optimal mode for facilitating physical, cognitive, social, and emotional development by actively engaging the whole child.</p>	<p>5.3.2</p> <p>Understand the need for playful activity versus adult-directed and controlled activity.</p>	<p>5.3.3</p> <p>Design educational environments and experiences that allow children to have ample time to engage in play.</p> <p>Provide information to families and others regarding the importance of play in the development of young children.</p>	<p>5.3.4</p> <p>Analyze, evaluate and modify the learning environment to facilitate development through a balance of child-centered play and adult-guided activities.</p>	<p>5.3.5</p> <p>Analyze current knowledge, theories, research, and best practices to support each child's development through age-appropriate play.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>5.4. Principles of Play</b>	<p>5.4.1 Recognize the necessity of providing every child with the time and materials to engage in playful activities.</p>	<p>5.4.2 Understand the importance of arranging the physical (materials, time, and space) and psychological environment to promote play, thus facilitating and enhancing development.</p> <p>Encourage play by following the lead of the child when appropriate and supporting a playful attitude, e.g., flexible rules, choice, make-believe, etc.</p>	<p>5.4.3 Plan and implement a variety of activities that utilize the principles of play in promoting development.</p>	<p>5.4.4 Communicate with others the current research regarding the principles of play in promoting development.</p>	<p>5.4.5 Advocate for excellence in programs serving young children from birth to age eight.</p>
<b>6. Collaboration</b>					
<b>6.1. Collaboration on Behalf of Children</b>	<p>6.1.1 Follow guidelines for implementing IFSPs and IEPs as provided by supervisor or consultants.</p>	<p>6.1.2 Collaborate with families and consultants in planning learning experiences to meet each child's individual needs and interests.</p>	<p>6.1.3 Work with families, community members, and early childhood professionals to advocate policies that nurture the development every child.</p>	<p>6.1.4 Use current knowledge and theories about developmental delays, developmental disabilities, and risk factors to advocate on behalf of young children with developmental delays and disabilities.</p>	<p>6.1.5 Collaborate with other early childhood professionals and communities to develop policies that nurture the growth and development of every child.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>6.2. Collaboration with Adults</b>	<b>6.2.1</b> Recognize the importance of working collaboratively with other professionals on behalf of young children.	<b>6.2.2</b> Cooperate with families, professionals and community members to enhance the learning environment.	<b>6.2.3</b> Work in partnership with other professionals, families, community members, and business leaders to promote optimal growth and development of young children.	<b>6.2.4</b> Use appropriate principles of psychology and human development when working with families, community members, business leaders, and other professionals to promote optimal developmental outcomes.	<b>6.2.5</b> Collaborate with other professionals to conduct inquiry to enhance growth and development of children from birth to age eight.

## Curriculum & Learning Environment

### Why?

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

Curriculum and the learning environment in early childhood care and education encompass several aspects. First, both curriculum and environment must be designed for the children. Secondly, learning takes place everywhere, so in planning the curriculum and preparing the environment, professionals must consider all areas in the early childhood setting – indoors and outdoors. Thirdly, time plays a substantial role in learning and development, and early childhood professionals should keep in mind the child's need to repeat, revisit, and reflect on earlier experiences leads to deeper understandings and consequently richer learning. Finally, **developmentally**

**appropriate**,<sup>8</sup> aesthetically pleasing and well-designed environments facilitate every child's relationships with people and materials, therefore laying the foundations for exploration, interaction, and meaningful connections.

### What?

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

- **Learning Environments** – They demonstrate knowledge social and emotional development, **approaches to learning**, language development and communication, cognitive development, and physical and motor development.
- **Learning Strategies** – They use knowledge of child development and learning to identify the strengths and challenges of children with typical and atypical development.
- **Curriculum** – They use practices that are responsive to the unique abilities, temperaments, learning styles, and genetic influences on young children as individuals.
- **Schedules, Routines, and Transitions** – They develop predictable, flexible, balance schedules, routines, and transitions that allow children's needs and interests to direct practices.
- **Physical Environment** – They strategically facilitate development by creating safe, nurturing environments that stimulate learning.

<sup>8</sup> Terms in bold are defined in the Glossary.

- **Materials and Equipment** – They identify and use high-quality materials and equipment that are carefully selected to ensure health and safety as well as to provide experiences that are appropriate for a variety of developmental levels, individual interests, and cultural backgrounds.
- **Collaboration** – They collaborate with other professionals, families, and community members to enhance the curriculum and environment for each child.

We need to ensure that the focus on academics and the push for achievement doesn't crowd out unexpected experiences that ignite the power of multiple skills, or deny children the opportunity to explore, to play in surprising ways, or to have joy shape their day.

Hernandez, L.A. (2010). Hopes, Dreams, Intentions. In Washington, V., & Andrews, J. D., *Children of 2020: Creating a Better Tomorrow* (pp. 19-23). Washington, D.C: Council for Professional Recognition.

### How?

The indicators on the following pages specify *how*, i.e., how the specific knowledge, behaviors, and practices of curriculum and the learning environment are demonstrated by early childhood professionals across the career lattice levels.



Career Lattice	1 Recognizing	2 Developing	3 Achieving	4 Extending	5 Advancing
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
Curriculum & Learning Environment	In the competency of Curriculum & Learning Environment, the early childhood professional will:				
1. Overall Learning Environment					
1.1. Components of Learning Environment	1.1.1 Recognize that physical and psychological components of the learning environment have dramatic effects on all areas of development, including: <ul style="list-style-type: none"><li>Motor skills</li><li>Learning</li><li>Social competence</li><li>Autonomy and responsibility</li><li>Emotional well-being.</li></ul>	1.1.2 Understand that the indoor and outdoor environments must support and integrate all developmental domains.	1.1.3 Develop, plan, select and/or create developmentally appropriate indoor and outdoor environments that support and integrate all developmental domains.	1.1.4 Analyze, evaluate, and modify learning environments to support developmental domains  Keep informed of current theory and research on integrated curriculum in early childhood learning environments and share that knowledge with others.	1.1.5 Review research regarding appropriate components of the learning environment.  Engage in the research and development of curriculum for early childhood learning environments.
1.2. Developmentally-Appropriate & Culturally-Responsive	1.2.1 Recognize the importance of	1.2.2 Understand the impact of various components of	1.2.3 Model strategies for and help others understand	1.2.4 Develop systematic plans for creating,	1.2.5 Analyze, evaluate, and recommend

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<i>Teaching</i>	<p>appropriate and culturally responsive interactions with children.</p> <p>Follow program guidelines that create an appropriate and responsive learning environment.</p> <p>Interact positively with each child.</p> <p>Encourage each child to participate in activities.</p> <p>Provide social and emotional support for each child to feel comfortable and safe.</p>	<p>the learning environment.</p> <p>Implement activities, set behavioral guidelines, organize the physical environment, and plan schedules that are developmentally appropriate and culturally responsive.</p>	<p>methods for creating developmentally appropriate and culturally responsive learning environments.</p>	<p>implementing, assessing, and modifying learning environments that are safe, appropriate for the developmental levels of the each child, and responsive to the children, families, and community.</p>	<p>developmentally appropriate and culturally responsive practices that promote learning environments that foster optimal growth and development.</p>
<i>1.3. Continuity of Care</i>	<p>1.3.1 Recognize the importance of providing a continuity of care for infants, toddlers, and young children.</p>	<p>1.3.2 Understand and articulate to family members the importance of continuity of care.</p> <p>Provide continuity of care over an extended period in order to nurture secure attachment relationships and emotional well-being.</p>	<p>1.3.3 Develop, plan, and create environments that allow caregivers to provide care for specific children for extended time periods.</p> <p>Model behaviors that assist others in understanding the importance of continuity of care for infants and toddlers from birth to three.</p>	<p>1.3.4 Analyze, evaluate and modify programs to ensure the provision of continuousness care for infants and toddlers from birth to three.</p>	<p>1.3.5 Advocate for licensing regulations and quality standards to ensure children receive continuous care from individual caregivers.</p> <p>Engage the community in the understanding and supporting continuity of care for infants and toddlers.</p>

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<b>2. Learning Strategies</b>					
<i>2.1. Effective Learning Strategies</i>	2.1.1 Recognize the importance of utilizing a variety of learning strategies.	2.1.2 Develop skill in: <ul style="list-style-type: none"> <li>○ Storytelling</li> <li>○ Implementing music and art experiences</li> <li>○ Planning and leading field trips</li> <li>○ Designing and leading group activities for children who are developmentally ready.</li> </ul>	2.1.3 Develop, plan, and create environments that utilize a variety of learning strategies including: <ul style="list-style-type: none"> <li>○ Play</li> <li>○ Small group projects</li> <li>○ Cooperative learning</li> <li>○ Open-ended questioning</li> <li>○ Conversation</li> <li>○ Problem solving</li> <li>○ Methods of inquiry.</li> </ul> Model and help others develop skills in a variety of teaching and learning strategies.	2.1.4 Encourage others to develop effective teaching and learning strategies by sharing up-to-date information on best practices derived from evidence-based research.	2.1.5 Advocate for licensing regulations and quality standards to ensure programs provide environments that utilize a variety of learning strategies for children.  Articulate, apply, analyze, and evaluate current theory and evidence-based research on appropriate learning strategies for young children.
<i>2.2. Encouraging Participation</i>	2.2.1 Recognize the importance of encouraging every child to participate in a variety of activities while remaining sensitive to individual preferences and choices.	2.2.2 Encourage every child to participate in activities, while also maintaining sensitivity to children's decisions about whether to participate and to what extent the participation will be.	2.2.3 Model strategies for encouraging every child to participate in activities while honoring preferences and choices.	2.2.4 Assess and modify practices to nurture skills for sensitive encouragement of participation.	2.2.5 Investigate decision-making in young children and assist programs in developing ways to encourage participation.
<i>2.3. Facilitating Curiosity, Exploration &amp; Play</i>	2.3.1 Recognize that curiosity, exploration, and play are the primary learning strategies of young children.	2.3.2 Understand the importance of providing developmentally-appropriate experiences that stimulate curiosity,	2.3.3 Model and nurture others' skills in creating developmentally-appropriate experiences that stimulate curiosity,	2.3.4 Stay current and inform others of the latest research and theory regarding strategic facilitation of curiosity,	2.3.5 Research and develop theories regarding strategic facilitation of curiosity, exploration, play, and creative

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		exploration, and play.	exploration, and play.	exploration, play, and creative expression.	expression.
<b>2.4. Articulating the Rationale for Play-Based Learning Strategies</b>	2.4.1 Recognize the importance of curiosity, exploration, and play and the contribution they make to learning and development.	2.4.2 Understand how curiosity, exploration, and play contribute to all domains of development.	2.4.3 Articulate to families and others how curiosity, exploration, and play facilitate learning and development.	2.4.4 Demonstrate and help others acquire skills for conveying how curiosity, exploration, and play facilitate learning and development.	2.4.5 Help community members and organizations appreciate the important role of curiosity, exploration, and play in children's development, and advocate for support of play environments, e.g., playgrounds and museums.
<b>2.5. Creating a Context that Supports Curiosity, Exploration &amp; Play</b>	2.5.1 Implement program guidelines for creating the psychological and physical context for curiosity, exploration, and play related to: <ul style="list-style-type: none"> <li>Physical and motor skills</li> <li>Cognitive development</li> <li>Social engagement</li> <li>Emotional expression</li> <li>Linguistic development.</li> </ul>	2.5.2 Create learning environments which provide a supportive context for exploration and play through such strategies as: <ul style="list-style-type: none"> <li>Mutually engaging interaction</li> <li>Reciprocal exchange of actions/words</li> <li>Turn-taking.</li> </ul>	2.5.3 Develop, plan, and create environments optimal for the facilitation of learning and development through curiosity, exploration, and play.	2.5.4 Analyze, evaluate and modify environments to ensure opportunities for learning through curiosity, exploration and play.  Provide leadership for continuous improvement of program environment in order to facilitate curiosity, exploration, and play	2.5.5 Advocate for licensing regulations and quality standards to ensure environments that support learning through curiosity, exploration and play.  Conduct research/investigate evidence-based best practices/methods for providing a context that supports curiosity, exploration, and play.
<b>2.6. Sequential Patterns of Development in Exploration &amp; Play</b>	2.6.1 Recognize that each child develops individually and exhibits different types of physical, cognitive, social, and emotional behaviors.	2.6.2 Understand the changes in play behaviors that typically occur as development proceeds.	2.6.3 Share with others the developmental progression of exploration and play behaviors for children with typical development.	2.6.4 Keep informed of current trends in research and theory on the patterns of development in exploration and play.	2.6.5 Articulate, apply, analyze and evaluate current theory and evidence-based research on the patterns of development in exploration and play.

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<b>2.7. Adapting Learning Environments to Support Learners with Atypical Developmental Patterns</b>	2.7.1 Follow instructions to modify the learning environment to support curiosity, exploration, and play among children with atypical patterns of development.	2.7.2 Independently adapt the learning environment to support curiosity, exploration, and play among children with atypical patterns of development.	2.7.3 Develop, plan, and create environments that support curiosity, exploration, and play among children with atypical development.  Model and help others learn ways to adapt the environment to provide optimal support for curiosity, exploration, and play among children with atypical patterns of development.	2.7.4 Analyze, evaluate and modify environmental factors that provide adaptive support for curiosity, exploration, and play among learners with atypical development.	2.7.5 Advocate for licensing regulations and quality standards to promote evidence-based best practices to support learners with atypical development.  Articulate, apply, analyze and evaluate current theory and evidence-based research to explore new and better ways to optimize learning environments in order to meet the needs of every child.
<b>3. Curriculum</b>					
<b>3.1. Curriculum Philosophy</b>	3.1.1 Identify basic ideas that guide curriculum development.	3.1.2 Understand the relationship between philosophical ideas and curriculum implementation.	3.1.3 Develop a written philosophical statement that guides curriculum development.	3.1.4 Provide leadership for developing curriculum philosophy.	3.1.5 Collaborate with other early childhood professionals and community members to develop philosophies of curriculum.
<b>3.2. Curriculum Framework</b>	3.2.1 Recognize that the goals for learning should be framed within the context of learning standards.	3.2.2 Understand the importance of aligning the curriculum with the Arizona Early Learning Standards, or Arizona Infant and Toddler Developmental Guidelines, or Arizona Academic Standards, as appropriate.	3.2.3 Develop, plan, select and/or create a developmentally appropriate early education curriculum to support the development of the whole child.  Clearly align the curriculum with the	3.2.4 Analyze, evaluate and modify the early childhood setting to ensure the implementation of a high quality curriculum that incorporates thoughtful planning and design.  Demonstrate methods	3.2.5 Provide leadership for curriculum development.

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			<p>Arizona Early Learning Standards, or Arizona Infant and Toddler Developmental Guidelines, or Arizona Academic Standards, as appropriate.</p> <p>Reflect the national, current, research-based practices for young children as established by professional organizations.</p> <p>Emphasize the process of learning as well as the content of what is learned.</p> <p>Capitalize on children's natural curiosity to promote language, thinking, and problem solving.</p>	and techniques to assist others to improve skills in adapting curriculum to foster gradual and continuous acquisition and integration of skills among learners.	
<i>3.3. Social &amp; Emotional Development</i>	<p>3.3.1 Recognize the importance of using attentive, responsive methods to help children's socio-emotional development.</p>	<p>3.3.2 Understand the importance of providing a variety of attentive, responsive methods to facilitate each child's social and emotional development.</p> <p>Implement experiences, based on individual children's progress, to facilitate gradual and continuous mastery of</p>	<p>3.3.3 Develop, plan, and create an environment which supports children's development of:</p> <ul style="list-style-type: none"> <li>○ Trust and emotional security</li> <li>○ Self-awareness</li> <li>○ Recognition and expression of feelings</li> <li>○ Self-regulation, i.e., how to manage or regulate one's</li> </ul>	<p>3.3.4 Analyze, evaluate and modify the setting to ensure it provides support for the socio-emotional development of children.</p> <p>Support the continuous improvement of social-emotional curriculum using best practices derived from evidenced-based research.</p>	<p>3.3.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding best practices for promoting social and emotional development.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices for promoting</p>

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		these skills.	behavior <ul style="list-style-type: none"> <li>Attachment</li> <li>Social interactions</li> <li>Relationships with other children</li> <li>Respect.</li> </ul> Plan social/emotional growth experiences, for children based on observation and <b>assessment</b> of individual children's growth Model and help others acquire proficient skills to facilitate children's social and emotional development. Ensure that activities that are appropriate, culturally responsive, and adapted for children with special needs.		social and emotional development.
<b>3.4. Approaches to Learning</b>	3.4.1 Recognize the importance of providing opportunities for each child to develop adaptive approaches to learning.	3.4.2 Understand the importance of using a variety of approaches to support each child's adaptive approaches to learning.	3.4.3 Develop, plan, and create an environment which supports children's development of: <ul style="list-style-type: none"> <li>Initiative and curiosity</li> <li>Attentiveness and persistence</li> <li>Confidence</li> <li>Creativity and inventiveness</li> <li>Reasoning and problem solving.</li> </ul>	3.4.4 Analyze, evaluate and modify the setting to ensure it the provision of opportunities for each child to develop adaptive approaches to learning among young children. Support the continuous improvement of curriculum goals that employ adaptive <b>approaches to learning</b>	3.4.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the development of <b>approaches to learning</b> in young children. Advocate for licensing regulations and quality standards to ensure children experience best

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			<p>Plan experiences, for children that support each child's natural approach to learning based on observation and <b>assessment</b> of individual children</p> <p>Model and help others to develop proficiency in nurturing each child's adaptive approaches in learning.</p> <p>Ensure that the planning and implementation of approaches to learning activities are appropriate, culturally responsive, and adapted for children with special needs.</p>	among young children.	practices for promoting the development of approaches to learning.
<i>3.5. Language Development, Communication &amp; Literacy</i>	<p>3.5.1 Recognize the importance of providing opportunities for each child to develop language, communication, and literacy skills.</p>	<p>3.5.2 Understand the importance of providing a variety of approaches to support the language development, communication skills, and literacy of children.</p> <p>Implement language development and communication activities based on the on-going formative <b>assessment</b> of children's abilities, interests, and individual</p>	<p>3.5.3 Develop, plan, and create an environment which supports children's development of:</p> <ul style="list-style-type: none"> <li>○ Receptive language understanding</li> <li>○ Expressive language and communication skills</li> <li>○ Vocabulary</li> <li>○ Emergent literacy/literacy</li> </ul> <p>Clearly align language</p>	<p>3.5.4 Analyze, evaluate, and modify the language development, communication, and literacy curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced based best practices derived from research.</p>	<p>3.5.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding language development, communication, and literacy.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices for to enhance language development,</p>



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		learning needs.	<p>and literacy activities with the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play-based language and literacy activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of language and literacy skills.</p> <p>Using observation and <b>assessment</b> data plan language and literacy activities for children that are appropriate to the developmental level and learning abilities of individual learners.</p> <p>Model skills that promote language development, communication and literacy.</p> <p>Ensure that the planning, implementation and facilitation of language, communication, and literacy activities are appropriate, culturally</p>		communication, and literacy.

