

The New York State Early Care and Education Core Body of Knowledge Framework



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Second Edition, 2001

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History

In April 1994, an ad hoc committee of CDI began development of The Framework. The ad hoc committee identified six essential areas of knowledge needed for staff working in early care and education. This committee further recommended ascending skill levels or competencies within each knowledge area. Initially, the early childhood frameworks from other states were reviewed, as were the guidelines produced by the National Association for the Education of Young Children (NAEYC). As work progressed, many additional documents and materials were reviewed, including the New York State Teacher Certification requirements for elementary education, as well as the professional development criteria of several child care associations.

The Consistent Standards Subcommittee of CDI, convened in July 1995, was responsible for the continued development and further refinement of The Framework. The first edition of The Framework was published in 1997. The CDI Core Body of Knowledge Work Group revised The Framework and the second edition was published in 2001.

Introduction

National research has demonstrated that the quality of young children's experience in early care and education is directly related to the specific preparation in early childhood education obtained by the adults caring for and educating them. The Career Development Initiative (CDI) of New York State provides a statewide forum for a large and diverse group of people to develop and implement plans that will improve young children's early care and education by improving and strengthening the professional development opportunities available to those adults working in or seeking employment in the field.

Purpose and Uses

The New York State Early Care and Education Core Body of Knowledge Framework (The Framework) serves as a resource for guiding the professional development of staff involved in early care and education and for the agencies, institutions, and associations that provide or administer professional development activities.

The Framework supports and strengthens services to young children in New York State by identifying the areas of knowledge needed by all who work with young children and suggesting a continuum of competency levels within each knowledge base area.

The areas of knowledge and levels of competency, although presented in this document in a linear fashion, will be most useful if viewed as a framework to:

- Guide the work of adults who care for and educate young children
- Guide the development of policies and regulations to ensure the maintenance of high quality programs
- Assist in planning and evaluating professional development activities and pre-service education

The Framework

- Identifies knowledge and behavioral expectations for staff providing care and education for young children
- Assists public and private agencies, institutions, and associations in developing guidelines for staff qualifications and ongoing professional development
- Facilitates articulation agreements between and among agencies and institutions that provide professional development
- Defines terms that can be used consistently by all agencies and institutions when developing, establishing, maintaining, and communicating about early childhood programs and professional development activities
- Serves as a foundation for decisions and practices carried out by those engaged in early care and education in all settings and programs, and
- Provides a framework for professional development for individuals, programs, agencies, and schools.

Knowledge Base Areas

The *Framework* encompasses six knowledge base area. Within each knowledge base area, there are three ascending levels of competency. The knowledge base areas are:

1. Child Growth and Development
2. Environment, Curriculum, and Content
3. Families in Society
4. Child Assessment
5. Communication
6. Professionalism and Leadership

These knowledge base areas are interconnected and support each other. For discussion, though, they are presented here as different aspects of early care and education. Each individual's understanding of these knowledge base areas is ongoing and progressive.

Competency Levels

What does an individual working with young children need to know to respond to each child's strengths and interests, within the context of family, community, and culture?

The Framework outlines levels of competency for each knowledge base area. The competency levels are designed as a continuum. They range from those skills necessary for entry into the field to levels for those who work with children on a daily basis (Level One and Level Two), and to an advanced level for academic preparation and varied experience (Level Three). Each individual's progression through these levels is accomplished by formal study as well as through reflective and guided experience gained in work with children and families. At each competency level, the individual that cares for and educates young children is expected to continue their participation in professional development activities and to increase their knowledge within each area. In a knowledge base area, each higher competency level encompasses the skills and knowledge of previous levels.

Skills Necessary for Entry Into the Field

Individuals that enter the field and provide early care and education without formal preparation should be teamed with others at higher levels and, in all settings including family child care and school-age child care, receive direct and ongoing supervision from those at Level Two or above. Entry-level individuals require orientation and ongoing professional development. Essential characteristics and skills of an entry-level individual are:

- A desire to work with children
- A receptivity to learning
- An ability to reflect on one's practice
- Good interpersonal and communication skills with children and adults
- Problem-solving abilities
- Flexibility
- A commitment to the quality care and education of young children
- Respect for and acceptance of the diversity of children and families
- Caring for and acceptance of children's individual needs, including those children with special or exceptional needs.

Competency Level 1

Level One addresses the competencies needed by entry-level adults plus the ability to contribute to and ensure the maintenance of a safe and nurturing environment where children learn and develop. An adult at Level One learns about children and families through participation in professional development activities provided in a variety of learning situations. In each knowledge base area, at Competency Level One, an adult receives ongoing supervision from an individual at a higher competency level.