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			responsive, and adapted for children with special needs.		
<i>3.6. Learning about Mathematics</i>	<p>3.6.1 Recognize the importance of providing developmentally-appropriate opportunities for each child to explore and play with hands-on experiences and concrete materials related to mathematics.</p>	<p>3.6.2 Understand the importance of providing a variety of developmentally appropriate activities to support the mathematical skills of children.</p> <p>Implement mathematics activities based on the on-going formative <b>assessment</b> of children's abilities, interests, and individual learning needs.</p>	<p>3.6.3 Develop, plan, and create an environment which supports children's development of:</p> <ul style="list-style-type: none"> <li>○ Counting and cardinality</li> <li>○ Determining quantity</li> <li>○ Sorting and classifying</li> <li>○ Sorting</li> <li>○ Creating sets</li> <li>○ Measuring</li> <li>○ Exploring addition and subtraction</li> <li>○ Making patterns</li> <li>○ Spatial reasoning and shapes.</li> </ul> <p>Clearly align mathematics activities with the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play-based mathematic activities that are integrated with other curriculum content areas across multiple domains</p>	<p>3.6.4 Analyze, evaluate, and modify the mathematics curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced based best practices derived from research.</p>	<p>3.6.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the development of mathematical skills by young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the development of mathematical skills.</p>

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			<p>and that facilitate gradual and continuous development of mathematical skills.</p> <p>Using observation and <b>assessment</b> data plan mathematic activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Model skills that promote the mathematical skills of children and adults</p> <p>Ensure that the planning, implementation and facilitation of mathematic activities are appropriate, culturally responsive, and adapted for children with special needs.</p>		
<i>3.7. Learning about Science</i>	<p>3.7.1 Recognize the importance of providing developmentally-appropriate opportunities for each child to explore, experiment, play, and use creative expression related to understanding science areas.</p>	<p>3.7.2 Understand the importance of using providing a variety of developmentally appropriate activities to support the science skills of young children.</p> <p>Implement science activities based on the on-going formative <b>assessment</b> of children's abilities, interests, and individual</p>	<p>3.7.3 Develop, plan, and create an environment which supports children's development of</p> <ul style="list-style-type: none"> <li>○ Exploration, observation, and hypotheses</li> <li>○ Investigation</li> <li>○ Analysis and conclusions</li> <li>○ Communication.</li> </ul> <p>Clearly align science activities with the Arizona</p>	<p>3.7.4 Analyze, evaluate, and modify the science curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced based best practices derived from research.</p>	<p>3.7.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the development of science skills by young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the development of science</p>

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		learning needs.	<p>Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play-based science activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of scientific concepts.</p> <p>Using observation and <b>assessment</b> data plan scientific activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of science activities are appropriate, culturally responsive, and adapted for children with special needs.</p>		skills.
<i>3.8. Learning about Social Studies</i>	3.8.1 Recognize the importance of providing opportunities for children to learn about family, community, and time.	3.8.2 Understand the importance of using providing a variety of developmentally appropriate activities to support the social studies	3.8.3 Develop, plan, and create an environment that supports children's understanding of social studies.	3.8.4 Analyze, evaluate, and modify the social studies curriculum in order to facilitate continuous curriculum improvements and ensure	3.8.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the development of social

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		<p>understanding of young children.</p> <p>Implement social studies activities based on the on-going formative <b>assessment</b> of children's abilities, interests, and individual learning needs.</p> <p>Provide props and materials to extend children's play and learning related to interactions among people, resources, and communities.</p>	<p>Clearly align social studies activities with the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play-based social studies activities that are integrated with other curriculum content areas and across multiple domains and facilitate gradual and continuous development of scientific concepts</p> <p>Using observation and <b>assessment</b> data, plan social study activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of social studies activities are appropriate, culturally responsive, and adapted for children with special needs.</p>	<p>implementation of evidenced-based best practices derived from research.</p>	<p>studies understanding by young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the children's understanding of social studies.</p>

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<b>3.9. Learning about Fine Arts</b>	<p>3.9.1 Recognize the importance of stimulating and nurturing each child's creativity through fine arts experiences.</p>	<p>3.9.2 Understand the importance of using providing a variety of developmentally appropriate activities to support the fine arts skills and creativity of young children</p> <p>Implement fine arts activities based on the on-going formative <b>assessment</b> of children's abilities, interests, and individual learning needs.</p>	<p>3.9.3 Develop, plan, and create an environment which stimulates and nurtures each child's creativity through a daily balance of developmentally appropriate and independent experiences in:</p> <ul style="list-style-type: none"> <li>○ Movement, music, and dance</li> <li>○ Dramatic activities</li> <li>○ Visual arts</li> </ul> <p>while emphasizing the process of creating art rather than a product.</p> <p>Clearly align fine arts activities with the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play-based fine art activities that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of fine arts appreciation and skills that set the precedent for lifelong</p>	<p>3.9.4 Analyze, evaluate, and modify the fine arts curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced-based best practices derived from research.</p>	<p>3.9.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the development of fine arts appreciation and skills by young children.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the development of fine arts appreciation and skills by young children.</p>

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			<p>engagement in the fine arts.</p> <p>Using observation and <b>assessment</b> data plan fine art activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of fine art activities are appropriate, culturally responsive, and adapted for children with special needs.</p>		
<i>3.10. Learning about Physical Development, Health, Safety, and Nutrition</i>	<p>3.10.1 Recognize the importance of play-based physical and motor activities that fosters physical development and children's understanding of health, safety, and nutrition.</p> <p>Recognize the importance of providing regular opportunities for every child to use health and safety practices, such as: moving/exercising, eating nutritious foods, relaxing, resting, washing hands, brushing teeth, preventing accidents, practicing safety rules,</p>	<p>3.10.2 Understand the importance of using providing a variety of developmentally appropriate activities to support the physical development and children's understanding of health, safety, and nutrition.</p> <p>Implement activities related to physical development, health, safety, and nutrition based on the on-going formative <b>assessment</b> of children's abilities, interests, and individual learning needs.</p>	<p>3.10.3 Develop, plan, and create an environment that emphasizes play-based physical and motor activities that foster development of skills in the areas of:</p> <ul style="list-style-type: none"> <li>o Gross motor development</li> <li>o Fine motor development</li> </ul> <p>as well as an understanding of personal health, safety, nutrition, and hygiene practices.</p> <p>Clearly align activities related to physical development, health, safety, and nutrition with</p>	<p>3.10.4 Analyze, evaluate, and modify the physical development, health, safety, and nutrition curriculum in order to facilitate continuous curriculum improvements and ensure implementation of evidenced-based best practices derived from research.</p>	<p>3.10.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding children's physical development and understanding of personal health, safety, nutrition, and hygiene practices.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to enhance the physical development and understanding of personal health, safety, nutrition, and hygiene practices.</p>

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
	<p>preventing harm to one's body, getting routine medical care.</p> <p>Recognize the importance of providing opportunities for children to learn about, ask questions, and use stories and play-based activities to reduce anxiety about medical concepts (e.g., immunizations, dentist, and hospital).</p>		<p>the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Develop and plan play-based activities related to physical development, health, safety, and nutrition that are integrated with other curriculum content areas across multiple domains and that facilitate gradual and continuous development of children's understanding of physical development, health, safety, and nutrition.</p> <p>Using observation and <b>assessment</b> data plan physical development, health, safety, and nutrition activities for children that are appropriate to the developmental level and learning abilities of individual children.</p> <p>Ensure that the planning, implementation and facilitation of physical development, health, safety, and nutrition activities are appropriate, culturally responsive, and</p>		



<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
			adapted for children with special needs.		
<b>4. Schedules, Routines, &amp; Transitions</b>					
<i>4.1. Predictable and Flexible Schedules &amp; Transitions</i>	<p>4.1.1 Follow program guidelines for implementing schedules and transitions.</p>	<p>4.1.2 Implement consistent, predictable routines and schedules.</p> <p>Observe, identify and discuss how predictable and flexible schedules, routines, and transitions support each child's needs, interests, and developmental</p> <p>Conduct and manage daily activities and routines in a way that maximizes opportunities for growth, development, and learning.</p>	<p>4.1.3 Develop, plan, and implement a program that is predictable, with a flexible schedule and includes routines and appropriate transitions.</p>	<p>4.1.4 Analyze, evaluate, and modify the routines, schedules, and transitions to maximize the growth, development and learning of children.</p>	<p>4.1.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the implementation of predictable and flexible routines, schedules, and transitions.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience best practices to through the implementation of predictable and flexible schedules and transitions.</p>
<i>4.2. Balanced Schedules</i>	<p>4.2.1 Follow program guidelines for implementing schedules.</p>	<p>4.2.2 Implement plans that contain a varied and balanced schedule.</p> <p>Observe, identify and discuss how balanced schedules support each child's needs, interests, and developmental</p> <p>Conduct and manage</p>	<p>4.2.3 Develop, plan, and implement a program with varied and balanced schedules that includes:</p> <ul style="list-style-type: none"> <li>Indoor and outdoor experiences</li> <li>Active and quiet activities</li> <li>Individual as well as group (if age/stage appropriate) opportunities for</li> </ul>	<p>4.2.4 Analyze, evaluate, and modify the daily schedule to ensure continuous improvement in scheduling and planning variation and balance in schedules.</p>	<p>4.2.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the implementation of varied and balanced schedules to ensure that every child's needs, interests, and developmental levels are addressed.</p>

<b><i>Career Lattice</i></b>	<b><i>1 Recognizing</i></b>	<b><i>2 Developing</i></b>	<b><i>3 Achieving</i></b>	<b><i>4 Extending</i></b>	<b><i>5 Advancing</i></b>
		daily activities and routines in a way that maximizes opportunities for growth, development, and learning.	learning and creative expressions <ul style="list-style-type: none"> <li>○ Child-initiated activities and adult-directed activities.</li> </ul>		Advocate for licensing regulations and quality standards to ensure children experience best practices to through the implementation of varied and balanced schedules.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>5. Physical Environment</b>					
<p><i>5.1. Environments That Nurture Development</i></p>	<p>5.1.1 Follow program guidelines for maintaining safe, comfortable, healthy environments.</p> <p>Recognize the elements of the environment that support each child's active exploration.</p>	<p>5.1.2 Observe, identify and discuss how elements of the environment support each child's active exploration.</p> <p>Conduct and manage daily activities and routines in a way that maximizes opportunities for growth, development, and learning.</p>	<p>5.1.3 Develop, plan, and implement environments that evolve from children's needs, interests, experiences and culture and that facilitate independence, exploration and discovery, and that stimulate learning across content areas. The environment should also encourage</p> <ul style="list-style-type: none"> <li>○ Active involvement,</li> <li>○ Taking initiative,</li> <li>○ Accepting responsibility, and</li> <li>○ A growing sense of autonomy</li> </ul> <p>through the selection and use of materials and equipment that are appropriate for individual learning, developmental levels, special needs, and the languages and cultures in Arizona.</p> <p>Provide individual and cooperative opportunities for every child to learn through various strategies that include decision-making, problem-solving, and inquiry experiences.</p>	<p>5.1.4 Analyze, evaluate, and modify indoor and outdoor physical environment to ensure safety, comfort and developmental appropriateness and to maximize the growth, development and learning of children.</p> <p>Demonstrate for others the skills necessary to organize the indoor and outdoor physical environment to ensure safety, comfort and developmental appropriateness and maximize the growth, development and learning of children.</p>	<p>5.1.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding the creation and implementation of safe, comfortable, and healthy environments to ensure that every child's needs, interests, and developmental levels are addressed.</p> <p>Advocate for licensing regulations and quality standards to ensure children experience safe, comfortable, and healthy environments</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>5.2. Monitoring Physical Environment</b>	<p>5.2.1 Follow program guidelines for monitoring and maintaining the physical environments.</p>	<p>5.2.2 Observe, identify and discuss the importance of monitoring the physical environment.</p> <p>Conduct and manage daily activities and routines while monitoring the physical environment and making appropriate modifications.</p>	<p>5.2.3 Develop, plan, and implement appropriate monitoring of the physical environment to ensure:</p> <ul style="list-style-type: none"> <li>○ Safety</li> <li>○ Unobstructed pathways</li> <li>○ Ability to see and hear all children at all times</li> <li>○ Variety of activities to meet diverse levels of development</li> <li>○ Nurturing of decision-making, autonomy, and creativity</li> <li>○ Access to materials and activities for all children, including those with special needs</li> <li>○ Storage for personal belongings</li> <li>○ Minimization of interruptions</li> <li>○ Active and quiet activities</li> <li>○ Support of individual and group activities.</li> </ul>	<p>5.2.4 Analyze, evaluate, and modify the physical environment to ensure safety, comfort and developmental appropriateness and to maximize the growth, development and learning of children.</p> <p>Develop methods, procedures, and guidelines for monitoring the physical environment.</p>	<p>5.2.5 Articulate, apply, analyze and evaluate current theory and evidence-based research regarding monitoring of the physical environment to ensure the safety of every child.</p> <p>Advocate for licensing regulations and quality standards to ensure the safety of every child.</p>
<b>5.3. Current Trends in Environmental Design</b>	<p>5.3.1 Implement changes in the learning environment as directed.</p>	<p>5.3.2 Observe, identify and discuss the importance of adapting environments based current information and trends in learning environment design.</p>	<p>5.3.3 Develop, plan, and implement optimal environments for young children taking into account current information and trends in learning environment design.</p>	<p>5.3.4 Analyze, evaluate, and modify the environment to continually update the design of the indoor and outdoor learning environments.</p>	<p>5.4.5 Articulate, apply, analyze and evaluate current theory and evidence-based research related to the design of indoor and outdoor early childhood environments.</p>

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		Implement changes in physical environments based on current information on environmental design.			
<b>6. Materials &amp; Equipment</b>					
<i>6.1. Materials Appropriate to Age &amp; Ability</i>	6.1.1 Recognize the importance of using clean, safe, and developmentally-appropriate materials.	6.1.2 Observe, identify and discuss the importance of using developmentally appropriate materials that foster initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving.  Implement strategies to ensure the availability of developmentally-appropriate materials and manipulatives for every child.	6.1.3 Develop, plan, select, and/or create developmentally appropriate materials and equipment that fosters initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving.	6.1.4 Analyze, evaluate, and modify the availability of developmentally appropriate materials and equipment that foster initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving.	6.1.5 Articulate, apply, analyze and evaluate current theory and evidence-based research related to developmentally-appropriate materials and equipment.  Advocate for licensing regulations and quality standards to ensure children are provided with developmentally appropriate materials and equipment that fosters initiative, curiosity, attentiveness, persistence, confidence, creativity, reasoning, and problem-solving.
<i>6.2. Culturally Responsive Materials &amp; Equipment</i>	6.2.1 Recognize the importance of using learning materials and equipment that is culturally responsive.	6.2.2. Observe, identify and discuss the importance of learning experiences that involve materials, literature and equipment that demonstrates diversity in developmental abilities, family composition, and cultural backgrounds.	6.2.3 Develop, plan, select, and/or create materials and equipment that that demonstrates diversity in developmental abilities, family composition, and cultural backgrounds.	6.2.4 Analyze, evaluate, and modify the selection and use of materials and equipment that demonstrates diversity in developmental abilities, family composition, and cultural backgrounds and encourages respectful relationships among all	6.2.5 Articulate, apply, analyze and evaluate current theory and evidence-based research related to culturally responsive materials and equipment.  Advocate for licensing regulations and quality standards to ensure

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				people.	children are provided culturally responsive materials and equipment.
<b>6.3. Variety in Materials &amp; Equipment</b>	6.3.1 Recognize the importance of rotating learning materials and equipment to provide variety in children's experiences and to stimulate new interests.	6.3.2 Observe, identify and discuss the importance of implementing learning experiences that provide exposure to a wide range of materials and equipment.	6.3.3. Develop and implement plan to rotate materials and equipment to challenge learners to acquire new interests and skills.	6.3.4 Analyze, evaluate, and modify the selection of materials and equipment that is provided on a rotating basis.  Encourage families, staff, and others to provide materials and equipment to children on a rotating basis.	6.3.5 Articulate, apply, analyze and evaluate current theory and evidence-based research related to children's exposure to a variety of materials and equipment.  Advocate for licensing regulations and quality standards to ensure children are provided learning experiences that provide exposure to a wide range of materials and equipment.
<b>7. Collaboration</b>					
<b>7.1. Collaborating with Peers to Improve the Learning Environment</b>	7.1.1 Recognize the importance of collaboration with other professionals to enhance the learning environment.	7.1.2 Observe, identify and discuss the importance of participation in various avenues of collaboration with others to improve the learning environment, such as professional meetings, trainings, e-mail Listserv discussions, etc.	7.1.3 Actively collaborate with other professionals to create ways to enhance the physical and psychological aspects of the learning environment.	7.1.4 Support collaboration among staff members.  Provide leadership and time for providers to establish and maintain collaborative opportunities designed to enhance skills in improving the learning environment.	7.1.5 Analyze and evaluate current theory and evidence-based research with other professionals on ways to improve the learning environment.
<b>7.2. Collaborating with Community to Improve</b>	7.2.1 Recognize the importance of	7.2.2 Observe, identify and discuss the importance	7.2.3 Demonstrate a variety of strategies to achieve	7.2.4 Demonstrate leadership by establishing positive	7.2.5 Take leadership in promoting early

<b><i>Career Lattice</i></b>	<b><i>1 Recognizing</i></b>	<b><i>2 Developing</i></b>	<b><i>3 Achieving</i></b>	<b><i>4 Extending</i></b>	<b><i>5 Advancing</i></b>
<b><i>Learning the Environment</i></b>	establishing and maintaining positive relationships with families, colleagues, businesses, and the larger community to develop an effective learning environment.	of establishing and maintaining positive relationships with families, colleagues, businesses, and the larger community.  Practice verbal, non-verbal, and written communication skills to develop positive working relationships with others.	positive working relationships with families, colleagues, businesses, and the larger community to optimize the learning environment.	relationships with families, colleagues, businesses, and the larger community.  Promote continuous community collaboration.	childhood education with families, colleagues, businesses, academia, and local, state, and federal governments.





# Child Observation & Assessment

## Why?

Observation and **assessment**<sup>9</sup> form an ongoing cycle that is the basis for making educational decisions, informing curriculum planning and evaluating goals for children and programs. Both must be done intentionally and provide a rationale for curriculum planning, teaching strategies, adjustments, **accommodations** and referrals. Professionals working with young children must observe constantly and maintain documentation of these observations which must take place in all spaces, at all times, and over time so as to form the most complete picture possible of a child.

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

professionals in an appropriate and confidential manner.

## What?

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

- **Child Growth and Development** – They understand sequences of typical development.
- **Observation** – They demonstrate skillful use of observation to identify children's interests, abilities, and areas for growth, information which is shared with families to celebrate growth and support joint efforts to address concerns and challenges.
- **Documentation** – They employ a variety of tools and work samples to document children's behaviors, creative constructions and playful activity throughout the day.
- **Curriculum** – They use observational information for the purpose of modifying the curriculum, instruction, and learning environment.
- **Family Relationships** – They value information shared by families about their child's interests, activities, behaviors, developmental progress, health and prior experiences.
- **Communication** – They are able to establish effective, two-way communication with families and forge partnerships. They demonstrate understanding of the influences of family, environment, **culture**, language, and diverse ways of learning.
- **Assessment** – They select procedures and instruments which are valid, reliable, and sensitive to the cultural and linguistic background of the child which include:

Being with a child is largely a matter of becoming receptive to what lies all around you. It is learning again to use your eyes, ears, nostrils, and fingertips, opening up the disused channels of sensory impression. One way to open your senses to unnoticed beauty is to ask yourself, "What if I had never seen this before?"

Carson, R. (2000). In Curtis, C., & Carter, M., *The Art of Awareness: How Observation Can Transform Your Teaching* (p. 33). St. Paul, MN: Redleaf Press.

- Informal assessments and initial screenings which assist in determining a need for additional assessment and/or consultation
- Formal standardized assessments used to screen and serve children who may need medical or educational intervention.
- **Multi-Disciplinary Teams** – They possess knowledge of community resources, experts, and services, and promote collaboration in the development of Individual Family Service Plans (**IFSP**'s) and Individualized Educational Programs (**IEP**'s).

## How?

The indicators on the following pages specify *how*, i.e., how the specific knowledge, behaviors, and practices of observation and assessment are demonstrated by early childhood professionals across the career lattice levels.

<sup>9</sup> Terms in bold are defined in the Glossary.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
<b>Child Observation &amp; Assessment</b>	In the competency of Child Observation & Assessment, the early childhood professional will:				
<b>1. Assessment Plans &amp; Procedures</b>					
<i>1.1. Assessment Planning</i>	1.1.1 Follow instructions for implementing assessment plans, maintaining records, and collecting work samples.	1.1.2 Identify sources of assessment data, e.g., work samples, observations, parental interviews, and anecdotal records, to document development, behaviors, and interests on a regular basis.	1.1.3 Develop plans and procedures for ongoing assessment of individual children using both formal and informal assessments focused on behavior and development in order to identify: <ul style="list-style-type: none"> <li>o Interests</li> <li>o Needs</li> <li>o Developmental progress</li> <li>o Possible need for diagnostic testing.</li> </ul>	1.1.4 Create systematic plans and procedures for ongoing assessment of children in all areas of behavior and development. The professional will: <ul style="list-style-type: none"> <li>o Use assessment tools that are valid, reliable, and sensitive to diverse cultural and linguistic backgrounds</li> <li>o Create schedules for ongoing and periodic collection of assessment data</li> <li>o Plan methods to communicate assessment results with families</li> </ul>	1.1.5 Articulate, analyze, evaluate and apply current theory, research, and policy on assessment.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>1.2. Assessment Procedures</b>	<p>1.2.1</p> <p>Recognize the importance of observing and gathering information relating to children's development.</p>	<p>1.2.2</p> <p>Observe, identify and discuss the importance of using a variety of methods for documenting development on an on-going basis.</p>	<p>1.2.3</p> <p>Develop, plan, select, and schedule procedures for health and developmental screening using informal and /or informal methods which:</p> <ul style="list-style-type: none"> <li>○ Are reliable and valid</li> <li>○ Are sensitive to dual language learners and/or children with special needs.</li> </ul> <p>Methods for assessment of development and progress towards curriculum goals should include but are not limited to:</p> <ul style="list-style-type: none"> <li>○ Measure</li> <li>○ Observations</li> <li>○ Checklists</li> <li>○ Work sampling</li> <li>○ Rating scales.</li> </ul> <p>Assessment should focus on progress in developmental areas of:</p> <ul style="list-style-type: none"> <li>○ Cognitive/verbal</li> <li>○ Social/emotional</li> <li>○ Physical</li> </ul>	<p>1.2.4</p> <p>Analyze, evaluate, and modify assessment procedures by planning, implementing, evaluating, and revising as needed with attention to:</p> <ul style="list-style-type: none"> <li>○ Staff training</li> <li>○ Sensitivity towards cultural and linguistic backgrounds</li> <li>○ Periodic health and development milestones</li> <li>○ Follow-up with norm-referenced assessment where indicated</li> <li>○ Adaptation of curriculum based on assessment</li> <li>○ Procedures for intervention if needed.</li> </ul>	<p>1.2.5</p> <p>Articulate, analyze, evaluate and apply current theory, research, and policy on developmentally appropriate <b>authentic assessments</b>.</p> <p>Advocate for licensing regulations and quality standards to ensure the use of reliable and valid authentic assessments that are sensitive to dual language learners and/or children with special needs.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>1.3. Individualized Family Service Plans (IFSPs) &amp; Individualized Education Program (IEPs)</b>	1.3.1 Recognize the role assessment plays in IFSPs and IEPs.	1.3.2 Use assessment data to construct IFSPs and IEPs.	1.3.3 Integrate data from a variety of sources to make decisions and to create IFSPs and IEPs.	1.3.4 Analyze, evaluate, and modify a program's use of assessment data to construct IFSPs and IEPs.	1.3.5 Select and interpret information from developmental screening and standardized assessment instruments to construct IFSPs and IEPs.
<b>1.4. Responsive Use of Assessment Data</b>	1.4.1 Recognize the importance of tailored approaches needed for implementation of IFSPs and IEPs.	1.4.2 Observe, identify and discuss the importance of using assessment data to design the learning environment and plan activities based on individual needs and skills.	1.4.3 Identify relevant environmental risk factors that impact developmental progress and recommend referrals for diagnostic testing and special services.	1.4.4 Provide support and resources for staff to facilitate: <ul style="list-style-type: none"> <li>○ Implementation of curricula based on assessments</li> <li>○ Consultative services needed for diagnostic testing and implementation of recommendation.</li> </ul>	1.4.5 Ensure consideration is given to cultural, linguistic and environmental influences during the planning, selecting, adapting, and implementing assessment.
<b>1.5. Multidisciplinary Teams</b>	1.5.1 Provide information as requested by the multidisciplinary team.	1.5.2 Participate as a member of a multidisciplinary assessment team when needed.	1.5.3 Initiate request for multidisciplinary assessments as needed and participate as team member when appropriate.	1.5.4 Coordinate arrangements for multidisciplinary assessment when needed.	1.5.5 Foster and maintain professional relationships across disciplines in order to create collaboration within the community.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>2. Communication with Families</b>					
<i>2.1. Listening to &amp; Learning from Families</i>	2.1.1 Recognize the importance of listening attentively to information shared by family members so information and notes can inform planning.	2.1.2 Observe, identify, and discuss the importance of listening to and learning from family members.  Implement a systematic approach to ensure on-going communication with families.	2.1.3 Develop, plan, select, and/or create systematic approach for communication with family members.  Model positive communication skills and procedures to gain information from family members.	2.1.4 Involve families in the creation of a system for sharing information from observations and/or assessments between professionals and family members.  Demonstrate and assist others with the development of effective communication skills.	2.1.5 Articulate, analyze, evaluate and apply current theory, research, and policy on effective communication with families.
<i>2.2. Sharing Assessment Results</i>	2.2.1 Recognize the importance of sharing assessment results with family members at appropriate times.	2.2.2 Observe, identify, and discuss the importance of using a variety of formal and informal methods to share observations and assessments in a respectful and sensitive manner.	2.2.3 Plan and implement regular (two or three times a year) conferences are held to share: <ul style="list-style-type: none"> <li>o Child's progress</li> <li>o Information gained from assessments</li> <li>o Use of assessment results.</li> </ul> Demonstrate sensitivity to family values, culture, and home language.	2.2.4 Analyze, evaluate, and modify policies and procedures to guide staff in sharing of assessment results and the implementation of conferences with families.	2.2.5 Articulate, analyze, evaluate and apply current theory, research, and policy for communication of assessment information.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>3. Confidentiality</b>					
<i>3.1. Maintaining Confidentiality</i>	<p>3.1.1 Recognize the importance of maintaining confidentiality of assessment outcomes at all times.</p>	<p>3.1.2 Observe, identify, and discuss the importance of demonstrating sensitivity to and maintaining confidentiality guidelines when communicating and collaborating with families and other professionals.</p> <p>Implement confidentiality guidelines when communicating and collaborating with families and other professionals.</p>	<p>3.1.3 Develop, plan, and implement a systematic approach to maintaining confidentiality of individual child assessment results.</p> <p>Demonstrate guidelines and methods of maintaining confidentiality.</p>	<p>3.1.4 Inform staff and families of the confidentiality guidelines that include information on:</p> <ul style="list-style-type: none"> <li>Who has access to child's records</li> <li>Laws and regulations regarding family members' right to gain access to files with special attention to legal issues, e.g., foster parents, non-custodial parents, or designated caregivers.</li> </ul>	<p>3.1.5 Advocate for licensing regulations and quality standards to ensure the adherence to current laws and regulations governing all matters involved in the area of confidentiality.</p>
<i>3.2. Avoiding Negative Labeling</i>	<p>3.2.1 Recognize the importance of <b>"people-first"</b> language when referring to a child with special needs, e.g., child with autism rather than autistic child.</p>	<p>3.2.2. Observe, identify, and discuss the importance of using respectful language, consistently using "people first" language and helping others learn the value of this approach.</p>	<p>3.2.3 Exhibit positive and constructive methods for sharing assessment information.</p> <p>Share assessment information that results in collaborative plans to optimize development.</p>	<p>3.2.4 Demonstrate methods for avoiding negative labeling when sharing assessment information with colleagues or family members.</p>	<p>3.2.5 Advocate for licensing regulations and quality standards to ensure the ethical and respectful use of language and terminology.</p>

## Effective Interactions

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

#### Why?

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

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

#### What?

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

- **Relationships** – They create positive and nurturing relationships with each child based on respect, trust, calm approaches, and sensitivity to individual differences in skill levels, linguistic diversity, temperament, **culture**, and unique abilities/disabilities.
- **Communication** – They demonstrate positive, respectful, and effective communication verbally and non-verbally between and among children and adults from varied cultural, socio-economic and educational backgrounds. They demonstrate understanding that children's developing competence in communication is unique as they acquire language, expression, and reception.
- **Group Interactions** – They use theories of social and emotional development, interactions and group dynamics in order to design routines, transitions, room arrangement and activities that support group needs and facilitate cooperation.
- **Guidance** – They use strategies that support children's autonomy by providing appropriate opportunities to make choices and gain confidence in themselves and their developing abilities. They use

If only you could sense how important you are to the lives of those you meet; how important you can be to people you may never even dream of. There is something of yourself that you leave at every meeting with another person.

Source: Rogers, F.:  
<http://pbskids.org/rogers/neighborsOfAllAges.html>

developmentally appropriate approaches such as redirection, positive reinforcement, effective praise and encouragement, and conflict resolution to manage challenging behavior and promote pro-social skills.

- **Family Collaboration** – They build positive and reciprocal partnerships with families in order to facilitate deeper understanding of values and needs.

#### How?

The indicators on the following pages specify *how*, i.e., how the specific knowledge, behaviors, and practices of effective interactions are demonstrated by early childhood professionals across the career lattice levels.



Career Lattice	1 Recognizing	2 Developing	3 Achieving	4 Extending	5 Advancing
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
Effective Interactions Adult-Child, Child-Adult, Child-Child	In the competency of Effective Interactions, the early childhood professional will:				
1. Relationships					
1.1. Respect	1.1.1 Recognize the need to be respectful, nurturing and show mutual consideration with each child.	1.1.2 Understand the importance of respect for individual differences in temperament, abilities, and social-emotional development.	1.1.3 Apply knowledge of child development theory to adjust expectations and create an environment which fosters respect for each child and adult in the classroom.	1.1.4 Demonstrate and model respect in all interactions with children, teachers, parents, and community members. Designs programs and policies that honor affirm cultural, linguistic, developmental, and individual differences.	1.1.5 Use knowledge of theory and research to advocate for community, state and national policies that recognize and support individual differences.
1.2. Psychological Safety & Attachment	1.2.1 Recognize the importance of consistency, continuity, and responsiveness in supporting children's emotional development.	1.2.2 Understand the importance of building trusting relationships with children  Responds to children's individual emotional needs.	1.2.3 Develops, plans, and creates a learning environment with predictability, physical, and emotional safeguards to enhance each child's self-concept, self-regulation, and self-esteem.	1.2.4 Analyze, evaluate and modify the learning environment to ensure predictability, physical, and emotional safeguards to enhance each child's self-concept, self-regulation, and self-esteem.	1.2.5 Promote evidence-based <b>best practices</b> to facilitate psychological safety and secure attachments, including continuity of care for infants and toddlers (birth-three.)  Advocate and facilitate



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
			<p>Ensures children's emotional needs are met by providing individual attention to each child on a daily basis.</p> <p>Ensures the provision of care continuity (same caregiver over an extended period) when working with children from birth to three.</p> <p>Model and help others acquire skills for establishing secure attachment relationships and maintaining children's psychological safety.</p>	<p>Develop staffing policies that sustain stability and consistency in the program environment.</p> <p>Ensure professional development opportunities for staff and resources for families, about the critical nature of relationships, attachment, responsiveness, and respect.</p> <p>Works to promote staff retention too ensure continuity for children and families.</p>	<p>collaboration among early childhood educators and key partners to create understanding of continuity of care.</p>
<b>1.3. Respectful Voice Tones</b>	<p>1.3.1 Engage children by using a calm and respectful tone of voice.</p>	<p>1.3.2 Develop children's abilities to use respectful voice tones with others.</p>	<p>1.3.3 Model and assist others acquire skills for maintaining an atmosphere characterized by calm and respectful voice tones.</p>	<p>1.3.4 Provide support and training to staff and other adults.</p>	<p>1.3.5 Provide leadership through teaching other educators and families about the importance of voice tone.</p>
<b>1.4. Building Trust</b>	<p>1.4.1 Recognize the importance of consistency, continuity, and responsiveness in building a trusting relationship. Recognizes when a child in distress and requires adult attention. Responds to a child's needs quickly and</p>	<p>1.4.2 Understand the importance of creating a nurturing emotional climate that provides security for children. Examples include, but are not limited to, consistency and predictability of:</p> <ul style="list-style-type: none"> <li>o Adults present</li> </ul>	<p>1.4.3 Develop, plan, and organize the learning environment to reflect the importance of consistency, continuity, and responsiveness in supporting children's emotional development. Plan for all types of transitions:</p>	<p>1.4.4 Analyze, evaluate, and modify the learning environment to support children's ability to build trust.</p> <p>Provide professional development opportunities for staff that focus on strategies</p>	<p>1.4.5 Act as an advocate and facilitate collaboration among early childhood educators and key partners to create easier transitions within and between programs and schools.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	supportively.	<ul style="list-style-type: none"> <li>Behavioral expectations</li> <li>Guidance procedures</li> <li>Daily/Weekly routines</li> <li>Transitions which are planned and include activities.</li> </ul>	<ul style="list-style-type: none"> <li>Separations</li> <li>Changing activities</li> <li>Entering and leaving program or moving to new group or school.</li> </ul>	<p>to ease transitions for children and families.</p> <p>Establish policies to minimize the number of separations or transitions that children experience and the distress those occurrences may cause.</p>	
<b>1.5. Respecting Diversity</b>	<b>1.5.1</b> Demonstrate respect for diversity of children's culture, language, and religion in all interactions.	<b>1.5.2</b> Actively foster respect for diversity in group and individual interactions through modeling and curriculum activities that reflect a welcoming environment for all young children.	<b>1.5.3</b> Develop, plan and create an environment that serves as a model of respect for diversity among children and families.	<b>1.5.4</b> Provide supports for others as they strive to develop skills for interacting with children and families in ways that respect all people.  Ensure the program has strategies for achieving respect for diversity which are based on current research.	<b>1.5.5</b> Facilitate professional opportunities for staff and learning opportunities for families and the community which address the importance of respect for diversity. Use current, evidence-based research to support education.
<b>1.6. Accepting Individual Differences</b>	<b>1.6.1</b> Recognize and accept individual differences in behavior as they are influenced by: <ul style="list-style-type: none"> <li>Age and stage of development</li> <li>Family background</li> <li>Culture</li> <li>Ability</li> <li>Temperament</li> <li>Individual strengths</li> <li>Interests</li> </ul>	<b>1.6.2</b> Demonstrate acceptance and nurture children's abilities to understand and accept differences among peers, affirm each child's cultural, linguist, developmental, and individual identity.  Affirm each child's cultural, linguist, developmental, and individual identity.	<b>1.6.3</b> Develop, plan, and implement program-wide strategies for promoting acceptance of differences among peers, and to affirm each child's cultural, linguist, developmental, and individual identity.  Model and help others as they develop skills to nurture children's abilities to accept differences among peers, and to affirm each	<b>1.6.4</b> Analyze, evaluate, and modify program-wide strategies for promoting acceptance of all persons based on current literature and research.	<b>1.6.5</b> Provide learning opportunities based on evidence-based research for early childhood educators, families, and community members that informs and builds understanding and appreciation for individual differences.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
			child's cultural, linguist, developmental, and individual identity.		
<b>2. Group Interactions</b>					
<i>2.1. Group Process &amp; Structure</i>	<p>2.1.1 Recognize the various dynamics of a group (e.g., formation, interactions, and dissolution)</p>	<p>2.1.2. Understand developmentally appropriate individual and group activities.</p> <p>Implement strategies which provide children with choice about participation in all types of experiences.</p> <p>Provide continuous adult support and supervision for infants and toddlers when interacting with each other.</p>	<p>2.1.3 Develop and share effective strategies for facilitating entry into a group, establishing group status, assigning roles, and changing group structure.</p> <p>Plan activities that include an appropriate balance of child-led and child-directed activities with adult-guided activities.</p>	<p>2.1.4 Analyze, evaluate, and modify program-wide strategies for promoting positive interactions between children.</p> <p>Demonstrate developmentally appropriate techniques for managing groups and promoting positive interactions between children.</p>	<p>2.1.5 Provide learning opportunities based on evidence-based research for early childhood educators that informs and builds understanding of group process and structure.</p>
<i>2.2. Managing Group Behaviors</i>	<p>2.2.1 Recognize the complexity of interactions that characterize group behaviors (in contrast to individual behaviors.)</p>	<p>2.2.2 Understand the importance of providing developmentally appropriate group activities and experiences that allow children a choice about participation.</p> <p>Plan and guide activities that promote both parallel and cooperative play.</p>	<p>2.2.3 Develop, plan, and implement appropriate group activities that allow children a choice about participation.</p> <p>Model effective strategies for facilitating children's entry into a group, establishing group status, assigning roles, and changing group structure.</p> <p>Use observation and</p>	<p>2.2.4 Apply theories of infant/toddler/preschool management techniques and communicate knowledge with others.</p> <p>Analyze, evaluate and modify group experiences to ensure that all children are learning.</p>	<p>2.2.5 Provide learning opportunities based on evidence-based research for early childhood educators that informs and provides guidance for managing group behaviors</p>

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
			assessment to individualize and improve group management.		
<b>3. Communication</b>					
<i>3.1. Establishing a Calm, Unhurried Atmosphere</i>	3.1.1 Recognize the impact of a calm, positive, and pleasant atmosphere and contribute to maintaining one.	3.1.2 Understand the importance of a relaxed, non-threatening climate that encourages comments and conversations and inquiry where supportive feedback is provided.	3.1.3 Develop, plan, and implement a calm, unhurried schedule as well as a calm and peaceful learning environment.  Ensure daily schedule is unhurried by planning time for transitions and allowing for flexibility as needed by the group.	3.1.4 Analyze, evaluate and modify schedule and environment to ensure a calm and peacefully appropriate learning environment.  Provide support and training for staff and others to promote a program-wide sense of calm and peaceful learning environment.	3.1.5 Provide leadership for creating and maintaining a calm, non-hurried environment; share up-to-date <b>best practices</b> derived from evidence-based research related to a calm environment.
<i>3.2. Engaging in Various Forms of Communication</i>	3.2.1 Recognize the importance of engaging with children frequently through both verbal and non-verbal communication.	3.2.2 Understand the importance of frequent, intentional, and supportive exchanges using multiple methods such as eye contact, words, and touch.  Understand that communication occurs in both verbal and nonverbal manners and includes speaking, signing, listening, reading, writing, and body language.  Engage with children	3.2.3 Develop, plan and implement many opportunities throughout the day to build communication skills, facilitate dialogue, teach turn-taking, negotiating, and problem-solving.  Adapt interactions with children by respecting children's interaction styles (which are influenced by individual temperament, culture, linguistic diversity, and unique abilities).	3.2.4 Analyze, evaluate and modify communication throughout the day. Demonstrate effective interaction skills that extend and enhance communication throughout the day using greetings, acknowledgements, questions, comments, and directions.	3.2.5 Provide professional development and learning opportunities using current theory and evidence-based research to teach effective communication strategies.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
		using a variety of different forms of communication.			
<i>3.3. Basic Listening</i>	3.3.1 Recognize the importance of listening attentively for understanding with all children.	3.3.2 Understand the importance of responding sensitively to differences in individual children's communication styles.  Engage in interactions with children that demonstrate both active and passive listening to enhance understanding.	3.3.3 Engage in responsive listening techniques with all children, focusing carefully on children who have communication challenges (hearing, linguistic, receptive, and/or expressive).	3.3.4 Demonstrate responsive listening skills with staff and families.  Identify resources to assist staff in eliminating barriers to communication including active listening.	3.3.5 Promote effective listening strategies based on <b>best practices</b> and current research through professional development for teachers and learning opportunities for families.
<i>3.4. Listening for Feelings</i>	3.4.1 Recognize the importance of being respectful and nurturing while demonstrating mutual consideration with each child.	3.4.2 Understand that feelings and emotions are expressed in multiple ways—verbally and non-verbally using gestures and signs, body language, and facial expressions.	3.4.3 Encourage children to listen and look for others' thoughts and feelings and respond respectfully. Use strategies such as modeling, illustrating, prompting, and coaching.	3.4.4 Analyze, evaluate and modify program to ensure opportunities for children to practice responsive listening and empathic responses.  Demonstrate responsive listening and empathic responses with both children and their family members and staff.  Demonstrate sensitivity to the diversity of children's ethnic and cultural backgrounds, developmental levels, and unique abilities and	3.4.5 Promote reflective communication techniques and methods to develop <b>listening skills</b> based on best <b>practices</b> and current research through professional development for teachers and learning opportunities for families.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
				challenges.	
<i>3.5. Verbal &amp; Non-Verbal Expression</i>	3.5.1 Recognize the impact of using positive verbal and non-verbal skills in response to children's expressions.	3.5.2 Understand the importance of understanding and respecting children's expressions.  Interact with children using appropriate verbal and non-verbal responses.	3.5.3 Develop and plan activities that provide opportunities to nurture children's growing abilities to express thoughts and feelings in constructive ways through the use of positive verbal and non-verbal language.	3.5.4 Demonstrate and encourage others to develop proficiency in using positive and appropriate expression	3.5.5 Promote effective listening strategies based on best practices and current research through professional development for teachers and learning opportunities for families.
<i>3.6. Oral Communication Strategies</i>	3.6.1 Recognize the importance of articulating sounds and words clearly and appropriately when communicating.	3.6.2 Understand the importance of using various strategies to develop language and communication skills. Create opportunities for conversation including, but not limited to: <ul style="list-style-type: none"> <li>o Naming objects</li> <li>o Naming actions</li> <li>o Naming feelings</li> <li>o Using open-ended questions.</li> <li>o Describing ideas, plans and relationships.</li> </ul>	3.6.3 Facilitate communication by using various techniques such as: <ul style="list-style-type: none"> <li>o Modeling (self-talk)</li> <li>o Parallel talk</li> <li>o Physical and verbal prompting</li> <li>o Restatements</li> <li>o Expanding statements</li> <li>o Referring one child to another.</li> <li>o Interpreting messages between children</li> <li>o Open-ended questions</li> <li>o Role-playing.</li> </ul>	3.6.4 Analyze, evaluate and modify the learning environment for frequency and quality of communication strategies and modify as needed.	3.6.5 Promote evidence-based <b>best practices</b> by providing learning opportunities for early childhood professionals and families.

<i><b>Career Lattice</b></i>	<i><b>1 Recognizing</b></i>	<i><b>2 Developing</b></i>	<i><b>3 Achieving</b></i>	<i><b>4 Extending</b></i>	<i><b>5 Advancing</b></i>
<b>4. Guidance</b>					
<i>4.1. Behavioral Expectations</i>	<p>4.1.1 Recognize the importance of using knowledge of child development to guide expectations and respond individually to children, considering each child's age, temperament, language, communication skills, culture, interests, and abilities.</p>	<p>4.1.2 Understand the importance of establishing realistic expectations for behavior based also on an individual child's developmental stage, attention span, and cognitive/physical/social/emotional abilities.</p>	<p>4.1.3 Apply knowledge of child development theory and positive behavior guidance to determine appropriate response and sequencing of strategies based on individual needs.</p> <p>Model developmentally appropriate expectations of children and positive guidance techniques with parents and other adults.</p>	<p>4.1.4 Demonstrate and provide guidance to other adults regarding developmentally appropriate expectations of and response to individual children's temperament, language, culture, communication skills, and abilities that contribute to learning and development.</p>	<p>4.1.5 Articulates, applies, analyzes, and evaluates current theory and evidence-based research on behavioral expectations to provide guidance for decisions and actions of early childhood practitioners</p>
<i>4.2. Expectations for Respectful Interactions</i>	<p>4.2.1 Recognize the importance of interactions with children that reflect respect for self and others.</p> <p>When interacting with children address behaviors without labeling the child.</p>	<p>4.2.2 Understand the importance of assisting children in identifying and expressing their feelings in culturally and socially acceptable ways with other children and adults.</p> <p>Engages in interactions with children that supports and encourages children to express feelings in respectful and socially acceptable manners with other children and adults.</p>	<p>4.2.3 Develop, plan and create an environment in which children can learn and practice appropriate and acceptable behaviors with other children and adults and as an individual and as a member of the group.</p> <p>Assist staff in identifying and expressing their feelings in a developmentally appropriate (as well as culturally and socially acceptable) manner with children, families, and other adults</p>	<p>4.2.4 Analyze, evaluate, and modify the environment to ensure children have opportunities to engage in respectful interactions with other children and adults and as an individual and as a member of the group.</p> <p>Develop policies that ensure respect is shown to children and their families, among children, and throughout the program.</p> <p>Demonstrate respectful interactions with</p>	<p>4.2.5 Collaborate with early childhood educators, representatives from institutions of higher education, and other community leaders to ensure policies, professional development, and systems address the importance of respect.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
				children, staff, and families.	
<b>4.3. Nurturing Autonomy &amp; Self-Regulation</b>	<p>4.3.1 Recognize that children develop independence and a positive sense of self through simple accomplishments and responsibilities.</p>	<p>4.3.2 Understand the importance of providing multiple opportunities for children to make simple choices, i.e. choose between two acceptable options for food, clothing, or play activities.</p> <p>Encourage children to practice simple tasks appropriate to their level of development, including self-help skills.</p> <p>Support children's developing capacity to manage their physiological and emotional responses as developmentally and culturally appropriate.</p>	<p>4.3.3 Develop, plan and create a classroom environment that provides developmentally appropriate activities that support choice and elicit mastery.</p> <p>Facilitate children's involvement in developing boundaries, limits, and routines for their environment.</p> <p>Respect children's choices, ideas, and suggestions.</p>	<p>4.3.4 Demonstrate for staff, parents, and other adult's developmentally appropriate methods of fostering independence, encouraging children to make decisions, and practicing responsibility in developmentally appropriate ways.</p>	<p>4.3.5 Provide learning opportunities based on best practices and current research to promote understanding of child development and the importance of autonomy and self-regulation.</p>
<b>4.4. Logical Consequences</b>	<p>4.4.1 Recognize the value of logical consequences as a tool to help children learn the relationship between choices and consequences in matters of health and safety.</p>	<p>4.4.2 Understand the principles of positive guidance and the role logical consequences can play in teaching and learning.</p> <p>Display awareness of each child's limitations and abilities and use positive guidance techniques accordingly explaining rules at the</p>	<p>4.4.3 Ensure that the strategy of logical consequences is used thoughtfully, carefully, and in developmentally appropriate manners (e.g., child must be able to grasp the concept of cause and effect).</p> <p>Ensure that logical consequences are respectful, relevant, and</p>	<p>4.4.4 Demonstrate for staff, parents, and other adults positive guidance approaches, such as redirection, effective praise, encouragement, and logical consequences.</p> <p>Develop policies and procedures to ensure the use of effective child</p>	<p>4.4.5 Articulate, evaluate, and apply current theory and research to create guidance strategies for individual children.</p>