Competency Level 2

Many of the adults working in early care and education are at Level Two in most, if not all, knowledge base areas. Adults reaching Level Two, in a given knowledge base area, must have achieved the competencies at Level One. In addition, they consistently exhibit practices grounded in theories of growth, development, and learning. They work cooperatively with others, establish good mentoring relationships, and sometimes provide direct supervision. When adults attain Level Two in all knowledge base areas, they have refined their knowledge through guided and reflective experiences with young children and families and have participated in formal study leading to a credential, degree, or teaching certificate.

Competency Level 3

In addition to the competencies described in each of the previous levels, adults at Level Three, in all knowledge base areas, have extensive academic preparation and experience in the field. They demonstrate a mastery of developmentally appropriate practices, which allows them to mentor peers as well as individuals at other levels. At Level Three, adults possess the ability to provide new resources and innovative practices to the program.

Rationale

Knowledge of patterns of child growth and development shapes decisions about the provisions of experiences in individual and group settings and the nature of adult/child interactions that support growth and development. To provide a safe and healthy learning environment, adults must understand child growth and development and the techniques and adaptations available for children with specific disabilities.

Knowledge Base

- The early childhood developmental period, birth through age eight, is the period of the greatest interdependence among all of the aspects of human development and learning.
- These aspects of human development, although subject to different interpretations by different theorists, generally fall into categories of physical, sensory-motor, social-emotional, and cognitive-intellectual development.
- As children grow, mature, and gain experience, these aspects of development become more differentiated, although still interdependent.
- Growth, development, and learning are progressive.
- Stages of growth and development are sequential.
- Each stage has distinctive characteristics.
- Each stage builds upon the prior stage.
- Progression from one stage to the next is gradual, occurs over a period of time, and varies according to each individual child.
- The rate of development and learning in each stage varies.
- The amount of time it takes to pass from one stage to the next is unique to the individual child.
- The pattern of growth through a stage is dependent upon individual capabilities, personal aptitudes and dispositions, the nature of any existing disability, individual learning styles, and life experiences.
- Play provides the opportunity for children to grow and learn. As they play, children practice skills, develop knowledge, and explore relationships.
- As they explore the world around them, children develop sensory, perceptual, and cognitive understandings and skills through play.
- Children most effectively develop small muscle skills and large muscle coordination through play.
- Children develop language, early literacy, and communication skills as they interact with adults and children.
- Children develop the ability to think, plan, and solve problems as they play.
- Children express their creative abilities in individual ways, provided they have adequate opportunities for open-ended play to stimulate them to create new possibilities.
- Families are the first and most enduring teachers. Early care and education builds on this foundation to support continued growth, development, and learning.
- A positive regard for children by nurturing adults, in an environment of mutual respect among adults and children, promotes healthy learning and development.
- Such a setting contributes to children's feelings of competence, safety, security and self-worth.
- Children who feel confident and competent are better able to develop internal controls and self-direction.
- A setting of mutual respect and positive support enables children to interact effectively in a social environment.

Knowledge Base, continued

- Continuity, cooperation, and communication among the nurturing adults in each child's life provides a framework for responding to special needs and modifying or adapting for the effect of disabilities on typical patterns of growth and development.
- Effective language and communication among children and between children and adults is essential to healthy development and learning.
- The development of good language and communication skills is essential to children's social and cognitive development.
- Children are more likely to develop more precise language and communication skills when adults model active listening, clear and meaningful speech, and fluency in reading and writing.
- A child's understanding, ordering, and organizing of their world is influenced by their language and communication skills.
- Consistency is an essential factor in children's healthy growth and development.
- Children benefit from the availability of consistent adults in developing their sense of trust, safety, and security.
- A consistent environment supports children's sense of security, competence, and control over the world.
- Caring adults who provide consistent expectations for children's behaviors help them to develop appropriate interpersonal skills and abilities.
- Children need adults to provide information and support when changes occur.
- The family's goals and expectations for the child need to be known and shared by all those involved in the child's care and education.
- The expectations of adults who influence children's daily lives need to be clearly communicated to each child.



Competencies - Child Growth and Development

The adult providing early care and education will:

Level 1

- 1.1 Articulate the attributes of developmental stages associated with growth and learning in the early childhood years
- 1.2 Recognize and respect individual differences in children's growth, development and learning
- 1.3 Recognize and respect the importance of play in children's growth and development
- 1.4 Understand the importance of inclusive programming for children of all abilities
- 1.5 Demonstrate a basic understanding of activities and experiences that support children's growth and development
- 1.6 Understand that children develop skills and abilities and learn best through their natural medium of play
- 1.7 Talk with children frequently to promote children's understanding, ordering, and organization of their world
- 1.8 Provide consistency in environments, expectations, and responses to children and understand the need for that consistency
- 1.9 Provide each child with support in the process of maturing
- 1.10 Observe and understand attachment and separation behaviors

Level 2

- 2.1 Apply knowledge about child growth and development, developmental differences, the effect of special disabilities, and how children learn in order to support the development and learning of individual children
- 2.2 Enhance and adapt environments and experiences based on the needs of individual children, including children with special developmental and learning abilities and disabilities
- 2.3 Employ teaching strategies to meet changing needs, interests, and abilities of individual children and groups of children
- 2.4 Create environments and structure experiences that affirm and respect cultural and linguistic diversity
- 2.5 Establish partnerships with families, involving them in all aspects of the program including planning for their own children

Level 3

- 3.1 Accept children in the context of their families and cultures and actively share this knowledge and understanding with others
- 3.2 Demonstrate an understanding of the dynamic relationship among aspects of development and learning
- 3.3 Integrate information on growth, development, and learning patterns of individuals and the group to shape program planning teaching roles, and strategies
- 3.4 Implement practices that are based upon a thorough knowledge of research on development and learning in children birth through age 8, including children with special developmental and learning needs. This knowledge includes the domains of social/emotional, cognitive, language, aesthetic, sensory, motor, and perceptual growth and change
- 3.5 Provide mentoring support to colleagues in their understanding and support of children's individual growth, development and learning

Competencies - Child Growth and Development, continued

The adult providing early care and education will:

Level 1

- 1.11 Provide support and guidance in consistent and positive ways that reinforce children's feelings of confidence and competence
- 1.12 Intervene behaviors that require staff support and/or guidance
- 1.13 Respect families as the primary teachers of their children
- 1.14 Respect and foster cultural and linguistic diversity
- 1.15 Provide models of effective oral language in English and/or the child's home language
- 1.16 Communicate with families, children, colleagues
- 1.17 Continue professional development activities to increase knowledge of growth and development and increase the ability to respond to children's developmental needs

Level 2

Level 3

Rationale

Caring for children is social, interactive, nurturing, and supported by knowledge of human growth and learning. Children interact with one another and with adults. They explore the environment and experience the activities and materials provided for them as they converse, create, model, construct, listen to stories, tell stories, read, write, paint, draw, and begin to make sense of the people and things of the world. This understanding takes place in an environment that supports the cultural diversity of society. Children learn through play: they assume the roles of people they see around them; they act out situations that help in problem solving and understanding; they test their physical strengths and abilities; and they develop awareness and perception as they see, feel, taste, smell and hear things in the world around them. These understandings evolve based on varied and repeated opportunities and experiences that challenge previous understandings.

Environment includes all of the relationships with people and all of the various interactions with materials in all of the settings in which children grow and learn. This includes their families and neighborhoods, their child care settings, and their classrooms in elementary schools.

Curriculum refers to a range of experiences that allow children to acquire, construct, and practice skills, concepts, attitudes, and dispositions through their interactions with adults and other children and through carefully selected materials and thoughtfully planned activities.

Content refers to the organized body of knowledge, concepts, and skills associated with language, the arts, science, and technology, mathematics, social sciences, health and physical education, and life skills. These content areas are integrated throughout the curriculum. As children grow and learn, the specific areas of content may become the focus of study.

Environment, curriculum and content are interdependent in quality developmentally appropriate early childhood programs. Staff decisions and actions in one area influence the successful achievement of goals in other areas. Decisions are based upon an understanding of how children grow and learn and knowledge of individual children.

- A responsive environment and its associated curriculum are based upon principles of child development and adaptation of the physical environment and planning of activities to foster children's growth in all areas of development (physical, sensory-motor, social emotional, and cognitive-intellectual) based on the individual needs and abilities of each child.
- Children vary in prior experiences, rates of development, learning styles, and interests. An environment that maximizes the potential for each child to acquire and construct knowledge, skills and understandings includes a variety of opportunities:
 - For exploring and interacting with appropriate materials in the learning environment
 - For interactions between and among children and staff to enhance social competence
 - For the development of language and communication skills
 - For thinking, planning, and problem solving
 - For repeating activities to gain mastery
- Supportive and healthy environments conducive to learning are developmentally and age appropriate and:
 - Promote feelings of confidence, competence, security, trust, and self-worth
 - Foster the joy of learning through social interaction and recognition of group and individual accomplishments
 - Encourage decision-making and choices within physical, sensory-motor, social-emotional, and cognitive intellectual contexts
 - Recognize and respect cultural diversity that is reflected in activities and materials
 - Enable all children to explore, construct, and create using two- and three-dimensional materials
 - Provide a balance between active and restful times, social and private times, receptive and productive activities, making choices and following the lead of others, helping others and being helped