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
		child's level of understanding.	realistic.	guidance with children.	
<b>4.5. Prosocial Skills</b>	<p>4.5.1 Recognize that children need prosocial skills in order to form healthy friendships and other types of relationships.</p>	<p>4.5.2 Understand the importance of helping children develop social skills.</p> <p>Engage in interactions with children and adults that demonstrate perspective taking, empathy, self-calming skills, and other prosocial skills and behaviors. .</p>	<p>4.5.3 Develop, plan, and create an environment that is safe, pleasant and inviting where prosocial skills are nurtured, modeled, and encouraged at developmentally appropriate times and moments. Prosocial skills that encouraged include:</p> <ul style="list-style-type: none"> <li>○ Self-calming skills</li> <li>○ Being aware of one's own emotions</li> <li>○ Recognizing the feelings of others</li> <li>○ Impulse control</li> <li>○ Ability to make eye contact</li> <li>○ Sharing</li> <li>○ Turn-taking.</li> </ul>	<p>4.5.4 Analyze, evaluate, and modify curriculum experiences that enable children to understand and practice prosocial skills as individuals and as a member of the group.</p> <p>Demonstrate and support families and staff as they implement and refine strategies for developing prosocial skills in children.</p>	<p>4.5.5 Provide learning opportunities, leadership, resources, and information based on best practices and current research to promote understanding of child development and the importance of prosocial skills.</p>
<b>4.6. Managing Change</b>	<p>4.6.1 Recognize the impact of unexpected changes on a child.</p>	<p>4.6.2 Understand the need to plan for and schedule anticipated changes with attention to minimizing anxiety and disruption to the daily schedule.</p> <p>Manage unanticipated change calmly and help children understand the reasons for the change.</p> <p>Understand and support</p>	<p>4.6.3 Develop, plan, and implement transition methods for alerting children to changes in activities or routines.</p> <p>Assist children in understanding unexpected events - using the experience as a "teachable moment" when possible.</p>	<p>4.6.4 Analyze, evaluate and modify transition methods used with children.</p> <p>Develop policies and procedures to minimize the number of separations or transitions that children experience and the stress that those changes may cause.</p>	<p>4.6.5 Provide learning opportunities based on evidence-based research for early childhood educators, families, and key partners to facilitate transitions between home and school, program to program, program to school, and school to school.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
		<p>children at times of change, transitions, or separation.</p>	<p>Maintain established routines as consistently as possible to support children's need for predictability.</p> <p>Develop and employ a plan to assist children in coping with major transitions such as, moving to a new environment, or a change in staff.</p>	<p>Demonstrate and provide guidance to staff and families regarding different manners in which young children express their feelings during change, transitions, or separations.</p> <p>Facilitate collaboration among schools/programs, educators and families to create easier transitions for children entering a program for the first time.</p>	<p>Address system wide issues related to transitions and changes within and between programs, e.g., preschool to kindergarten.</p>
<b>4.7. Strategies to Promote Prosocial Behavior</b>	<p>4.7.1 Recognize the importance of consistency, continuity, and responsiveness in supporting children's emotional development.</p>	<p>4.7.2 Understand the need to maintain consistent rules for safety, respect for materials, and respect for others.</p> <p>Ensure sufficient quantities of materials and equipment for the number of the children and the developmental ages of the children.</p> <p>Maintain consistent rules for safety, respect for materials, and respect for each other.</p> <p>Recognize rising tension and respond promptly with positive guidance</p>	<p>4.7.3 Develop, plan, and create room arrangements and activities that reflect children's interests, provide variety and choice, and promote cooperative play.</p> <p>Plan and organize the daily schedule to reflect the importance of consistency, continuity, and responsiveness in supporting children</p> <p>Facilitate children's involvement in developing boundaries, limits, and routines by a variety of methods such as modeling, and</p>	<p>4.7.4 Analyze, evaluate and modify rules, routines, and activities based on children's functioning within the room.</p> <p>Coordinate schedules and routines throughout the program to support the need for flexibility for individual groups while maintaining overall stability.</p> <p>Work jointly with staff to support children and families during major transitions.</p> <p>Provide professional development</p>	<p>4.7.5 Evaluate current practices related to the impact environment and scheduling has on behavior.</p> <p>Advocate for licensing regulations and quality standards to ensure environments that support social/emotional development and diminishes challenging behaviors.</p>

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		strategies such as redirection, problem-solving, negotiating, or calming support.	respecting children's ideas and suggestions.  Ensure that rules, routines, and activities are developmentally appropriate and designed to encourage prosocial behavior.  Anticipate and intervene when potential disruptors occur.	opportunities that focus on ways to help children cope with stress and ways to manage stress.	
<b>4.8. Challenging Behaviors</b>	<p>4.8.1 Implement strategies designed by staff and families to address children's challenging behaviors.</p> <p>Share observations appropriately and respect the confidentiality of children and families.</p>	<p>4.8.2 Gather input from staff, colleagues, and families to gain and communicate a greater understanding of children's challenging behaviors, and to develop strategies—including self-reflection—for addressing those behaviors.</p> <p>Develop, modify, or adapt schedules, routines, and the environment to positively affect challenging behaviors.</p> <p>Use strategies such as: listening, labeling, drawing pictures and role-playing.</p>	<p>4.8.3 Use observational and assessment tools to identify and to respond to individual behavioral challenges related to development, learning, environment, or emotional stress.</p> <p>Teach and implement a wide range of strategies for children to use to appropriately express and communicate their emotions.</p>	<p>4.8.4 Provide professional development opportunities to staff and resources to families, regarding the use of strategies to respond to challenging behaviors, including support from behavioral or developmental specialists, early interventionists, and mental-health professionals as necessary.</p>	<p>4.8.5 Use current research to provide support and leadership to early childhood educators, families, and other community members to help them identify the wide range of children's behaviors.</p> <p>Advocate for appropriate and accessible services to support healthy emotional development of young children.</p>
<b>4.9. Conflict Resolution</b>	<p>4.9.1 Support children by</p>	<p>4.9.2 Model problem-solving</p>	<p>4.9.3 Refine and implement</p>	<p>4.9.4 Organize professional</p>	<p>4.9.5 Provide guidance,</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	promptly addressing conflict, assisting children express their emotions, and negotiating or problem-solving, as developmentally appropriate.	and conflict resolution strategies with children using a variety of methods to teach these skills such as puppets and role-play.  Mediate/provide support to children as they learn to resolve conflicts with others.	developmentally appropriate strategies to help children learn how to express emotions, negotiate conflict, and solve problems.  Engage staff, colleagues, children, and families in pertinent discussions.	development opportunities for staff and provide resources to families, about the development of conflict-resolution strategies, communication skills, and factors that may influence behavior in young children.	support, and leadership to early childhood educators regarding conflict resolution and problem-solving strategies among adults and children.  Build awareness of the importance of intentional practices related to conflict resolution and problem-solving.
<b>5. Family Collaboration</b>					
<b>5.1. Positive Family Communication</b>	5.1.1 Listen to and communicate positively with families.  Demonstrate respect for the values, ideas, and expectations of families.	5.1.2 Work with families to enhance understanding of children's needs and positive guidance practices.  Communicate respect for the interaction styles and guidance practices used in the home.  Articulate behavioral expectations of the program and listen to concerns and expectations of the families.	5.1.3 Collaborate with families to develop individually appropriate expectations for children's behavior.  Develop cooperative strategies for helping children that reflect respect for both program and home values.	5.1.4 Share the rationale and research for any recommended changes in behavior management techniques and together create a plan that can be supported both in the program and at home.  Create a climate that encourages open and honest communication with respect for diversity in values, ideas, and expectations.	5.1.5 Use expertise and knowledge of current research to provide positive guidance techniques and child development information to early childhood educators, families, and community members.
<b>5.2. Family Supports</b>	5.2.1 Understand that daily occurrences and family stress can affect children's emotional	5.2.2 Plan with colleagues to adapt the program and its environment to meet the needs of all children	5.2.3 Plan with colleagues to adapt the program and its environment to meet the needs of all children	5.2.4 Provide access to information and resources to assist families with children who have unique	5.2.5 Collaborate with early childhood educators, community agencies, individuals, and organizations that

<b><i>Career Lattice</i></b>	<b><i>1 Recognizing</i></b>	<b><i>2 Developing</i></b>	<b><i>3 Achieving</i></b>	<b><i>4 Extending</i></b>	<b><i>5 Advancing</i></b>
	<p>development.</p> <p>Refer concerns to other staff members.</p> <p>Respect the confidentiality of children and families with regard to stress and any other family circumstance.</p>	<p>and families.</p> <p>Share knowledge and resources with families to support their health and well-being.</p>	<p>and families.</p> <p>Share publications, information, and community resources that provide support for children with challenging behaviors and their families.</p>	<p>developmental and/or behavioral issues that suggest outside intervention and/or support.</p> <p>Establish ties with local public schools and agencies that may meet the needs of families.</p> <p>Arrange professional development for colleagues and families related to the impact of stress on children's emotional development.</p>	<p>provide funding, and policy makers to create a supportive network for families in all early education and care settings.</p> <p>Remain current on research related to family risk and resilience.</p>

# Health, Safety, & Nutrition

## Why?

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

## What?

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

- **Policies, Practice, & Procedures** – They demonstrate knowledge of general policies and procedures regarding communicable diseases, oral hygiene, administration of medication, environmental hazards, sanitation, injuries, and emergency preparedness.

- **Abuse and Neglect** – They are familiar with signs and symptoms of abuse and neglect, and of exposure to trauma of domestic violence, and know the course of action to take as mandated reporters.
- **Nutrition and Dietary Practices** – They understand the importance of good nutrition to support healthy growth and physical, social, emotional, and cognitive development.
- **Communication with Families** – They communicate with families in a culturally sensitive manner regarding policies, special needs, and nutrition and food.
- **Health Education** – They understand and implement basic health practices, nutrition information, safety education, self-care education, physical activity, and health and safety resources.

## How?

The indicators on the following pages specify *how*, i.e., how the specific knowledge, behaviors, and practices of health, safety, and nutrition are demonstrated by early childhood professionals across the career lattice levels.

We can make a commitment to promote vegetables and fruits and whole grains on every part of every menu. We can make portion sizes smaller and emphasize quality over quantity. And we can help create a culture - imagine this - where our kids ask for healthy options instead of resisting them.

Source: Obama, M.

[http://www.azff.gov/WhoWeAre/Documents/FT\\_F\\_Brain\\_Science.pdf](http://www.azff.gov/WhoWeAre/Documents/FT_F_Brain_Science.pdf)



Career Lattice	1 Recognizing	2 Developing	3 Achieving	4 Extending	5 Advancing
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of <b>best practices</b> for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
Health, Safety, & Nutrition	In the competency of Health, Safety, & Nutrition, the early childhood professional will:				
1. Policies, Practices & Procedures					
1.1. General Policies/Procedures	1.1.1 Follow laws, policies, and procedures for health, confidentiality, safety, and nutrition.  Follow directions for monitoring for up-to-date immunizations and routine health screenings.	1.1.2 Implement policies and procedures for documenting child and family health history, mediation, growth, allergies, immunizations, hospitalizations, special needs, etc.	1.1.3 Align policies and procedures with the Physical Development and Health content area of the Arizona Early Learning Standards.  Apply Arizona Department of Health Services guidelines and regulations.  Stay informed of current regulations and literature.  Share this information with others.  Assist families in obtaining information for	1.1.4 Examine and apply current theory and research related to health, safety, and nutrition policies and procedures, making program modifications as necessary.	1.1.5 Analyze and conduct inquiry related to health, safety, and nutrition policies and procedures.  Collaborate with the community to develop policies and procedures for the health, safety, and nutrition of all children.



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
			<p>medical, vision, hearing, dental, nutrition, and developmental screening.</p> <p>Follow up after screening activities to identify further information or assistance.</p>		
<b>1.2. Control of Communicable Disease</b>	<p>1.2.1</p> <ul style="list-style-type: none"> <li>- Have documented proof of immunizations against measles, rubella, diphtheria, and tetanus.</li> <li>- Routinely wash hands (adults and children) according to American Academy of Pediatrics guidelines.</li> <li>- Sanitize toys, surfaces, and other items that come in contact with body fluids after each child's use.</li> <li>- Clean toys not in contact with body fluids weekly and additionally as needed.</li> <li>- Clean table and counter surfaces daily and additionally as needed.</li> <li>- Use universal precautions to avoid/control blood-borne pathogens.</li> <li>- Exclude or isolate individuals with symptoms of communicable disease.</li> <li>- Follow procedures for diapering or changing</li> </ul>	<p>1.2.2</p> <p>Assess and document each child's health status daily.</p> <p>If signs of communicable disease are observed, notify authorized person and isolate the child from contact with others until picked up by an authorized person.</p>	<p>1.2.3</p> <p>Stay informed of current health, safety, and nutrition concerns in the community and share with families.</p> <p>Develop and update as necessary procedures for the control of disease.</p>	<p>1.2.4</p> <p>Provide leadership for preventing the spread of communicable disease, including:</p> <ul style="list-style-type: none"> <li>• Developing plans for sharing information with families</li> <li>• Creating plans for the interim care of children who show symptoms of communicable disease and must be isolated until picked up.</li> <li>• Securing the services of health consultant.</li> </ul>	<p>1.2.5</p> <p>Conduct inquiry and provide learning opportunities based on evidence-based research regarding the prevention of communicable disease in programs and communities.</p>



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	<p>clothes following toileting accidents.</p> <ul style="list-style-type: none"> <li>- Follow procedures for safe food handling.</li> <li>- Inform families of possible exposure to communicable disease.</li> <li>- Monitor water used for activities to prevent spread of disease.</li> </ul>				
<b>1.3. Routine Oral Hygiene</b>	<p>1.3.1</p> <p>Follow program guidelines for preventing tooth decay and the spread of germs through:</p> <ul style="list-style-type: none"> <li>• Proper cleaning of the mouths of infants who do not yet have teeth</li> <li>• Appropriate feeding practices, e.g., not using bottle containing milk or juice as a pacifier</li> <li>• Good nutrition</li> <li>• Routine tooth brushing</li> <li>• Proper storage of toothbrushes</li> <li>• Plaque removal, i.e., flossing once two teeth touch.</li> </ul>	<p>1.3.2</p> <p>Conduct regular oral health screenings for each child.</p> <p>Devise playful ways to engage children in oral hygiene routines.</p>	<p>1.3.3</p> <p>Share information with staff and families about oral health topics such as:</p> <ul style="list-style-type: none"> <li>○ Proper tooth brushing to prevent decay</li> <li>○ Appropriate feeding practices to prevent tooth decay</li> <li>○ Causes of tooth decay</li> <li>○ Recommendations for the use of fluoride</li> <li>○ Recommendations regarding the use of tooth sealants</li> <li>○ •When to start dental visits</li> <li>○ The importance of a dental home.</li> </ul>	<p>1.3.4</p> <p>Examine current knowledge of evidence-based best practices in oral health.</p> <p>Communicate with staff and families best practices for oral hygiene.</p>	<p>1.3.5</p> <p>Articulate:</p> <ul style="list-style-type: none"> <li>○ Best practices for the routine oral hygiene for young children</li> <li>○ Training of staff in oral hygiene</li> <li>○ The best methods of sharing information with families.</li> </ul>
<b>1.4. Administration of Medications</b>	<p>1.4.1</p> <p>Follow procedures for labeling, storing, and administering medications.</p> <p>Document as needed.</p>	<p>1.4.2</p> <p>With families, identify and implement individualized plans for each child requiring medication.</p> <p>Support each child's</p>	<p>1.4.3</p> <p>Develop plans for the administration of medications.</p>	<p>1.4.4</p> <p>Develop policies and procedures to meet each child's medication requirements and protect their privacy and confidentiality.</p>	<p>1.4.5</p> <p>Promote evidence-based best practices with families, professionals, and community agencies regarding the administration of medications to young</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	Protect the privacy of children and families regarding the use of medications.	understanding of the use of medication. Understand and implement Arizona Department of Health Services guidelines and regulations for the administration of medication.			children.
<b>1.5. Reduction of Environmental Hazards</b>	<b>1.5.1</b> Follow procedures for monitoring the environment for hazards, for example: <ul style="list-style-type: none"> <li>o Extreme cold, heat, or sun</li> <li>o Improper or broken equipment</li> <li>o Allergens and asthma-inducing substances</li> <li>o Animals (program or visiting pets) without proper immunizations or unsuitable for children</li> <li>o Insect-borne disease</li> <li>o Mold</li> <li>o Toxic chemicals or gases</li> <li>o Safe administration and storage of medications</li> <li>o Vehicle traffic</li> </ul>	<b>1.5.2</b> Implement systematic procedures to monitor environmental hazards  Implement both initial and ongoing methods of monitoring indoor and outdoor environments for safety, e.g., air quality, water purity (unless on a public supply), radon, mold, carbon monoxide, etc.	<b>1.5.3</b> Design and create (in consultation with appropriate professionals and agencies) both initial and ongoing methods of monitoring indoor and outdoor environments for safety, e.g., air quality, water purity (unless on a public supply), radon, mold, carbon monoxide, etc.	<b>1.5.4</b> Communicate with others current knowledge about environmental hazards  Develop policies and procedures for reducing the risk of occurrence of environmental hazards.	<b>1.5.5</b> Analyze and apply current evidence-based research on safe and healthful environments in early childhood care and education.  Engage community agencies to reduce the risk of environmental hazards to young children.
<b>1.6. Sanitation Procedures</b>	<b>1.6.1</b> Follow procedures for meeting local, state and	<b>1.6.2</b> Implement local, state and federal laws and	<b>1.6.3</b> Assess and adapt procedures to meet local,	<b>1.6.4</b> Develop policies and procedures to meet local,	<b>1.6.5</b> Analyze, evaluate, and articulate best practices

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
	federal laws and regulations, and recommendations from the American Academy of Pediatrics for sanitation procedures.	regulations, and recommendations from the American Academy of Pediatrics for sanitation procedures.	state and federal laws and regulations, and recommendations from the American Academy of Pediatrics.	state and federal laws and regulations, and recommendations from the American Academy of Pediatrics.	for meeting local, state and federal laws and regulations, and recommendations from the American Academy of Pediatrics.
<i>1.7. Prevention of Injuries</i>	<p>1.7.1</p> <p>Avoid injuries by practices such as, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>○ Maintaining clutter-free play areas</li> <li>○ Inspecting environments and equipment and removing safety hazards</li> <li>○ Supervising children by sound and sight</li> <li>○ Establishing and maintaining safety procedures for children for the safe use of equipment</li> <li>○ Arranging safe entry/exit areas, with special attention to fall hazards and motor vehicle traffic</li> <li>○ •Maintaining safe travel conditions (if responsible for transporting children).</li> </ul>	<p>1.7.2</p> <p>Understand how to use all safety equipment, such as smoke alarms and fire extinguishers, child safety seats, helmets, and gun safety locks.</p> <p>Ensure that all safety equipment is in working condition and replace batteries regularly.</p> <p>Make <b>modifications</b> to the environment to ensure the safety of each child.</p>	<p>1.7.3</p> <p>Design and continually assess the learning environment to reduce the risk of preventable injuries and other emergencies.</p>	<p>1.7.4</p> <p>Develop and continually examine policies and procedures to eliminate preventable injuries and emergencies., including, but not limited to:</p> <ul style="list-style-type: none"> <li>○ Traffic, transportation, and pedestrian safety</li> <li>○ Falls, burns, drowning, poisoning, and shock</li> <li>○ Lead, asbestos, and other environmental hazards.</li> </ul>	<p>1.7.5</p> <p>Analyze and evaluate environmental health and safety policies and practices for early childhood care and education settings, including policies and practices that address safe indoor and outdoor working environments for adults.</p>
<i>1.8. Immediate Response to Injuries</i>	<p>1.8.1</p> <p>Follow directions for responding to injuries according to pediatric</p>	<p>1.8.2</p> <p>Possess the skill and knowledge to administer infant/child and adult cardiopulmonary</p>	<p>1.8.3</p> <p>Monitor for proper response to injuries and make suggestions for</p>	<p>1.8.4</p> <p>Develop policies and procedures for:</p> <ul style="list-style-type: none"> <li>○ Responding to,</li> </ul>	<p>1.8.5</p> <p>Analyze and evaluate methods of responding to injuries and</p>

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	first aid training.	resuscitation (CPR).	improvement if needed.	documenting, and reporting injuries <ul style="list-style-type: none"> <li>○ Analyzing injuries, near-injury incidents, and identified hazards to decrease risks</li> <li>○ Responding to emergencies for all children and staff, including those who have special health care needs or those who require specialized intervention.</li> </ul>	emergencies.
<b>1.9. Follow-Up Response to Injuries</b>	1.9.1 Follow policies for: <ul style="list-style-type: none"> <li>○ Comforting and caring for other children while injured persons are receiving attention</li> <li>○ Documenting and reporting injuries</li> <li>○ Communicating with family members about an injury.</li> </ul>	1.9.2 Maintain an easily accessible, current list of phone numbers for parents and community services.	1.9.3 Help others develop skills for appropriately responding to injuries.	1.9.4 Develop policies and procedures for responding to emergencies.  Communicate this information to others.	1.9.5 Engage health and safety officials, early childhood professionals, families, and the community in reducing the risk of accidents and responding to them.
<b>1.10. Emergency Preparedness</b>	1.10.1 Receive training in emergency preparedness.  Follow directions for appropriate response (including emotional support) in the event of an emergency such as fire, severe weather, or natural or manmade	1.10.2 Direct children and adults during an emergency or drill.  Engage families and staff during and regarding emergencies and drills.  Use emergency equipment effectively	1.10.3 Conduct drills and engage in ongoing evaluation of emergency preparedness.  Plan and inform others of emergency procedures, including emotional support.  Ensure that emergency	1.10.4 Develop disaster preparedness policies and procedures and emergency response plans, including arrangements with community resources for emergency assistance.	1.10.5 Engage families, emergency personnel and agencies, and the community to develop guidelines for, and address barriers to, emergency preparedness in early childhood care and education settings.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
	disasters.	and appropriately.  Help children understand emergency plans and procedures.	supplies and equipment are available, accessible, and current.  Identify and use community resources available for emergency preparedness and post-event stress and trauma.		
<b>2. Abuse &amp; Neglect</b>					
<i>2.1. Suspected Abuse/Neglect</i>	2.1.1 Recognize signs of possible physical, sexual or emotional abuse, neglect, exploitation or abandonment.  Follow established procedures for documenting and reporting possible occurrences in an immediate and responsive way.	2.1.2 Understand recognize signs of possible physical, sexual or emotional abuse, neglect, exploitation or abandonment, and implement established procedures for documenting and reporting possible occurrences in an immediate and responsive way.	2.1.3 Stay current and share with others information related to recognizing, documenting, and reporting possible physical, sexual or emotional abuse, neglect, exploitation or abandonment.	2.1.4 Develop policies and procedures for documenting and reporting possible physical, sexual or emotional abuse, neglect, exploitation or abandonment, and include this in staff training.	2.1.5 Engage community resources in establishing infrastructure support to: <ul style="list-style-type: none"> <li>○ Prevent abuse, neglect, exploitation, and abandonment of children</li> <li>○ Ensure that suspected abuse or neglect is addressed in a timely, confidential, and professional manner.</li> </ul>
<b>3. Nutrition &amp; Dietary Practices</b>					
<i>3.1. Nutrition</i>	3.1.1 Recognize dietary needs associated with age-related development and appropriate foods for special needs of children.  If food is served, follow menus provided by a	3.1.2 Understand the importance of nutritious snacks and/or meals (if food is served) that meet the guidelines from the US Department of Agriculture (USDA), Arizona Department of Health Services (ADHS) and Child and Adult Care	3.1.3 If food is served, plan and assess menus or provide input to ensure that they meet guidelines for sound nutrition, including special dietary concerns.	3.1.4 If food is served, ensure that foods are planned, evaluated, and modified on an ongoing basis.	3.1.5 Engage the community in advocating for healthy, nutritious meals for all.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	professional who understands the dietary needs of young children.	Food Program (CACFP).			
<b>3.2. Food Selection &amp; Preparation</b>	<p>3.2.1 Follow regulations set by the Arizona Department of Health Services, Office of Child Care Licensure, and appropriate county health codes when handling food (snacks, sack lunches, special diets, food from home to group, etc.).</p> <p>Follow CACFP guidelines for meals and/or snacks to meet each child's nutritional requirements.</p> <p>Provide clean, safe drinking water, and, if food is served:</p> <ul style="list-style-type: none"> <li>○ Offer a variety of nutritious foods</li> <li>○ Exercise strict attention to the safety of all children with food allergies</li> <li>○ Serve only foods that reduce the hazard of choking and other health risks</li> <li>○ Follow regulations regarding any food brought from home</li> <li>○ Provide age-appropriate</li> </ul>	<p>3.2.2 Post menus in the entrance area, and keep on file when complete.</p> <p>Implement menus and individual diets.</p>	<p>3.2.3 Plan menus at least once a week, considering cultural and religious food preferences.</p> <p>Provide families with regular (quarterly at a minimum) opportunities to provide input on program menu planning.</p> <p>Model and help others acquire skills needed for meeting CACFP guidelines.</p> <p>Create individual diets in collaboration with parents, a trained health care provider, and early childhood professionals.</p>	<p>3.2.4 Assess programs to ensure that, if food is served, it is safe and nutritious and that all applicable guidelines are followed.</p> <p>Analyze, evaluate, and modify food selection and preparation to ensure continual improvement.</p>	<p>3.2.5 Analyze, evaluate, and recommend food selection and food safety policies for early childhood care and education settings based on current regulations and literature, such as national food standards.</p> <p>Engage families, early childhood professionals, and the community to identify sources of fresh foods and how to access those sources.</p> <p>Address barriers to healthful food choices.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	opportunities for children to participate in preparation or serving.				
<b>3.3. Mealtime Behaviors</b>	<p>3.3.1 Recognize that mealtime should be a pleasant social and learning experience for each child.</p> <p>Follow direction for promoting positive eating behaviors by:</p> <ul style="list-style-type: none"> <li>○ Creating a setting that is safe, relaxed, and conducive to conversation</li> <li>○ Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods</li> <li>○ Encouraging children to serve themselves, to the extent possible, and assist with set-up and clean-up of meals.</li> </ul>	<p>3.3.2 Implement the following practices:</p> <ul style="list-style-type: none"> <li>○ Provide eating utensils, serving equipment, tables and chairs that are the appropriate size for each child</li> <li>○ Incorporate family style meals to help children be comfortable during mealtimes and to assist children in learning self-help skills</li> <li>○ Divide responsibility at mealtime between the adult and the child.</li> </ul>	<p>3.3.3 Develop and model ways to create a mealtime atmosphere and routines that facilitate the development of healthy eating practices.</p>	<p>3.3.4 Develop and evaluate mealtime policies and procedures, including nutrition and mealtime as an integrated part of the program.</p> <p>Evaluate curricula and practices to integrate food and meals with opportunities to learn about food's role in culture and social customs, food production and preparation, and health and nutrition.</p>	<p>3.3.5 Engage in identifying and addressing challenges related to mealtime practices affecting children and families in early education settings and in the community.</p>
<b>3.4. Response to Food Preferences</b>	<p>3.4.1 Recognize and allow for food preferences while encouraging each child to eat foods being served.</p>	<p>3.4.2 Observe each child during mealtimes to identify individual eating behaviors, patterns, and skills.</p>	<p>3.4.3 Develop food-related activities that respect cultural and family beliefs and practices.</p>	<p>3.4.4 Analyze and share with others current evidence-based research related to activities and practices regarding food preferences, beliefs, and behaviors.</p>	<p>3.4.5 Articulate and evaluate evidence-based research related to activities and practices regarding food preferences, beliefs, and behaviors.</p>

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>4. Communication with Families</b>					
<i>4.1. Respect</i>	4.1.1 Display respect when communicating with parents regarding their children's health, safety, and nutrition.	4.1.2 Identify and appreciate cultural health, safety, and nutrition practices while maintaining regulatory and science-based standards.	4.1.3 Model respect and help others develop skills to recognize and accept cultural health, safety, and nutrition practices while maintaining regulatory and science-based standards.	4.1.4 Communicate with families with respect to develop health, safety, and nutrition practices, while maintaining regulatory and science-based standards.	4.1.5 Engage families and the community to develop health, safety, and nutrition practices that are culturally diverse and that maintain regulatory and science-based standards.
<i>4.2. Communication Regarding Policies</i>	4.2.1 Follow program guidelines for informing families of current health concerns.	4.2.2 Understand and implement program guidelines for informing families of current health concerns.	4.2.3 Identify ways to communicate health policies and concerns to families.  Educate parents about health care by means of workshops, guest speakers, handbooks, and home visits.  Provide information on community health services and immunizations as required by the Arizona Department of Health Services.  Provide families with information and resources related to sun and water safety.  Provide families with	4.2.4 Communicate with families to develop policies and procedures related to children's health, safety, and nutrition.	4.2.5 Engage families, the community, and appropriate agencies to develop, implement, and evaluate policies related to children's health, safety, and nutrition.



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
			infants and toddlers information on the value of breastfeeding, car seat safety, and safe sleeping practices.		
<b>4.3. Communication Regarding Special Needs</b>	4.3.1 Recognize the health, safety, and nutritional needs of individual children in the program.	4.3.2 Understand and accommodate the health, safety, and nutritional needs of individual children in the program.	4.3.3 Collaborate with families and professionals to adapt the learning environment, curriculum activities, and interactions with others to meet the special needs of each child.	4.3.4 Analyze, evaluate, and modify as necessary systems for communicating with families regarding the special needs of their children.	4.3.5 Promote best practices for communicating with families regarding the special needs of their children.
<b>4.4. Communication Regarding Nutrition &amp; Food</b>	4.4.1 Share with individual families regarding their children's eating patterns, skills, and food needs, and preferences.  Follow directions regarding special nutritional needs or food allergies.	4.4.2 Educate families regarding well-balanced meals/snacks that may be brought from home.  Encourage families to actively participate in program nutrition and gardening activities.  Communicate with families to ensure their children's needs are being met.	4.4.3 Identify and access resources from community agencies and programs, such as the CACFP, WIC, Dairy Council, and/or University of Arizona Cooperative Extension, to assist in expanding nutritional awareness for children and families.  Consult with families regarding special nutritional needs or food allergies, and ensure that adaptations are developed and implemented as needed.	4.4.4 Examine and communicate with others current knowledge of theory and research on communicating with families regarding food-related issues.	4.4.5 Articulate, apply, analyze, and evaluate current theory and evidence-based research on nutrition and food for children from birth through age eight.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>5. Health Education</b>					
<i>5.1. Basic Health Practices</i>	<p>5.1.1 Follow program guidelines for training and supporting each child in proper hand washing procedures.</p> <p>Use personal health and safety practices.</p>	<p>5.1.2 Understand the importance of aligning health activities to the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Identify each child's understanding and practice of basic concepts and behaviors that promote good health.</p>	<p>5.1.3 Clearly align activities related to health education to the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Develop, plan, and create health activities that promote healthy behaviors, healthy bodies, and healthy environment.</p>	<p>5.1.4 Evaluate current theory and research on health, safety, and nutrition.</p> <p>Encourage staff, colleagues, and families in its application.</p>	<p>5.1.5 Articulate, apply, analyze, and evaluate current theory and evidence-based research on basic health practices.</p>
<i>5.2. Nutrition Education</i>	<p>5.2.1 Recognize mealtime experiences that nurture healthy eating habits.</p>	<p>5.2.2 Implement activities that introduce new foods, food preparation, and tasting experiences.</p> <p>Offer opportunities for each child to develop the knowledge and skills needed to make healthy food choices.</p>	<p>5.2.3 Develop, plan, and create learning experiences that introduce new foods, food preparation, and tasting experiences, and that promote healthy food choices.</p> <p>Clearly align activities related to nutrition education to the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as</p>	<p>5.2.4 Plan, evaluate, and modify nutrition education to promote learning experiences related to healthy eating.</p>	<p>5.2.5 Articulate, apply, analyze, and evaluate current theory and evidence-based research on nutrition for children from birth through age eight.</p> <p>Develop curricula based on current theory and evidence-based research on nutrition for children from birth through age eight.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
			appropriate. .		
<b>5.3. Safety Education</b>	<p>5.3.1 Follow safety rules and practices, enforcing them consistently, including the safe use of equipment and space.</p>	<p>5.3.2 Implement safety rules and practices, enforcing them consistently, including the safe use of equipment and space.</p>	<p>5.3.3 Clearly align activities related to safety education to the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Share information with other professionals and families about safety resources and ways to facilitate children's understanding and use of safety practices.</p>	<p>5.3.4 Analyze, evaluate, and modify learning experiences related to safety education.</p>	<p>5.3.5 Conduct inquiry into the safety of young children from birth through age eight.</p> <p>Develop curricula based on current theory and evidence-based research on safety for children from birth through age eight.</p>
<b>5.4. Education for Healthy Self-Care</b>	<p>5.4.1 Follow directions for healthy behaviors as they are carried out during daily routines, e.g., brushing teeth, eating nutritious food, and exercising.</p> <p>Follow directions for behaviors that reflect respectful care of one's own body, e.g., personal safety, hand washing, and passenger safety.</p>	<p>5.4.2 Implement policies and procedures for healthy behaviors as they are carried out during daily routines, e.g., brushing teeth, eating nutritious food, and exercising.</p> <p>Implement policies and procedures for behaviors that reflect respectful care of one's own body, e.g., personal safety, hand washing, and passenger safety.</p>	<p>5.4.3 Clearly align activities related to self-care education to the Arizona Infant and Toddler Developmental Guidelines, Arizona Early Learning Standards, or, or Arizona Academic Standards, as appropriate.</p> <p>Identify and apply current knowledge of healthy behaviors and share this with others.</p>	<p>5.4.4 Supervise continual improvement in developing, implementing, and evaluating learning experiences related to education in healthy self-care.</p>	<p>5.4.5 Conduct inquiry into self-care for young children from birth through age eight.</p> <p>Develop curricula based on current theory and evidence-based research on self-care for children from birth through age eight.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
			<p>Identify and utilize health education materials from community sources, such as health departments, health consultants, and nutrition councils.</p> <p>Model and help others develop proficiency in education for healthy self-care.</p>		
<b>5.5. Education for Physical Activity</b>	<p>5.5.1 Follow directions for implementing play-based physical and motor activities that foster development of skills in the areas of gross motor development and fine motor development.</p>	<p>5.5.2 Implement activities based on the on-going formative assessment of children's abilities, interests, and individual learning needs.</p>	<p>5.5.3 Plan and assess activities based on the on-going formative assessment of children's abilities, interests, and individual learning needs.</p> <p>Plan, assess, and adapt activities that are developmentally appropriate, culturally responsive, and adapted for children with special needs.</p> <p>Clearly align physical activities to the AZ Infant and Toddler Developmental Guidelines, AZ Early Learning Standards, or AZ Academic Standards, as appropriate.</p> <p>Model and help others develop a wide range of</p>	<p>5.5.4 Analyze, evaluate, and modify programs for continual improvement in education for physical activity, based on best practices derived from up-to-date evidence-based research.</p>	<p>5.5.5 Conduct inquiry into the facilitation of physical development in young children from birth through age eight.</p> <p>Develop curricula based on current theory and evidence-based research on physical activity for children from birth through age eight.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
			<p>skills for planning and facilitating play-based activities related to physical development that are:</p> <ul style="list-style-type: none"> <li>○ Integrated with other curriculum content areas and across domains</li> <li>○ Designed to facilitate gradual and continuous development.</li> </ul>		
<b>5.6. Health &amp; Safety Resources</b>	<p>5.6.1 Recognize the importance of community health, safety, and emergency resources.</p>	<p>5.6.2 Identify and understand community health, safety, and emergency resources.</p>	<p>5.6.3 Identify and utilize community health, safety, and emergency resources to improve the health and safety of children and their families.</p> <p>Identify and utilize the services of a health consultant and, if food is served, a dietitian, and/or public health nutritionist.</p> <p>Share information and resources with families.</p>	<p>5.6.4 Utilize community groups and agencies, e.g., Department of Health, Department of Homeland Security, to identify health, safety, and nutrition issues or concerns.</p> <p>Develop plans and policies for addressing concerns.</p>	<p>5.6.5 Advocate for health, safety, and nutrition policies and services that will positively impact the children of Arizona.</p>

# Family & Community Partnerships

## Why?

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

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

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

## What?

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

- **Knowing and Respecting Families** – They recognize that families are children's first and foremost educators. They establish partnerships with families based on mutual trust and respect.
- **Communication** – They use various strategies to initiate and maintain family involvement and a variety of communication skills to engage and promote reciprocal interaction about all aspects of the program.
- **Community Partnerships** – They facilitate mutually beneficial connections among families, agencies, businesses, organizations and other community resources.
- **Advocacy** – They nurture the capacity of family members to serve as advocates for their own children and for children of the greater community.

## How?

The indicators on the following pages specify *how*, i.e., how the specific knowledge, behaviors, and practices that form family and community partnerships are demonstrated by early childhood professionals across the career lattice levels.

We know that children thrive when they are surrounded with love. We know that all functional families and communities feature meaningful adult relationships and encircle their children with people who care.

Baker, A.C. & Manfredi/Petitt, L.A. (2004). *Relationships, the Heart of Quality Care: Creating Community among Adults in Early Care Settings* (p. 173). Washington, D.C: National Association for the Education of Young Children.



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
<b>Family &amp; Community Partnerships</b>					
<b>1. Knowing &amp; Respecting Families</b>					
<i>1.1. Mutual Respect</i>	1.1.1 Recognize families as their children's first and most influential caregivers and teachers.	1.1.2 Understand the value of an environment where families' contributions are valued; and become familiar with families' circumstances, values, goals, and concerns.	1.1.3 Identify families as central—the most important decision-makers in their children's lives—and work in partnership to identify goals for their children.  Use this knowledge to modify the environment and daily plans.	1.1.4 Examine families' values, goals, and concerns when making decisions that impact: <ul style="list-style-type: none"> <li>o Policies</li> <li>o Programs</li> <li>o Curriculum</li> <li>o Environment.</li> </ul>	1.1.5 Articulate the value of family engagement and an inclusive environment to early childhood professionals, other service providers, and community leaders based on current literature and research.
<i>1.2. Respect for All Families</i>	1.2.1 Recognize the importance of treating all families with dignity and respect.  Recognize that the	1.2.2 Acknowledge families as equal partners.  Engage in interactions to learn about family culture, strengths,	1.2.3 Design a learning environment that intentionally reflects sensitivity and acceptance of cultural diversity and family	1.2.4 Develop program policies that are flexible and accommodate family work schedules, religious holidays, and special circumstances.	1.2.5 Model respect and acceptance of families throughout the community and the profession.



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	structure and form of families vary greatly as do family values and cultural backgrounds.	expectations, values, and traditions.  Use this knowledge to design activities and the environment to support families' interests.	strengths.  Implement curriculum with an anti-bias content.	Collaborate with families and staff members to reflect their diverse experiences in continuous program improvement.	Engage all members of the community to remove barriers or biases that might hinder development of respectful relationships.
<b>1.3. Welcoming Environment</b>	1.3.1 Recognize the importance of a welcoming environment and contribute to its development.	1.3.2 Display a warm and friendly environment through words and actions so that families feel welcome and at ease at all times.	1.3.3 Develop multiple strategies to ensure families feel welcome and connected to the staff and other parents. Examples include: <ul style="list-style-type: none"> <li>Family gathering area</li> <li>Information board with photos of staff and families</li> <li>A quiet space for families to nurse, soothe or comfort a child</li> <li>Open houses</li> <li>Informational meetings</li> <li>Special events.</li> </ul>	1.3.4 Greet all family members by name and welcome their conversation.  Develop opportunities for families to participate in the program and engage with one another, with staff members, and when possible with community members.  Lead outreach to prospective families, current families, and alumni families. Create bonds between and among all family members.	1.3.5 Model warmth, friendliness, and approachability.  Facilitate team building opportunities designed to acquaint and connect all members of the community.
<b>1.4. Positive Relationships</b>	1.4.1 Recognize the importance of attentively greeting family members when they arrive and depart.	1.4.2 Engage in positive interactions with families and respond to questions or concerns.  Offer opportunities and encouragement for families to observe their children and participate in the program based on	1.4.3 Create relationships with families to ensure meaningful two-way collaboration, supporting the children's learning and development.  Share observations, describe children's accomplishments, and	1.4.4 Invite families to participate formally and informally in the development, governance, and evaluation of program services and policies as appropriate.  Lead networking	1.4.5 Engage early childhood educators, families, and community leaders to design early education programs and systems that support the primary role of families in children's education and care and develop long-term engagement with



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		each member's skills, interests, and availability.	plan for children individually and as a group.  Address concerns and support families as decision-makers.	activities for families the encourages communication and support for all families.	educational institutions.
<b>2. Communication</b>					
<b>2.1. Listening to Families</b>	2.1.1 Recognize the importance of active listening and work to develop this skill.	2.1.2 Acknowledge family members' questions, expressions of values, goals, interests, suggestions, and concerns whether they occur in conversation or writing.  Use an interpreter when necessary to ensure clear communication.	2.1.3 Apply information from family members and engage in direct, effective communication to learn about family composition, values, and traditions, hopes, and dreams for their child.  Demonstrate effective use of active listening.	2.1.4 Develop or adapt program policies to support informal and formal family input and feedback.  Use various strategies such as surveys to ensure every family is heard.  Listen to feedback and respond honestly with accurate information.  Model active listening with staff and families. Provide training for staff as needed.	2.1.5 Conduct inquiry into the design and development of systems that support and assess program responsiveness to families.
<b>2.2. Involving Families</b>	2.2.1 Recognize the value of family involvement in the early education setting to promote children's development.	2.2.2 Engage with children and family members in ways that encourage them to share family experiences.  Design the learning environment and create activities to reflect the	2.2.3 Provide opportunities for family engagement both in the program and at home that support learning.  Plan conferences, events, and activities that are based on family	2.2.4 Examine and improve family involvement opportunities on a regular basis to meet needs of current families.  Design and implement strategies to overcome	2.2.5 Advocate and encourage policymakers and regulatory agencies to include family representatives in decision-making processes, as appropriate.