Knowledge Base, continued

- Maintain a physically safe and pleasant atmosphere
 - Recognize signs and symptoms of common illnesses and follow appropriate procedures
 - Provide indoor and outdoor activities in safe and pleasant surroundings
 - Provide an environment rich in print materials with opportunities offered to use them
 - Provide a reliable routine
 - Respect and support differing abilities
- Knowledge encompasses the content areas of language, the arts, science and technology, mathematics, social sciences, health and physical education, and life skills.
- These content areas define human understanding about the world and inform decisions that guide the development of environment and curriculum
 - The development of content knowledge is dependent upon the development of skills needed to gain access to and construct knowledge in each area, including the development of critical thinking, language and communication skills
 - These skills include the ability to express creativity in visual, verbal, and non-verbal ways
- Children vary in the way and rate they acquire knowledge.
- Through concrete, hands-on, real-life experiences, young children best acquire knowledge when curriculum is integrated across content areas and throughout the daily routine
 - Knowledge is acquired in a spiral and integrated fashion
 - As concepts and understandings grow, skills for gaining knowledge become increasingly complex
 - Skills and abilities develop with numerous opportunities to practice and apply what is learned



Competencies - Environment, Curriculum and Content

The adult providing early care and education will:

Level 1	Level 2	Level 3
<input type="checkbox"/> 1.1 Show basic competency in all content areas	<input type="checkbox"/> 2.1 Introduce academic concepts and skills to young children in developmentally appropriate ways	<input type="checkbox"/> 3.1 Understand and apply theories of curriculum and instruction in developmentally appropriate ways
<input type="checkbox"/> 1.2 Encourage the involvement of families in children's early care and education programs	<input type="checkbox"/> 2.2 Understand the major concepts and concept related skills that define each of the content area (language, the arts, science and technology, mathematics, social sciences, health, and physical education, and life skills)	<input type="checkbox"/> 3.2 Articulate, explain, and discuss major theories, research and controversies related to content areas
<input type="checkbox"/> 1.3 Arrange the physical space and materials to create a dynamic, safe, secure, aesthetic, and stimulating environment that is accessible for children and adults, including those with disabilities	<input type="checkbox"/> 2.3 Promote a sense of community by enhancing cultural awareness, valuing cultural diversity, and appreciating differing abilities and learning styles	<input type="checkbox"/> 3.3 Extend and develop knowledge of the environment, curriculum, and content
<input type="checkbox"/> 1.4 Offer opportunities for active exploration, social interaction, creative expression and representation, experiences with literature, literacy enhancing activities, and construction of knowledge in an atmosphere that promotes children's ability and motivation to learn as they play	<input type="checkbox"/> 2.4 Plan and implement curriculum and instructional practices based on knowledge of individual children's needs, interests and abilities as determined by assessment information	<input type="checkbox"/> 3.4 Use a continuing process of assessment to guide modification of the environment and curriculum in order to support individual and group growth
<input type="checkbox"/> 1.5 Read aloud to children each day	<input type="checkbox"/> 2.5 Adapt and modify the curriculum to incorporate into the daily routines the goals in the Individualized Family Service Plans (IFSP) and Individual Education Plans for children with disabilities	<input type="checkbox"/> 3.5 Develop the curriculum based upon an understanding of and analysis of the relationship between a child's emerging concepts and related skills
<input type="checkbox"/> 1.6 Provide a caring, bias-free climate that supports children's feelings of competence and self-worth	<input type="checkbox"/> 2.6 Implement a range of activities that promotes young children's ability to use their skills to gain access to knowledge	<input type="checkbox"/> 3.6 Plan and implement alternative strategies and methodologies for each child, when appropriate, to meet the content areas
<input type="checkbox"/> 1.7 Schedule activities, routines, and transitions consistent with developmentally appropriate practices, provide variety in activity choices, and adapt to the needs of children with disabilities	<input type="checkbox"/> 2.7 Adapt plans to increase the range of teaching and learning options in the environment	
<input type="checkbox"/> 1.8 Identify developmentally appropriate concepts and related skills that children can develop in each content area	<input type="checkbox"/> 2.8 Build upon a child's emerging concept-related skills in specific content areas	
<input type="checkbox"/> 1.9 Connect the identified concepts and skills with activities that are developmentally appropriate for children		