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		<p>diversity and interests of children and families.</p> <p>Invite family members to visit, volunteer, and attend field trips, and excursions into the community.</p>	<p>interest, and scheduled at times to accommodate families.</p> <p>Plan opportunities to help families develop informal supports like shared babysitting, play groups, phone trees, etc.</p> <p>Invite families to share special interests or talents with their child's group or the program at large.</p>	<p>barriers to family engagement due to cultural or linguistic differences.</p>	
<b>2.3. Communicating Children's Development</b>	<p>2.3.1 Recognize the importance of regular communication with families.</p> <p>Share noteworthy observations with staff.</p>	<p>2.3.2 Understand the importance of regular communication with families to learn about child's current interests, activities, recent changes, or concerns at home and in the program. Topics of conversation may also include diet, guidance, and developmental skills.</p> <p>Allow time in the day for conversations in addition to providing written updates.</p> <p>Adapt plans and routines in response to information learned from families.</p>	<p>2.3.3 Develop creative and multiple ways to provide information such as:</p> <ul style="list-style-type: none"> <li>○ written daily reports and/or reminders</li> <li>○ electronic newsletters</li> <li>○ photos</li> <li>○ bulletin boards</li> <li>○ Journals—paper or electronic which go back and forth between home and school.</li> </ul>	<p>2.3.4 Communicate knowledge with others regarding current theories, research, and policies that enhance development and learning from birth to age eight.</p> <p>Develop policies and procedures that guide communication methods, timelines, and content to ensure all families are informed daily, weekly, and monthly.</p>	<p>2.3.5 Facilitate systems for staff and families to exchange information. Offer multiple options that accommodate individual family needs.</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>2.4. Communicating Children's Learning</b>	<p>2.4.1 Recognize the importance of regular communication with families.</p> <p>Share noteworthy observations with staff.</p>	<p>2.4.2 Acknowledge the value of a partnership with families as you work together to identify goals for their child.</p> <p>Engage in regular and ongoing opportunities to exchange information with families about their child's learning and development, paying special attention to identified goals.</p> <p>Share knowledge of general child development with families.</p>	<p>2.4.3 Plan regularly scheduled conferences (formal) and other strategies (informal) to exchange information about the child's development and set further learning goals with families.</p> <p>Conduct home visits when possible.</p> <p>Use information from families to inform plans and modify the environment.</p> <p>Distribute developmentally appropriate materials and activities that families can use at home to support learning.</p>	<p>2.4.4 Develop program-wide policies that ensure opportunities are provided for families to observe children and participate in the early education setting.</p> <p>Provide support to families in interpreting observations of children and responding to behaviors.</p> <p>Ensure communication is on-going, appropriate for each individual family, and respectful of cultural/linguistic diversity.</p>	<p>2.4.5 Promote evidence-based best practices for early childhood professionals and family members to share information regarding children's developmental progress.</p> <p>Provide learning opportunities for families about child development and developmentally appropriate activities based on evidence-based research.</p>
<b>2.5. Communicating Atypical Development or Special Needs</b>	<p>2.5.1 Recognize the importance of respecting and supporting all children and families.</p>	<p>2.5.2 Implement plans for child observation recording children's development and share relevant information with supervisor.</p> <p>Understand the importance of avoiding the use of negative labels when sharing information about an individual with a</p>	<p>2.5.3 Model communication with families in a sensitive and confidential manner regarding possible developmental challenges.</p> <p>Help families obtain clear and understandable information about their child's special education</p>	<p>2.5.4 Communicate the value of integrating children with special education and health needs benefits all children.</p> <p>Communicate with families in a sensitive and confidential manner regarding possible developmental challenges.</p>	<p>2.5.5 Facilitate other professionals in acquiring skills needed to communicate effectively with families regarding suspected delays or special needs.</p> <p>Engage other professionals to ensure comprehensive services are available.</p> <p>Serve as an advocate for</p>

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		disability, i.e., refer to the person rather than the disability.	and health needs and resources for assessment.  Help families understand the special education referral and evaluation process available through their local elementary school where Child Find <sup>10</sup> services for evaluation and screening are available for children beginning at age 30 months. Refer families to AzEIP, <sup>11</sup> for children birth to 36 months.	Develop policies and procedures that involve and support families in the development of <b>IEPs, IFSPs</b> , and other individualized plans for children.	families when necessary.
<i><b>2.6. Communicating in Ways Families Can Understand</b></i>	2.6.1 Recognize the importance of communicating in a manner that matches the family's style, preferred language, level of understanding, and preferred means of communication.	2.6.2 Accommodate diverse backgrounds, various languages, and preferred style of communication.  Offer a variety of options to families including: ○ Written ○ Phone ○ Electronic.  Arrange for translation when necessary to ensure clear communication.	2.6.3 Create strategies to engage family members from diverse linguistic and cultural backgrounds.  Design the learning environment to incorporate some elements of the languages spoken in the home.	2.6.4 Develop communication policies and strategies to ensure all families are served based on each family's expressed needs and preferences.  Provide professional development for staff on the principles of and strategies for effective communication.	2.6.5 Engage families, early childhood professionals, service providers, and community leaders to: ○ Address systemic barriers to effective communication ○ Increase availability of information and services in home languages.

<sup>10</sup> Child Find is a program provided by the state of Arizona. All preschool-aged children are referred to the unified or elementary school district of residence for child find services, including children who attend private preschools regardless of where the school is located.

<sup>11</sup> AzEIP is the Arizona Early Intervention Program provided to support families of children birth to three years of age who have a developmental delay or an established condition, which has a high probability of resulting in a delay. For information go to [www.azdes.gov/azeip](http://www.azdes.gov/azeip)

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
		Learn a few words in each child's home language, such as greetings, names of family members, words of comfort, and important objects or places.			
<b>2.7. Maintaining Confidentiality</b>	2.7.1 Recognize the importance of maintaining confidentiality and ensuring privacy in communication about children, families, and staff members. Honor this charge.	2.7.2 Understand the importance of maintaining confidentiality for children and family members in regard to: ○ Family information ○ Child's records.	2.7.3 Develop ways to inform family members about: ○ Who can gain access to records kept by the program; ○ What procedures are used to protect records from unauthorized use.	2.7.4 Develop policies for implementing, maintaining, and monitoring confidential information.  Ensure all staff and family members understand these policies.	2.7.5 Promote partnerships between families, programs, agencies and community resources to address the privacy rights of families.
<b>2.8. Recognizing Symptoms of Stress</b>	2.8.1 Recognize that families function in a variety of ways and that children or families may require support from outside the program.  Share concerns with supervisor.	2.8.2 Understand the value of daily communication with families daily about children's well-being.  Take steps for further inquiry when concerns arise based on observations of a child or family.  Refer questions or concerns to supervisor.	2.8.3 Assess risk factors related to family functioning and of how to support all families appropriately.  Modify the learning environment to be responsive to children's needs during times of unusual stress.	2.8.4 Evaluate questions or concerns from staff members or other adults and act as a professional resource.  Provide professional development opportunities to staff on family functioning, protective and risk factors, and community sources.	2.8.5 Provide leadership to early childhood professionals in acquiring knowledge and skills related to family functioning, and in becoming familiar with community resources related to the needs of families.
<b>2.9. Supporting Families in Raising Children</b>	2.9.1 Recognize the value of sharing child-rearing information and resources with families.	2.9.2 Implement regular and on-going opportunities to exchange information with families pertinent to learning and	2.9.3 Identify reliable sources of childrearing information such as: ○ Library	2.9.4 Provide a Parent Lending Library stocked with appropriate materials and information which has	2.9.5 Engage educators, service providers, and local leaders in promoting children's well-being, family health,

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
		<p>development.</p> <p>Share knowledge of general child development.</p> <p>Support families as they find their own way to raise their children.</p>	<ul style="list-style-type: none"> <li>Internet</li> <li>Pediatrician or health care provider.</li> </ul> <p>Help families to implement easy-to-use tools and strategies at home to achieve desired outcomes; and are consistent with those used in the program.</p>	<p>been critically reviewed for relevance.</p> <p>Plan formal and informal opportunities for discussion of childrearing topics, inviting guest speakers recognized as child development experts to present information on topics of interest.</p> <p>Communicate parent education and training opportunities outside of the program as well as those offered within.</p>	<p>and long-term success in school and in life.</p>
<b>2.10. Creating Opportunities for Collaboration &amp; Support</b>	<p>2.10.1</p> <p>Recognize the importance of a partnership between family and program.</p>	<p>2.10.2</p> <p>Identify opportunities for families to exchange information and offer support between and among each other and with staff.</p>	<p>2.10.3</p> <p>Plan and implement program-wide opportunities to expand relationships among families and among staff members.</p> <p>Create a parent-staff board who work in concert to plan social and educational events.</p>	<p>2.10.4</p> <p>Lead families and staff as they work together to build a community support system which reflects shared values and interests.</p>	<p>2.10.5</p> <p>Lead efforts to increase collaborative relationships that enhance the quality of the early education experience for families and providers.</p>
<b>2.11. Involving Families in Policy Decisions</b>	<p>2.11.1</p> <p>Recognize the value of family involvement in all aspects of the program.</p>	<p>2.11.2</p> <p>Acknowledge families questions and comments policy decisions.</p> <p>Ensure this information is available in the languages spoken and in</p>	<p>2.11.3</p> <p>Invite families to comment on policies and be responsive to families' perspectives to the extent possible within program goals and guidelines.</p>	<p>2.11.4</p> <p>Lead the process for building a system for family involvement in policy decisions and program governance.</p>	<p>2.11.5</p> <p>Provide professional development opportunities that support leadership, team-building, and communication.</p>

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		the preferred format for communication.			
<b>3. Community Collaborations</b>					
<i>3.1. Facilitating Children's Awareness of Community Resources</i>	3.1.1 Recognize the importance of sharing community resources and community helpers with young children.	3.1.2 Identify community resources and helpers to the children. A few examples are: <ul style="list-style-type: none"> <li>o Firefighters</li> <li>o Police officers</li> <li>o Librarians</li> <li>o Postal workers</li> <li>o Health care providers.</li> </ul>	3.1.3 Plan activities that feature community resources.  Modify areas of the environment (use props and dress-up, etc.) to simulate community resources and the helpers who work there.	3.1.4 Demonstrate the value of community helpers and enrich the curriculum by: <ul style="list-style-type: none"> <li>o Coordinating field trips</li> <li>o Inviting community helpers to present their work (include families in these events when possible.)</li> </ul>	3.1.5 Facilitate greater understanding between early childhood professionals, families, and community resources about the importance of early education.
<i>3.2. Facilitating Linkages Between &amp; Access to Family &amp; Community Resources</i>	3.2.1 Recognize the value of knowing who, what, and where to find community resources which support children and families.	3.2.2 Acknowledge the value to community resources and share access information with families.  Understand the importance of community partners in meeting children's needs.	3.2.3 Develop supports for the needs of children, their success, and their well-being by maintaining professional connections to community and state partners.	3.2.4 Establish effective relationships with community partners to ensure continuity of children's learning and development and to ensure families' awareness of these resources.  Refer families to community resources for assistance and seek out new community resources when needed.  Create, maintain, and	3.2.5 Engage local and state partners in the promotion of services that enhance the health and development of children and families.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
				share a list of current community resources for the mutual benefit of staff and families.	
<b>3.3. Collaborating with Community Agencies, Organizations &amp; Businesses</b>	3.3.1 Recognize the value of agreements with community agencies, organizations, and businesses.	3.3.2 Display an awareness of these agreements, and an understanding of their purpose and value.	3.3.3 Identify representatives from various community organizations, agencies, and businesses regarding services and procedures for gaining access to services.	3.3.4 Establish formal and informal agreements with community organizations and agencies that serve families.	3.3.5 Lead efforts to increase collaborations among early childhood professionals, families, mental-health consultants, social-service providers to increase support for families.
<b>3.4. Participating as a Citizen in the Community-at-Large</b>	3.4.1 Recognize the value of participation in community events o to become familiar with historical and cultural aspects of the community and to create awareness among community members of the role of early childhood professionals.	3.4.2 Engage in community events to become familiar with historical and cultural aspects of the community and to create awareness among community members of the role of early childhood professionals.	3.4.3 Create opportunities for children and families to observe or participate in community events.  Participate in planning community events that welcome all children and families.	3.4.4 Communicate and collaborate with artistic, historical, and other cultural community resources to further the goals of the local community.  Demonstrate public awareness about the needs of children and families and about the impact of social and economic development on the well-being of children and families.	3.4.5 Facilitate civic engagement by serving in various capacities, i.e., board member, advisory council of local government, civic organizations to increase awareness of the importance of early education and family support services.



<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>4. Nurturing Families as Advocates</b>					
<i>4.1. Transitions</i>	<p>4.1.1 Recognize the impact transitions have on young children daily and over the course of time.</p>	<p>4.1.2 Acknowledge the impact transitions have on young children and assist parents and children in planning for:</p> <ul style="list-style-type: none"> <li>o Daily transitions (arrival and departure)</li> <li>o Transitions within the day</li> <li>o Transitions to new teachers, program, or school</li> <li>o Transitions at home (new baby, moving, divorce).</li> </ul> <p>Facilitate initial adjustment from home to program, new schedules, and routines.</p> <p>Know the symptoms of stress and communicate concerns with family and supervisor.</p>	<p>4.1.3 Plan daily schedules that minimize transitions between teachers and rooms.</p> <p>Provide information about transitions, including a timeline of activities whenever applicable.</p> <p>Plan discussions with children about upcoming changes and provide support.</p> <p>Develop partnerships with families to ease any stress that accompanies transitions.</p> <p>Provide families with information about programs and services that might be helpful.</p>	<p>4.1.4 Develop schedules throughout the program so as to minimize transitions that occur daily and over time.</p> <p>Communicate with local schools or programs in preparing children and families for upcoming transitions, i.e., kindergarten.</p> <p>Coordinate family visits to other potential programs</p> <p>Develop strategies for collaborating with families as primary decision makers for their children and with other programs or schools to facilitate transitions.</p>	<p>4.1.5 Provide professional development opportunities and learning opportunities for families that address transitions, school-readiness issues, including <b>developmentally appropriate practice</b> and social-emotional competence.</p>
<i>4.2. Obtaining Services</i>	<p>4.2.1 Recognize the importance and purpose of community services</p>	<p>4.2.2 Display familiarity with community resources to support children and</p>	<p>4.2.3 Plan conversations with families about referrals to community services and</p>	<p>4.2.4 Examine the strengths and needs of families, and address gaps in</p>	<p>4.2.5 Conduct inquiry into a comprehensive early childhood service</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	that benefit children and families.	<p>families.</p> <p>Identify signs that children or families may require support from outside the program, maintain documentation.</p> <p>Respond to requests from families about these services and refer questions to appropriate staff members.</p>	assist in identifying or accessing services as needed with consideration for the diverse linguistic and cultural experiences of families.	<p>services or resources.</p> <p>Analyze need for support based on knowledge of families' circumstances or current events that may affect them, i.e., economic climate, natural disasters.</p> <p>Demonstrate support staff and families in the referral process as appropriate.</p> <p>Communicate with community partners to conduct outreach or provide services to program families as needed.</p>	system that encompasses early care and education, and community services with consideration for affordability, availability, and accessibility.
<b>4.3. Consent to Share Information</b>	<p>4.3.1</p> <p>Follow directions for obtaining family consent before sharing information with other agencies/organizations.</p>	<p>4.3.2</p> <p>Follow guidelines for obtaining family consent before sharing information with other agencies/organizations.</p>	<p>4.3.3</p> <p>Plan and implement procedures for obtaining family consent before sharing information with other agencies/organizations.</p>	<p>4.3.4</p> <p>Develop procedures for obtaining family consent before sharing information with other agencies /organizations.</p>	<p>4.3.5</p> <p>Facilitate partnerships between families, programs, agencies and community resources to address the privacy rights of families.</p>

## Professionalism

### Why?

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

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

development of others and the community. Early childhood education depends on excellence in leadership.

### What?

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

- **Commitment to Quality** – They utilize knowledgeable, reflective, and critical perspectives on early education.
- **Professional Development** – They participate in continuous, collaborative learning to inform practice.
- **Ethics** – They know about and uphold ethical standards and other professional guidelines.
- **Leadership** – They communicate with the community, exhibit classroom and leadership skills, and advocate for appropriate practices in the early childhood field.

### How?

The indicators on the following pages specify how, i.e., how the specific knowledge, behaviors, and practices of professionalism are demonstrated by early childhood professionals across the career lattice levels.

Organizational change begins with leaders who walk the talk by transforming themselves, and then invite everyone in the organization to lead alongside them.

Source: Sherman, S.  
<http://www.lifewithlight.com/9563/Leadership-Quotes-pg-3.htm>



Career Lattice	1 Recognizing	2 Developing	3 Achieving	4 Extending	5 Advancing
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
Professionalism	In the competency of Professionalism, the early childhood professional will:				
1. Commitment to Quality					
1.1. Regulatory Standards	1.1.1 Follow legal and regulatory mandates for daily practices that ensure safe, healthy learning environments for each child and professional.	1.1.2 Meet and exceed legal and regulatory requirements for daily practices that ensure safety and health.	1.1.3 Model and help others establish and maintain high quality standards that exceed minimal regulatory requirements.	1.1.4 Develop, implement, and revise practices that meet and exceed regulatory codes.	1.1.5 Conduct inquiry into issues relevant to regulatory standards.  Engage community in issues relevant to developing, implementing, and improving practices that meet and exceed regulatory codes.
1.2. Quality Improvement	1.2.1 Follow guidelines that exceed governmental regulations.	1.2.2 Implement practices that exceed governmental regulations and current standards recommended by professional organizations.	1.2.3 Create systems for documenting practices that exceed governmental requirements and comply with current standards recommended by professional organizations.	1.2.4 Analyze, evaluate, and modify practices that meet high quality standards recommended by professional organizations.	1.2.5 Articulate, apply, analyze, and evaluate best practices to meet and exceed high quality standards.

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
<b>2. Professional Development</b>					
<i>2.1. Content Knowledge</i>	2.1.1 Possess skills and abilities in language and math equivalent to the level of a high school graduate. (See the Career Lattice table on pages 9-11.)	2.1.2 Possess skills and abilities in language/literacy, math, science, social studies, and early childhood content equivalent to having early childhood certification. (See the Career Lattice table on pages 9-11.)	2.1.3 Possess skills and abilities in language/literacy, math, science, social studies, and early childhood content equivalent to having completed two years of post-secondary education. (See the Career Lattice table on pages 9-11.)	2.1.4 Possess skills and abilities in language/literacy, math, science, social studies, and early childhood content equivalent to having a four-year degree. (See the Career Lattice table on pages 9-11.)	2.1.5 Possess an advanced degree. (See the Career Lattice table on pages 9-11.)  Use knowledge, skills, abilities, and degree to provide leadership that promotes and supports continuing education for self and others.
<i>2.2. Use of Resources</i>	2.2.1 Follow policies and procedures regarding the effective use of time, materials, and space.	2.2.2 Implement policies and procedures regarding the effective use of time, materials, and space.	2.2.3 Develop and model appropriate systems for effective use of time, materials, and space.	2.2.4 Analyze, evaluate, and modify policies, and procedures that ensure the effective use of time, materials, and space.	2.2.5 Promote evidence-based best practices for the effective use of time, materials, and space effectively.
<i>2.3. Hygiene &amp; Appropriate Dress</i>	2.3.1 Practice good hygiene and appropriate dress for interacting with young children in a variety of indoor and outdoor activities.	2.3.2 Maintain a professional appearance with respect to hygiene and dress.	2.3.3 Model and encourage others to maintain good hygiene and appropriate dress for working with young children in a variety of indoor and outdoor activities.	2.3.4 Plan and assess strategies for encouraging the practice good hygiene and professional appearance for interacting with young children.	2.3.5 Provide leadership in the areas of good hygiene and professional dress.
<i>2.4. Professional Attitude</i>	2.4.1 Recognize the importance of a positive, responsible, sensitive, and respectful attitude in working with each child and family.	2.4.2 Identify and understand skills that reflect positive, responsible, sensitive, and respectful attitudes in working with each child and family.	2.4.3 Model and encourage others to demonstrate positive, responsible, sensitive, and respectful attitudes in working with each child and family.	2.4.4 Demonstrate leadership in the development and maintenance of positive, responsible, sensitive, and respectful attitudes in working with each child and family.	2.4.5 Analyze and evaluate ways to promote professionalism in the field of early childhood care and education.
<i>2.5. Positive Relationships</i>	2.5.1	2.5.2	2.5.3	2.5.4	2.5.5

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<i>with Colleagues</i>	Recognize the importance of accepting, supporting, and caring for others working in the program.	Extend care and acceptance of others working in the program by listening to concerns and by providing supportive assistance within the bounds of professionalism.  Be open to mentoring relationships and collaborative dialogue.	Model and encourage others to care for and accept others working in the program.  Value multiple perspectives and participate in open, collaborative discussion to generate ideas and solve problems.	Analyze, evaluate, and modify practices for supporting and accepting co-workers.	Conduct inquiry and facilitate ways of developing programs that are accepting and supportive of colleagues.
<b>2.6. Commitment to the Profession</b>	2.6.1 Recognize the importance of supporting colleagues in times of stress.	2.6.2 Acknowledge and understand the physical and emotional demands of professional practice.  Encourage and support colleagues, helping them avoid burnout by developing strategies for professional and personal renewal.	2.6.3 Anticipate the stresses and frustrations of the profession and develop services and strategies to support and preserve others' resiliency, commitment, and effectiveness.	2.6.4 Develop policies and procedures that demonstrate commitment to other early childhood professionals.	2.6.5 Facilitate support of early childhood professionals by education and advocacy.  Advocate for early childhood professionals for: <ul style="list-style-type: none"> <li>o Livable wages</li> <li>o Societal esteem</li> <li>o Policies and services that improve the quality of life.</li> </ul>
<b>2.7. Professional Work Habits</b>	2.7.1 Recognize professional work habits, such as: <ul style="list-style-type: none"> <li>o Confidentiality</li> <li>o Respect for all people</li> <li>o Dependability</li> <li>o Time management</li> <li>o Initiative</li> <li>o Independence</li> <li>o Teamwork.</li> </ul>	2.7.2 Demonstrate efficiency and effectiveness in work habits.	2.7.3 Model and encourage others to exhibit and improve professional work habits.	2.7.4 Oversee ongoing strategies to improve professional work habits.	2.7.5 Facilitate early childhood education workforce development.
<b>2.8. Supporting Program</b>	2.8.1	2.8.2	2.8.3	2.8.4	2.8.5



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<i>Goals</i>	Recognize program goals and participate in their achievement and periodic review.	Understand program goals.  Implement activities to support program goals.	Develop, plan, select, and/or create ways to contribute to the attainment of program goals.	Analyze, evaluate, and modify program goals.	Conduct inquiry to advance the understanding of best practices for early childhood programs.
<i>2.9. Continual Updating of Knowledge</i>	2.9.1 Recognize the importance of gaining knowledge by: <ul style="list-style-type: none"> <li>o Attending orientation</li> <li>o Studying training materials on early childhood education and care</li> <li>o Participating in additional opportunities to increase competency for working with young children and families.</li> </ul>	2.9.2 Implement a professional development plan that includes gaining additional knowledge and skills through activities such as: <ul style="list-style-type: none"> <li>o Seeking and using feedback from other professionals</li> <li>o Journaling &amp; reflection</li> <li>o Reading professional publications</li> <li>o Staff development workshops</li> <li>o Professional organizations</li> <li>o Formal course work.</li> </ul>	2.9.3 Develop, plan, select, and/or create various models of professional development.  Promote others' professional growth through modeling, consulting, and mentoring.	2.9.4 Develop systems to support the career development of teaching and administrative staff, incorporating adult learning theory, personal and organizational change theory, and current research in early childhood education.  Expand learning opportunities through traditional and electronic delivery systems.	2.9.5 Articulate, apply, analyze, and evaluate complex development theories and rationale for early childhood care and education.
<i>2.10. Participating in Reflective Practice &amp; Research</i>	2.10.1 Recognize the importance of critical self-reflection.  Follow directions for keeping records, sharing observations, and/or giving technical support to researchers.	2.10.2 Understand self-reflection and feedback from other professionals to improve practice.  Engage in questioning that arises from ongoing practice.  Investigate answers by observation, journaling and reflection, reading research, or consultation	2.10.3 Model the ability to critically reflect on one's own educational and professional practice from community, state, national, and global perspectives.  Assess research to find beneficial strategies or knowledge and apply as appropriate.	2.10.4 Examine and assess knowledgeable, reflective, and critical perspectives on early childhood education.	2.10.5 Conduct inquiry to generate information that informs best practices.  Articulate, apply, analyze, and evaluate current theory and evidence-based research to expand the necessary holistic network of knowledge that bears on early childhood and family well-being.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
		with other professionals.			
<b>2.11. Philosophy of Early Childhood Practice</b>	<p>2.11.1 Recognize program philosophy.</p> <p>Recognize the importance of developing one's own philosophy of early childhood practice.</p>	<p>2.11.2 Through actions and attitudes, demonstrate a personal philosophy of early childhood care and education that:</p> <ul style="list-style-type: none"> <li>○ Supports inclusion and cultural and linguistic diversity</li> <li>○ Is informed by theory and research.</li> </ul>	<p>2.11.3 Identify and assess current issues and trends that might affect early childhood practice now and in the future.</p> <p>Support and model for others as they formulate a philosophy of early childhood professional practice.</p>	<p>2.11.4 Lead others as they develop and articulate a philosophy of early childhood practice.</p>	<p>2.11.5 Facilitate the continued development of the philosophy of early childhood professional practice.</p>
<b>2.12. Foundations of Early Childhood Practice</b>	<p>2.12.1 Recognize developmental milestones and good early childhood practice.</p>	<p>2.12.2 Understand major theories and principles of development and use them to implement good early childhood practices.</p>	<p>2.12.3 Evaluate and assess historical, philosophical, psychological, and social foundations of education including early childhood education and their relevance to practice.</p>	<p>2.12.4 Lead continual program improvement based upon current trends in early childhood practice and an understanding of the foundations of early childhood practice and education.</p>	<p>2.12.5 Articulate, apply, analyze, and evaluate foundations and trends in early childhood care and education.</p>
<b>2.13. Balancing Work &amp; Personal Growth</b>	<p>2.13.1 Recognize the importance of a balance between personal and professional commitments.</p>	<p>2.13.2 Understand professional boundaries in relationships with children, families, and other professionals.</p> <p>Identify causes and symptoms of "burn out."</p>	<p>2.13.3 Develop personal strategies to maintain healthy physical, mental, and emotional abilities in order to provide an optimal environment for all.</p> <p>Model behaviors that demonstrate the ability to balance personal and work responsibilities and make choices that minimize staff stress.</p>	<p>2.13.4 Analyze, evaluate, and modify strategies to maintain healthy physical, mental, and emotional abilities in order to provide an optimal environment for all.</p>	<p>2.13.5 Articulate, apply, analyze, and evaluate ways to promote professional morale and improve the work environment.</p>



<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
<b>2.14. Continual Professional Development</b>	<p>2.14.1 Recognize the importance of continual, collaborative learning to inform practice.</p>	<p>2.14.2 View graduation or licensure not as the final demonstration of competence but as one milestone among many, including professional development experiences before and beyond successful degree completion.</p>	<p>2.14.3 Promote professional development through:</p> <ul style="list-style-type: none"> <li>Staff development workshops</li> <li>Seeking and using feedback from others</li> <li>Journaling and reflection</li> <li>Reading professional publications</li> <li>Professional organizations</li> <li>Formal course work.</li> </ul>	<p>2.14.4 Analyze, evaluate, and modify models of professional development.</p> <p>Lead others' professional growth through modeling, mentoring, and consulting.</p>	<p>2.14.5 Facilitate professional growth plans and course work that reflect understanding of adult learning theory, personal and organizational change theory, and current research in early childhood education</p> <p>Expand professional development for self and others through use of traditional and electronic delivery systems.</p>
<b>3. Ethics</b>					
<b>3.1. Ethics in Communications &amp; Interactions</b>	<p>3.1.1 Follow ethical guidelines and other professional standards related to early childhood care and education.</p> <p>Act in ways that are healthy and respectful, never physically or emotionally harmful, dangerous, exploitive, or intimidating to children and their families.</p>	<p>3.1.2 Understand and use the NAEYC professional code of ethical guidelines and other professional standards and regulations related to early childhood practice.</p>	<p>3.1.3 Apply and model the NAEYC professional code of ethics.</p>	<p>3.1.4 Lead others in their articulation and use of the NAEYC professional code of ethics.</p> <p>Initiate and mediate group problem solving of ethical issues.</p>	<p>3.1.5 Conduct inquiry that provides a conceptual and structural basis for analyzing ethical issues and making informed choices when confronting ethical dilemmas.</p>
<b>3.2. Ethics Pertaining to Confidentiality</b>	<p>3.2.1 Follow guidelines for protecting the confidentiality of spoken and written information.</p>	<p>3.2.2 Understand potential violations of confidentiality and take steps to mitigate.</p>	<p>3.2.3 Model and develop methods for the appropriate sharing and protection of confidential information.</p>	<p>3.2.4 Analyze, evaluate, and modify program policies and procedures for the appropriate protection and release of</p>	<p>3.2.5 Engage in discussions or studies that provide a conceptual and structural basis for analyzing ethical issues and making informed choices</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
				confidential information.	when confronting ethical dilemmas.
<b>4. Leadership</b>					
<i>4.1. Communicating with the Broader Community</i>	4.1.1 Work to develop trust and communicate clearly with children, families, and colleagues.	4.1.2 Understand the role of other professionals involved in the care and education of young children, e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, and school psychologists.	4.1.3 Promote collaborative work by supporting relationships with all professionals involved in the care and education of young children.	4.1.4 Lead others in positive relationships and extend influence in the support of the growth and development of young children.	4.1.5 Address and advocate for early childhood issues affecting families and communities at local, state, federal, and global levels.
<i>4.2. Exhibiting Classroom &amp; Program Leadership Skills</i>	4.2.1 Recognize the importance of a work culture that is inspiring and empowers initiative.	4.2.2 Understand program vision, mission, and goals.  Participate in leadership activities with staff, family, and colleagues when given the opportunity.	4.2.3 Build trust and create supportive relationships with others in the field.  Provide meaningful feedback.  Create and regularly review program vision, mission, and goals.	4.2.4 Serve as a resource and mentor for others in the field.  Build networks and teams which provide a base of support and facilitate professional growth.	4.2.5 Articulate, analyze, apply, and evaluate current practice and facilitate changes that strengthen the quality and effectiveness of early childhood care and education.
<i>4.3. Advocating for Appropriate Practices in the Early Childhood Field</i>	4.3.1 Identify and involve oneself with the early childhood field.	4.3.2 Understand how public policies are developed and stay informed about current issues.	4.3.3 Develop as an informed advocate for sound educational practices and policies.  Demonstrate essential advocacy skills, including verbal and written communication and	4.3.4 Participate in professional organizations and in on-going professional development to enhance skills and knowledge in working with young children from birth to age eight.	4.3.5 Assume an early childhood leadership role in the local, state, and national community.  Contribute to the advocacy efforts of professional organizations, e.g.,

<i><b>Career Lattice</b></i>	<i><b>1 Recognizing</b></i>	<i><b>2 Developing</b></i>	<i><b>3 Achieving</b></i>	<i><b>4 Extending</b></i>	<i><b>5 Advancing</b></i>
			collaboration with others regarding services and legislation for young children and families.		committee membership, journal submission, financial contributions, etc.

DRAFT

## Program Management

### Why?

The quality of early childhood care and education is dramatically affected by the competence and leadership of a program administrator who plans, assesses, and modifies the program on a continuing basis.

Professionals who have been entrusted with this role must be proficient in and knowledgeable of accepted business practices as they design and implement policies, procedures and systems that comply with regulatory requirements, financial management, marketing, and record keeping. Articulating a clear vision, philosophy, and mission for the program they administer is essential.

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

Since the physical facility in which a program is housed has a major impact on all aspects of the program, the program manager is responsible for its design and maintenance, ensuring it is safe, comfortable, supportive, and welcoming to children, families, and staff.

Strong and effective leaders listen well, make decisions, accept and delegate responsibility, build meaningful and respectful partnerships as they advocate for children, families, and staff—inspiring all members of the community to be the best they can be.

### What?

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

- **Arizona Department of Health, Child Care Licensing Standards** – They implement systems that ensure compliance with governmental regulations and with professional standards.
- **Physical Facility** – They design and maintain safe, comfortable and supportive physical environments for children, staff, and families.
- **Fiscal Management** – They execute sound financial planning and management practices.
- **Risk Management** – They ensure the safety of children, staff and families taking proactive steps to reduce risk and prepare for emergencies.
- **Technology** – They embrace technology to support program administration,

It's the little things that make the big things possible. Only close attention to the fine details of any operation makes the operation first-class.

Marriot, J.W. (2000). In Gregerman, A., *Lessons from the Sandbox: Using the 13 Gifts of Childhood to Rediscover the Keys to Business Success* (p. 124). Chicago, IL: Contemporary Books.

communication, and advance information resourcing

- **Human Resources Management** – They create an organizational climate and maintain effective personnel policies and procedures that promote the recruitment, support, development, and retention of highly qualified staff members.
- **Program Planning and Assessment** – They oversee planning, implementation, assessment, and continuous improvement of the program's mission, goals, and philosophy.

### How?

The indicators on the following pages specify the *how*, i.e., how the specific knowledge, behaviors, and practices for effective program management are demonstrated by early childhood professionals across the career lattice levels.

Career Lattice	1 Recognizing	2 Developing	3 Achieving	4 Extending	5 Advancing
	Entry Professionals at Level 1 implement practices according to program guidelines.	Certification Professionals at Level 2 demonstrate skills at previous level. In addition, they work independently and take initiative.	Associate's Professionals at Level 3 demonstrate skills at previous levels. In addition, they design, assess and modify the learning environment to meet changing needs. They also model excellent practices.	Bachelor's Professionals at Level 4 demonstrate skills at previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They also encourage others to develop proficiency in skills.	Master's/Ph.D. Professionals at Level 5 demonstrate skills at previous levels. In addition, they conduct inquiry to advance the understanding of best practices for early childhood settings. They address issues based on current understanding and trends. They build support for ECE programs in the larger community.
Program Management					
1. Legal & Regulatory Standards					
1.1. Arizona Department of Health Services—Child Care Licensing Standards	1.1.1 Recognize and comply with legal and regulatory program requirements set forth by Arizona Department of Health Services-Child Care Licensing.	1.1.2 Understand and comply with legal and regulatory program requirements.  Monitor the environment for continuous compliance.	1.1.3 Identify the purpose and function of legal and regulatory program requirements to staff, colleagues, and families, and children as appropriate.	1.1.4 Develop and maintain systems that provide compliance with legal and regulatory requirements.  Serve as liaison between the program and regulatory agencies.  Analyze incidents of non-compliance and develop plans or policies to ensure future compliance.	1.1.5 Represent the early care and education field in interactions with regulatory agencies.  Participate in the development of regulations or public policy and provide input at public hearings.
1.2. Regulations from Other Agencies	1.2.1 Recognize and comply with requirements from other regulatory agencies, e.g., health department, fire marshal, Occupational Safety and	1.2.2 Acknowledge program policies and requirements to ensure compliance.  Maintain records and	1.2.3 Adapt all program policies and requirements to ensure compliance.  Maintain records and	1.2.4 Develop and review training plans to meet requirements.  Provide training for all	1.2.5 Advocate for changes in regulatory policies, when necessary, to promote high quality programs for children.

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
	Health Administration, Family and Medical Leave Act, Americans with Disabilities Act, etc.	reports as requested.	reports as required.  Keep up-to-date information posted.	staff on policies, protocol, and requirements from all agencies.	
<b>1.3. Voluntary Compliance with Quality Improvement</b>	1.3.1 Recognize the value of opportunities for program evaluation and certification to validate levels of service quality.	1.3.2 Acknowledge efforts to participate in program improvement, validation, certification, and/or accreditation.  Implement practices that are beyond basic requirements.	1.3.3 Identify opportunities for engagement in the evaluation and/or certification process and present them to colleagues for consideration.  Plan ways to meet quality standards that may exceed regulatory requirements.	1.3.4 Analyze the benefits and limitations of pursuing relationships with organizations that offer evaluation services for the purpose of program certification.  Lead efforts for developing, implementing, and revising practices that exceed regulations.	1.3.5 Articulate the value of voluntary involvement in developing, implementing, and revising practices that exceed regulations.  Facilitate community support for quality programming.
<b>1.4. Record Keeping</b>	1.4.1 Recognize the importance of recordkeeping, accuracy, and timeliness.  Know where records and documents are stored.	1.4.2 Understand the importance of accurate and current records of children's attendance, growth, health, and development in accordance with program policies and methods designed to meet regulations.	1.4.3 Identify and explain recordkeeping requirements to staff, colleagues, and families.  Use information from children's records in planning for care, curriculum, environment, and family engagement.	1.4.4 Establish procedures to facilitate recordkeeping ensuring accuracy, timeliness, confidentiality, and compliance with regulations.  Provide training to staff on record requirements and program protocol.  Use information for program planning, decision making, and evaluations.	1.4.5 Conduct inquiry into recordkeeping systems that support continuous program improvement.
<b>1.5. Display of License or Certificate</b>	1.5.1 Recognize the importance of knowing	1.5.2 Display license and other certificates of compliance	1.5.3 Refer family members to compliance reports	1.5.4 Communicate the psychological and	1.5.5 Facilitate community support for quality

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	where license and other certificates are posted or available for viewing.	in a publicly accessible place.	available on-site and online.	monetary value of the license and other certificates, and instill pride in the contributions to the team achievements the document(s) represents.	programming, and continuous pursuit of program improvement.
<i><b>1.6. Planning for Emergencies</b></i>	1.6.1 Recognize the importance of emergency plans and comply with all requirements.	1.6.2 Follow program guidelines for responding to emergencies and share guidelines with families.  Provide materials to encourage and assist families to develop home and family-based plans for emergency response.	1.6.3 Identify the program's guidelines for responding to emergencies.  Assist program leader by suggesting additional/alternative strategies for emergency responses.	1.6.4 Develop and enforce a written plan for responding to emergencies based on current recommendations from agencies and organizations that specialize in emergency preparedness.	1.6.5 Engage early care and education leaders, regulatory agencies, and first responders to create protocol for programs and families.
<b>2. Physical Facility</b>					
<i><b>2.1. Facility Management</b></i>	2.1.1 Recognize the importance of facility maintenance as required by licensing regulations.	2.1.2 Implement practices to help maintain a clean, safe, and well-organized facility.  Identifies resources available to resolve facility problems such as utility companies, or repair services.	2.1.3 Understand how the facility operates and is managed.  Display familiarity with the use of the facility, including accessibility issues specified by Americans with Disabilities Act (ADA).	2.1.4 Develop plans for facility maintenance which includes budgetary support for preventative maintenance schedules, refurbishment, and enhancement of the physical facility.  Ensure the facility design provides safety and accessibility as required by the ADA.  Develop policies and procedures for systematic monitoring	2.1.5 Conduct inquiry into the area of facility management.

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				and maintenance of the buildings and grounds.	
<b>2.2. Environment Management</b>	<p>2.2.1 Recognize the importance of a well-organized, clean, safe, and aesthetically pleasing physical environment both inside and outside.</p>	<p>2.2.2 Implement practices to the environment inside and outside as needed to support the children's safety, interests, learning, and development.</p> <p>Implement learning activities that help children appreciate and contribute to a well-organized, clean, safe, and aesthetically pleasing physical environment such as planting gardens, sharing artwork for common spaces, etc.</p>	<p>2.2.3 Develop ways to engage children, staff, volunteers, and family members in enhancing the physical and learning environment.</p> <p>Encourage the use of environmentally friendly products, energy-saving appliances, and recycling when possible</p>	<p>2.2.4 Analyze, evaluate and modify the environment to ensure it:</p> <ul style="list-style-type: none"> <li>○ Is accessible to all</li> <li>○ Instills pride and provides beauty</li> <li>○ Supports comfort and safety for all members of the community.</li> </ul> <p>Develop strategies that provide for continuous improvement and enhancement of the environment both inside and outside.</p>	<p>2.2.5 Provide professional development opportunities for early childhood professionals that address environment designs that support the ever-changing requirements of children, staff, and families.</p>
<b>2.3. Space</b>	<p>2.3.1 Recognize the importance of personal space and common spaces, taking care to maintain them.</p>	<p>2.3.2 Identify methods that contribute to effective use of space to maximize learning.</p> <p>Provide private spaces for children which can be supervised.</p>	<p>2.3.3 Plan for space, supervision and comfort for sick children waiting to be picked up.</p> <p>Plan for space that meets the needs of staff.</p> <p>Model for others ways to maximize space usage inside and outside.</p>	<p>2.3.4 Examine and modify space to make best use of the facility and resources.</p> <p>Ensure private spaces are available for staff and families.</p> <p>Analyze room and facility scheduling to make best use of available space</p>	<p>2.3.5 Conduct inquiry into effective space utilization to support the ever-changing requirements of children, staff, and families.</p>



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				and resources.	
<b>3. Fiscal Management</b>					
<i>3.1. Budget Development</i>	<p>3.1.1 Recognize that the program is business—non-profit or for profit—and is subject to a budget.</p> <p>Use materials, equipment, and other resources prudently.</p>	<p>3.1.2 Identify the program's funding sources (income) and requirements, i.e. tuition, state and/or federal funding, private foundations.</p> <p>Identify expenses related to the child care/education business.<sup>12 *</sup></p>	<p>3.1.3 Identify basic accounting principles.</p> <p>Participate in the operating budget development process.</p>	<p>3.1.4 Communicate with staff, colleagues, families, and other stakeholders to develop short and long-term financial goals for the program.</p> <p>Develop salary scales that are commensurate with qualifications and education.</p> <p>Identify multiple funding sources.</p> <p>Develop a fee structure and policies related to late payments and other financial matters.*</p> <p>Meet reporting requirements.*</p>	<p>3.1.5 Engage educational institutions and business leaders to improve the accessibility and availability of professional development in business management, and finance for early childhood professionals.</p>
<i>3.2. Budget Maintenance</i>	<p>3.2.1 Follow directions for requesting supplies and materials as needed.</p>	<p>3.2.2 Follow directions for requesting supplies and materials as needed.</p> <p>Implement a basic record keeping system to track income and expenses. *</p>	<p>3.2.3 Assess finances or potential short-falls or surpluses.</p> <p>Explain bookkeeping practices to others. *</p>	<p>3.2.4 Develop an annual operating budget designed to facilitate program goals based on anticipated funding. *</p> <p>Communicate with stakeholders and obtain</p>	<p>3.2.5 Conduct inquiry into systems that support sound fiscal operations in a variety of early childhood care and education settings supplied by multiple funding streams.</p>

<sup>12 \*</sup> These skills and practices are needed by owners/directors of all types of childcare facilities.

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				final approval if required.	
<b>3.3. Accounting Practices</b>	<p>3.3.1 Recognize the importance of using materials, equipment, and other resources prudently.</p>	<p>3.3.2 Understand how to manage materials and supplies according to the budget.</p> <p>Keep an accurate account of expenses.</p> <p>Reconcile income and expenses monthly.*</p>	<p>3.3.3 Select, adapt, or create an accounting system.*</p> <p>Maintain fiscal records (i.e. balance sheets, bank reconciliations, etc.)*</p> <p>Review monthly and quarterly income and expense statements to determine fiscal status.</p>	<p>3.3.4 Analyze income and expenses to predict a breakeven point and the cash flow for the fiscal year.</p> <p>Analyze records to determine a breakeven point when considering additional staff or children or making other changes.</p> <p>Obtain an annual independent review or audit of financial records.</p> <p>Communicate regular reports to appropriate stakeholders (board, funding sources, etc.).</p>	<p>3.3.5 Articulate accounting practices that meet the varying needs of early childhood providers.</p>
<b>3.4. Resource Acquisition</b>	<p>3.4.1 Recognize the value of resources (financial, human, and material) needed to provide a high quality program.</p>	<p>3.4.2 Identify strategies for gaining access to material and non-material resources.</p>	<p>3.4.3 Identify information and/or provide assistance in pursuit of resources.</p>	<p>3.4.4 Initiate activities to secure resources. Examples include:</p> <ul style="list-style-type: none"> <li>o Fundraising</li> <li>o Gifts</li> <li>o Grants</li> <li>o In-kind contributions</li> <li>o Volunteer time</li> <li>o Collaboration with community organizations.</li> </ul>	<p>3.4.5 Advocate for creative and inclusive funding of childcare and education for all children and their families.</p> <p>Facilitate grant-writing by sharing expertise with program directors and other stakeholders.</p>
<b>3.5. Marketing</b>	<p>3.5.1 Recognize the importance of promoting the program to others.</p>	<p>3.5.2 Recognize ongoing activities and successes that merit public</p>	<p>3.5.3 Create a warm welcome for prospective families and provide tours of the</p>	<p>3.5.4 Communicate services provided by the program. Examples include:</p>	<p>3.5.5 Advocate for high quality care and education for all young children and</p>

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		awareness and share information with others.	program.  Provide accurate answers to basic questions about program structure, philosophy, and affordability.	<ul style="list-style-type: none"> <li>○ Press releases</li> <li>○ Social media</li> <li>○ Public appearances at community events</li> <li>○ Host events to build awareness of early childhood and the importance of high quality programs.</li> </ul>	families.  Engage community and business leaders to build awareness of the importance of early childhood and identify ways they can support young children and families.
<b>4. Risk Management Plan</b>					
<i>4.1. Risk Reduction</i>	<p>4.1.1 Follow policies and procedures designed to minimize the risk for injury, property loss, or professional liability.</p> <p>Participate in regular risk and injury prevention during in-service professional development.</p>	<p>4.1.2 Understand loss and liability policies to others including families and children.</p> <p>Maintain current and accurate documentation related to risk management.</p>	<p>4.1.3 Develop learning activities for children to reinforce the concept of safety and prevention.</p> <p>Monitor the environment regularly for potential risks.</p>	<p>4.1.4 Develop program policies and procedures for risk and injury prevention for children, families, and staff.</p> <p>Ensure policies address various environmental hazards such as asbestos, lead, air pollution, etc. in accordance with regulatory agency requirements.</p> <p>Lead professional development for staff on the prevention of workplace accidents.</p>	<p>4.1.5 Conduct inquiry into areas of potential loss and liability.</p>
<i>4.2. Accident Protocol</i>	<p>4.2.1 Follow directions for reporting work-related injuries to appropriate staff.</p>	<p>4.2.2 Identify procedures to follow when accidents occur that involve children, families, or staff.</p>	<p>4.2.3 Assess all areas of the program for safety and identify steps to take when an accident occurs including contact</p>	<p>4.2.4 Develop and maintain current, written procedures for preparing for and handling emergencies.</p>	<p>4.2.5 Engage health and safety officials, colleagues, families, and the community to respond to accidents and reduce the risk of future</p>

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	Recognize the importance of strategies to prevent work-place accidents.	Support strategies to prevent accidents.	information.  Assist with reporting when needed.	Communicate with employees about their rights under the Arizona Division of Occupational Safety and Health Administration (OSHA).  Develop policies and procedures for response to and reporting of accidents in accordance with government regulations.	occurrences.
<b>4.3. Insurance</b>	4.3.1 Recognize the importance of insurance coverage.	4.3.2 Refer questions about insurance coverage or claims to appropriate staff person.	4.3.3 Identify the procedures for reporting claims and assist with reports as needed.	4.3.4 Examine insurance requirements and maintain adequate coverage for loss and liability for: <ul style="list-style-type: none"> <li>○ Children</li> <li>○ Personnel, volunteers and visitors</li> <li>○ Property</li> <li>○ Professional liability.</li> </ul> Communicate the extent of coverage to staff and families.	4.3.5 Provide guidance and share resources to support early childhood professionals in the area of business practices.

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<b>5. Technology</b>					
<i>5.1. Usage</i>	<p>5.1.1 Recognize the value of a working knowledge of basic computer technology.</p> <p>Use technology resources in accordance with program policies.</p>	<p>5.1.2 Implement technology resources for communication with colleagues and families.</p> <p>Use technology to document children's learning and assessments, and planning.</p> <p>Use computer technology to implement recordkeeping as appropriate.</p> <p>Use technology resources for professional development.</p>	<p>5.1.3 Design ways to use technology resources for communication with colleagues and families.</p> <p>Identify technology resources used to:</p> <ul style="list-style-type: none"> <li>○ Promote learning and develop curriculum</li> <li>○ Facilitate scheduling and programming.</li> </ul> <p>Identify related technology resources for families and colleagues</p> <p>Model use of technology for new staff.</p>	<p>5.1.4 Demonstrate support to consistently use technology for curriculum planning, research, and professional development.</p> <p>Integrate technology in budget planning, recordkeeping, curriculum, marketing, and staffing.</p> <p>Develop program policies that govern the use of technology.</p> <p>Develop policies to ensure staff receives professional development opportunities in the use of computer technology as appropriate.</p> <p>Develop a technology plan for acquiring hardware, software, and maintenance (updating and replacing as needed.)</p>	<p>5.1.5 Engage early childhood care and education professionals in professional development opportunities.</p> <p>Engage community and business leaders to provide technology resources to early childhood programs.</p>
<b>6. Human Resources Management</b>					
<i>6.1. Personnel Policies</i>	6.1.1 Follow personnel policies	6.1.2 Understand the	6.1.3 Identify policies and	6.1.4 Develop and implement	6.1.5 Conduct inquiry into

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	that describe the terms of employment; seek clarification for any performance expectations or terms of employment as needed.	<p>expectations of job description.</p> <p>Understand personnel policies, including those that involve salaries, benefits, and volunteer or internship agreement.</p> <p>Identify the different roles in the program.</p>	<p>procedures for new staff, volunteers, and interns.</p> <p>Model positive communication with families, colleagues, and children, as developmentally appropriate.</p> <p>Participate in hiring processes as appropriate.</p>	<p>hiring policies and job descriptions for all employees in compliance with regulations, or other requirements, and with consideration for the diverse linguistic and cultural experiences of all children and families.</p> <p>Develop orientation program for new staff, volunteers, and interns.</p> <p>Establish a monitoring system for all personnel procedures to ensure they are consistent with regulatory requirements and reflect the diversity of the community.</p> <p>Demonstrate all staff members are adequately trained to work with all children and families of diverse backgrounds.</p>	<p>issues related to hiring practices in a variety of early childhood settings, such as recruitment and retention of a diverse workforce.</p> <p>Engage early childhood professionals and community members to strengthen hiring practices to cultivate leaders.</p>
<b>6.2. Communication</b>	<p>6.2.1</p> <p>Follow directions regarding attendance at staff meetings and other meetings as requested by supervisor.</p> <p>Read e-mail memos and other notices promptly, and respond as appropriate.</p>	<p>6.2.2</p> <p>Accommodate the communication styles and preferences of staff and colleagues and use this information when communicating.</p>	<p>6.2.3</p> <p>Create timely and accurate internal communication (i.e., memos, notices, e-mail messages.)</p> <p>Maintain transparency and accountability in interactions.</p>	<p>6.2.4</p> <p>Develop a variety of systems or strategies to facilitate effective communication among staff and colleagues.</p> <p>Provide professional development activities on the principles and strategies of effective communication.</p>	<p>6.2.5</p> <p>Engage early childhood professionals and community leaders to address challenges and potential systemic barriers to effective communication in a variety of early education and care settings.</p> <p>Facilitate professional</p>

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				Communicate effectively to meet the diverse language and literacy abilities of staff and colleagues.	development opportunities that address effective communication strategies to ensure equity and respect for children, families, and early childhood professionals.
<b>6.3. Schedules</b>	<p>6.3.1 Follow directions regarding work schedule and attendance requirements.</p> <p>Request personal leave in advance and give maximum notice for unscheduled leave.</p>	6.3.2 Acknowledge the importance of cooperation with colleagues and supervisor to support flexibility in schedules.	6.3.3 Plan schedules and assist as needed to ensure consistency of care is provided for children.	<p>6.3.4 Develop schedules to meet proper staff-child ratios and Maintain consistent assignment of teachers/caregivers to individual children or groups of children.</p> <p>Develop strategies to support flexible scheduling while minimizing disruption.</p> <p>Develop and maintain an up-to-date substitute list of qualified individuals to support scheduling needs.</p>	6.3.5 Promote evidence-based best practices that address scheduling and the value of consistency of care.
<b>6.4. Staff Satisfaction</b>	6.4.1 Recognize the value of participation in job satisfaction surveys/assessments.	6.4.2 Understand the value of participation in job satisfaction surveys/assessments.	6.4.3 Model appreciation to staff members for commendable service.	<p>6.4.4 Examine research and theory about employee satisfaction, both intrinsic and extrinsic, when designing the workplace environment.</p> <p>Develop and implement regular strategies for</p>	6.4.5 Articulate, from research and from experience, the value of early care and education to the well-being of society at all levels i.e., from the neighborhood to the world.

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				<p>assessing job satisfaction (i.e., surveys, open-door policy, focus groups, etc.)</p> <p>Use the results to make changes or modifications to the workplace.</p>	<p>Recognize early childhood professionals' contributions—individually and collectively—in public forums, i.e. newsletters, meetings, conferences, journals, etc.</p>
<b>6.5. Staff Recognition</b>	<p>6.5.1</p> <p>Recognize the value of expressing appreciation to others for their contributions to the workplace environment and program in general.</p>	<p>6.5.2</p> <p>Engage in opportunities to recognize contributions of colleagues, volunteers, and administrators.</p>	<p>6.5.3</p> <p>Develop various strategies to recognize (privately and publicly) contributions of colleagues, volunteers, and administrators.</p>	<p>6.5.4</p> <p>Create frequent opportunities to celebrate both little victories and milestones.</p> <p>Involve all members of the community (children, families, volunteers, and staff) as appropriate.</p> <p>Recognize both individual and team contributions.</p>	<p>6.5.5</p> <p>Provide leadership for continuous improvement of policies and systems for employee recognition, especially those that recognize or emphasize team or program-wide cooperation in achievements, emphasizing collaboration rather than competition.</p>
<b>6.6. Compensation</b>	<p>6.6.1</p> <p>Follow job requirements for which compensation is provided.</p> <p>Seek supervisor's advice on professional development and/or self-study opportunities to increase knowledge, effectiveness, and value to the organization.</p>	<p>6.6.2</p> <p>Engage in professional development activities and/or educational pursuits that increase knowledge, effectiveness, and value to the organization.</p>	<p>6.6.3</p> <p>Model professionalism by participation in professional development opportunities and pursuit of personal goals.</p>	<p>6.6.4</p> <p>Develop a salary scale that is differentiated by role, education, specialized training, and years of relevant experience.</p> <p>Develop a plan to encourage excellence and recognize outstanding performance, accomplishment of projects that contribute to child or program achievement, as a potentially more affordable means of</p>	<p>6.6.5</p> <p>Conduct inquiry into compensation and initiate surveys among all of the various early care and education providers (private, public, non-profit, for profit, etc.) to inform program administrators and other stakeholders.</p> <p>Advocate for advancement of equity and just compensation within the field for skilled professional services.</p>



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				<p>rewarding exceptional efforts without altering the basic salary scale.</p> <p>Examine salary scale regularly taking into consideration various internal and external factors, i.e., economic indicators, market base, labor pool, etc.</p>	
<b>6.7. Benefits</b>	<p>6.7.1 Recognize the value of benefits offered.</p>	<p>6.7.2 Understand the value of benefits offered.</p>	<p>6.7.3 Provide feedback to administrators regarding satisfaction with and use of benefits.</p>	<p>6.7.4 Provide leadership in securing benefits for staff. Benefits may include:</p> <ul style="list-style-type: none"> <li>○ Sick leave</li> <li>○ Vacation</li> <li>○ Holidays</li> <li>○ Free or reduced tuition for staff member's children</li> <li>○ Education and/or Professional Development</li> <li>○ Health, life, and disability insurance</li> <li>○ Tax-deferred savings plans</li> <li>○ Retirement.</li> </ul>	<p>6.7.5 Engage early childhood professionals and community leaders to address challenges and potential systemic barriers to providing benefits for early childhood professionals.</p>
<b>6.8. Collegiality</b>	<p>6.8.1 Recognize the value of a positive attitude and spirit of cooperation with co-workers.</p>	<p>6.8.2 Understand the importance of positive relationships among staff members to foster a team environment.</p>	<p>6.8.3 Create opportunities to engage in positive, cooperative ways as a member of the team.</p>	<p>6.8.4 Examine organizational climate and make adjustments on an on-going basis to promote and maintain a positive and vibrant environment for staff, volunteers, and interns.</p>	<p>6.8.5 Facilitate collegiality in all relationships personally and professionally.</p> <p>Articulate and evaluate current theory and evidence-based research on group dynamics/management in</p>

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				<p>Develop team-building opportunities for early childhood professionals to gather, share, and learn from each other.</p> <p>Communicate appropriately to resolve staff conflicts and to improve team relationships.</p>	<p>order to provide guidance for early childhood professionals.</p>
<i><b>6.9. Professional Development</b></i>	<p>6.9.1 Recognize the importance of participation in orientation and additional learning opportunities.</p>	<p>6.9.2 Engage in professional development activities (i.e., reading, taking classes, attending workshops and conferences, etc.) on a regular basis.</p> <p>Use new found knowledge to enhance the learning environment for children.</p> <p>Identify personal and career goals and develop a personal plan to achieve these goals.</p>	<p>6.9.3 Identify sources for adult learning, coaching, and mentoring opportunities with more experienced early childhood educators.</p> <p>Model professional development and serve as a mentor to less experienced colleagues.</p> <p>Create opportunities for colleagues to share their learning and new ideas with each other.</p> <p>Share evidence-based research articles and Internet sites that promote learning and professional development.</p>	<p>6.9.4 Serve as a model of life-long learning.</p> <p>Create an environment where adults are encouraged to engage in learning and professional development.</p> <p>Provide professional development opportunities (traditional and distance learning) for all staff.</p> <p>Provide resources or information about other sources of financial support i.e., TEACH or Professional Career Pathway Project (PCPP), etc.</p> <p>Serve as a coach and mentor to all employees.</p>	<p>6.9.5 Engage with early childhood professionals to facilitate professional development opportunities and mentorship programs.</p>

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<b>6.10. Performance Evaluation</b>	<p>6.10.1 Follow directions regarding participation in performance evaluations for self and supervisor.</p>	<p>6.10.2 Engage in performance evaluations for self and supervisor.</p> <p>Use feedback from evaluation to improve performance in areas where skills are weaker and in areas where desire for growth is greater.</p>	<p>6.10.3 Conduct or contribute to formal performance reviews, including review of supervisor performance, at least annually and in compliance with personnel policies.</p> <p>Model confidentiality and privacy in the supervision and evaluation of staff and colleagues.</p>	<p>6.10.4 Develop a plan for evaluating staff performance including the program director.</p> <p>Communicate with stakeholders, i.e. owners, board members, etc. in the design and use of the director's assessment.</p> <p>Provide a tool that will assess and document performance based on clearly defined job descriptions, expectations, and direct observation, incorporating input from families or other staff as appropriate.</p> <p>Develop a plan for self-assessment and reflection as part of the overall performance evaluation.</p> <p>Conduct private, formal performance reviews at least annually and ensure all employees understand the role of performance evaluations plays in continuous improvement.</p> <p>Maintain confidentiality in</p>	<p>6.10.5 Analyze, articulate and apply current theory and research regarding performance evaluation in order to provide guidance for decisions and actions of early childhood professionals.</p>

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				personnel files.	
<b>7. Program Planning &amp; Evaluation</b>					
<i>7.1. Mission, Goals, Philosophy</i>	<p>7.1.1 Recognize the importance of the program's mission statement, goals, and philosophy.</p>	<p>7.1.2 Understand the program's mission, goals, and philosophy.</p> <p>Respond to basic questions from families about the program's philosophy and refer more complex questions to appropriate staff.</p>	<p>7.1.3 Identify the program's mission, goals, and philosophy.</p> <p>Explain the program's philosophy and responds to questions from staff, colleagues, and families.</p> <p>Identify similarities and differences among various philosophical approaches to early care and education.</p>	<p>7.1.4 Communicate with staff, colleagues, families, early childhood educators, regulatory agencies, and community leaders to create the program's mission statement, goals, and philosophy.</p> <p>Lead the program in ongoing analysis of these statements and their implication for practice.</p> <p>Demonstrate the program's philosophy to prospective staff, colleagues, families, funding agencies, and the community.</p> <p>Modify staff composition to be reflective of families and the community.</p>	<p>7.1.5 Provide guidance to early childhood programs as they seek to create a statement of philosophy and implement philosophy-driven practice.</p> <p>Provide recommendations on elements of program's statements of mission, goals, and philosophy regarding child development, learning and curriculum, families, diversity, and inclusion.</p>
<i>7.2. Program Planning</i>	<p>7.2.1 Recognize the value of the program's planning process.</p>	<p>7.2.2 Acknowledge the importance of the program planning process and contribute ideas related to the learning environment.</p> <p>Acknowledge questions from families about the</p>	<p>7.2.3 Participate in program planning, including recruitment and enrollment of children, and curriculum, as appropriate contributing ideas from the team.</p> <p>Identify sources of</p>	<p>7.2.4 Develop a strategic plan to ensure the long-term success and effectiveness of the program.</p> <p>Lead staff, colleagues, families, early childhood</p>	<p>7.2.5 Engage early childhood professionals, families, staff, regulatory agencies, and community leaders to participate in the program planning process.</p> <p>Provide guidance based</p>

<b>Career Lattice</b>	<b>1 Recognizing</b>	<b>2 Developing</b>	<b>3 Achieving</b>	<b>4 Extending</b>	<b>5 Advancing</b>
		planning process and refer more complex questions to appropriate staff.	information about children, families, staff, and colleagues.	educators, regulatory agencies, and community leaders, the program's board of directors, funding agencies, and other individuals as appropriate in program planning. Areas for focus include: <ul style="list-style-type: none"> <li>o Recruitment &amp; enrollment of children</li> <li>o Defined roles and responsibilities for governing boards and parent advisory committees</li> <li>o Setting annual goals for improvement</li> <li>o Resources and support for meeting goals</li> <li>o Program evaluation.</li> </ul>	on current research and theory on the principles of effective program planning.  Articulate the complex array of funding streams that support early childhood programs.
<b>7.3. Program Evaluation</b>	7.3.1 Follow directions regarding participation in program evaluation.	7.3.2 Engage in program evaluation.	7.3.3 Participate in program evaluation.  Assist with program evaluation data review and interpretation.	7.3.4 Develop an annual program evaluation and share results with appropriate stakeholders.  Invite stakeholders to participate in analyzing and interpreting implications of assessment data for program improvement.  Communicate results with stakeholders.	7.3.5 Analyze, articulate and apply current theory and research regarding methods for program evaluation in order to provide guidance for decisions and actions of early childhood professionals.
<b>7.4. Program Improvement</b>	7.4.1 Recognize the importance of	7.4.2 Engage with staff, colleagues, and families	7.4.3 Engage in reflective practice and self-study	7.4.4 Communicate with governing or advisory	7.4.5 Engage early childhood professionals, families,

<i>Career Lattice</i>	<i>1 Recognizing</i>	<i>2 Developing</i>	<i>3 Achieving</i>	<i>4 Extending</i>	<i>5 Advancing</i>
	participation in program improvement activities.	in reflective practice and self-study and implement action plans for improvement.	with staff, colleagues, and families.  Develop action plans for improvement.	board or council and take leadership for continuous program improvement.  Use program evaluation results to create an improvement plan that will: <ul style="list-style-type: none"> <li>○ Promote positive outcomes for children and families</li> <li>○ Maintain a high-quality program based on regulatory standards and others related to quality improvement , certification, or accreditation programs</li> <li>○ Integrate standards into program planning.</li> <li>○ Promote high-quality standards and <b>best practices</b> for staff</li> <li>○ Provide support for continuous professional development.</li> </ul>	regulatory agencies, policymakers, and other service providers to design policies that support high-quality services in a variety of early childhood settings.

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This first edition of the *Arizona Early Learning Workforce Knowledge and Competencies Framework* is the result of thoughtful collaboration among many early childhood professionals. We thank the following for their assistance and support.

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Every organization needs torchbearers. These are the people who discover new ideas, systems, or innovations and champion the charge to have them implemented.

Zadra, D. (2001). *Together we can: Celebrating the power of a team and a dream*. Lynnwood, Wash: Compendium.

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# Glossary

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

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

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

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

**Assistive technology devices** – devices, such as switch toys, hearing aids, Braille print, special lighting, communication boards, etc., which allow children to access the curriculum.

**Authentic assessment** – Authentic assessment is a method of evaluation in which children perform real-life tasks to demonstrate their ability to apply relevant knowledge and skills. Authentic assessment typically includes a task for children to complete and a rubric which indicates how the task will be scored.

**Best practices** – Methods or techniques that have consistently shown superior results and are often used as benchmarks or standards. Best practices evolve over time as more effective methods are discovered.

**Child/children** - refers to young children in the period of early childhood development, from birth through age eight, in a care or classroom environment.

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

**Culturally responsive practice** – a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Some of the characteristics of culturally responsive teaching are positive perspectives on parents and families; communication of high expectations; learning within the context of culture; student-centered instruction; culturally mediated instructions; reshaping the curriculum; and teacher as facilitator. (The Education Alliance, Brown University <http://www.alliance.brown.edu/tl/tl-strategies/crt-principles.shtml>)

**Developmentally appropriate practice (DAP)** - a fundamental approach for all who work with young children. It is designed to promote young children's optimal learning and development. Its three core considerations are: knowing about child development and learning; knowing what is individually appropriate; and knowing what is culturally important. (National Association for the Education of Young Children)

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

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

**Individualized Education Program (IEP)** – a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with federal regulations. It includes statements of the child's present levels of academic achievement and functional performance; measurable annual goals; special education and related services; and other related information. (U.S. Department of Education)

**Individualized Family Service Plan (IFP)** – a written statement that, among other things, outlines the early intervention services that a child and family will receive. It includes the child's present levels of functioning and needs, family information, results or outcomes expected, and early intervention services. (National Dissemination Center for Children with Disabilities)

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

**People first language** -- People first language is used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: "a person who ...", "a person with ..." or, "person who has..." (National Center on Birth Defects and Developmental Disabilities, Department of Health and Human Services, USA, [http://www.cdc.gov/ncbddd/disabilityandhealth/pdf/DisabilityPoster\\_Photos.pdf](http://www.cdc.gov/ncbddd/disabilityandhealth/pdf/DisabilityPoster_Photos.pdf))

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

# Resources

## Professional Resources

- Alliance for Family, Friend and Neighbor Child Care (AFFNCC) <http://www.familyfriendandneighbor.org/>
- American Academy of Pediatrics – <http://www.aap.org>
- Arizona Association for the Education of Young Children (AzAEYC) – <http://www.azaeYC.net/>
- Arizona Department of Education – <http://www.azed.gov/>
- Arizona Department of Health Services (Arizona Early Intervention Program) – <http://www.azdhs.gov/>
- Association for Childhood Education International (ACEI) – <http://www.acei.org/>
- Council for Exceptional Children (CEC) – <http://www.cec.sped.org/>
- First Things First – <http://www.azftf.gov>
- National Academy of Sciences – <http://www.nationalacademies.org/>
- National Association for Sport and Physical Education (NASPE) - <http://www.aahperd.org/naspe/>
- National Association for the Education of Young Children (NAEYC) - <http://www.naeyc.org/>
- National Center for Research on Early Childhood Education (NCRECE) <http://curry.virginia.edu/research/centers/castl/project/ncrece>
- National Child Care Information and Technical Assistance Center (NCCIC) [http://www.csrees.usda.gov/nea/family/part/childcare\\_part\\_nccic.html](http://www.csrees.usda.gov/nea/family/part/childcare_part_nccic.html)
- National Council of Teachers of Mathematics (NCTM) – <http://www.nctm.org/>
- National Head Start Association – <http://www.nhsa.org/>
- National Professional Development Center on Inclusion (NPDCI) – <http://www.fpg.unc.edu/node/2880>
- Zero to Three – <http://www.zerotothree.org/>

## Curriculum Resources

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

## Assessment Tools

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



## Program Assessment Tools

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

## Quality Improvement & Accreditation Organizations

### **American Montessori Society**

281 Park Avenue South, 6th Floor, New York, NY 10010

(212) 358-1250

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

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

326 S. Wilmot Road Ste. A110, Tucson, AZ 85711

(520) 514-2897

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

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

(Formerly known as National Association of Child Care Professionals)

P.O. Box 982, Christiansburg, VA 24073

(800) 537-1118

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

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

4000 N. Central Avenue, Suite 800, Phoenix, AZ 85012

(602) 771-5100

[www.azftf.gov](http://www.azftf.gov)

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

1509 16th Street North West, Washington D.C. 20036

(800) 424-2460

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

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

1029 Railroad Street, Conyers, GA 30207

(800) 543-7461

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