Competencies - Curriculum, Environment, and Content, continued

The adult providing early care and education will:

Level 1	Level 2	Level 3
<input type="checkbox"/> 1.10 Provide opportunities for gross motor and outdoor play for the development of large motor skills	<input type="checkbox"/> 2.9 Distinguish between learning content and acquiring the skills needed to support learning	
<input type="checkbox"/> 1.11 Assist in the selection of books for children	<input type="checkbox"/> 2.10 Understand the range and nature of environmental and other factors that affect children's physical and emotional health and behaviors	
	<input type="checkbox"/> 2.11 Incorporate knowledge and strategies from other human service disciplines (for example, health, nutrition, and social services) into planning	
	<input type="checkbox"/> 2.12 Select books based on knowledge about children and their interests	

Rationale

American families are highly diverse in structure and internal dynamics. Healthy child development may take place within a variety of family types. Families include people who are related by birth, by marriage, by other legal ties such as guardianship, and/or people who are related simply by affection and concern. Families include one or more adults functioning in the parental role of providing the necessary nurturing and support for children. A network of relatives, friends, and community resources usually supports their parental roles.

Society consists of a system of beliefs and attitudes that are transmitted to family members through major government and private institutions (educational, religious, and legal), social networks, and the media. American society consists of many different cultures, each of which shapes the behavior, language, beliefs, value systems, and living habits of its members. Members of the family and cultural group transmit these distinctive characteristics from one generation to the next.



Knowledge Base

- Families are the primary context for children's development and learning and have the primary responsibility for child rearing
- Families determine the nature, extent, and source of service for their children
- Children grow, learn and develop in a variety of family structures
- All families depend on the support and assistance of others in raising their children
- Early care and education settings other than a child's family environment provide important secondary contexts for children's development and learning. Children develop and learn best when staff who provide early care and education:
 - Respect and appreciate the family and culture of each child
 - Provide continuity of expectations and experiences between a child's family and the early care and education program
 - Establish partnerships with family members in which each partner recognizes the valuable contributions of the other
 - Integrate each child's home culture into the shared culture of the school so the unique contributions of each cultural group are recognized and valued by others
 - Involve family members actively and meaningfully in program planning and activities
 - Provide education experiences in each child's home language
 - Represent the language, cultural and/or racial backgrounds of the children in materials and curriculum
 - Communicate education philosophy and purpose clearly to each child's family

Competencies - Families in Society

The adult providing early care and education will:

Level 1

- 1.1 Respect variation in family structure and lifestyle
- 1.2 Respect variation in cultural backgrounds of the children and families
- 1.3 Respect the child's family and cultural background in planning schedules and activities
- 1.4 Adapt behavior to reflect children's needs, based on variations in family and cultural backgrounds
- 1.5 Establish and maintain good communication with families
- 1.6 Communicate concerns in a sensitive and appropriate manner
- 1.7 Incorporate children's home language(s) into appropriate daily activities
- 1.8 Provide families with general information about child development, health and safety

Level 2

- 2.1 Accommodate understanding of the cultural backgrounds of families in planning activities, selecting materials, and implementing teaching strategies to enrich the experience of all the children
- 2.2 Involve families in planning for their children
- 2.3 Involve families in classroom activities related to their culture, interests, abilities, and talents
- 2.4 Use a range of opportunities for communicating and collaborating with families
- 2.5 Support families in making decisions related to their parenting and their child's development and learning
- 2.6 Provide families with information about their child's developmental progress and ways they can support their child's development

Level 3

- 3.1 Apply theoretical knowledge as it relates to dynamics, roles and relationships within families and communities
- 3.2 Share knowledge of best practice in early care and education
- 3.3 Develop and evaluate early care and education programs from a variety of cultural and language perspectives
- 3.4 Use a range of strategies to incorporate the differing cultural contexts of children and their families into the daily program
- 3.5 Build on children's home languages when planning environment and developing curriculum
- 3.6 Facilitate communication with the family in the family's home language
- 3.7 Support families during children's transitions between levels, programs, and systems
- 3.8 Provide appropriate referrals to community resources for families needing such support

Rationale

Child assessment encompasses those procedures used to obtain valid and reliable information about an individual child's development including information about growth, achievement levels, levels of acquired knowledge, learning styles, interests, experiences, understandings, skills and dispositions. Assessment provides the information needed for appropriate curriculum planning and influences decisions about strategies for fostering the development and learning of individual children and groups of children. Assessment information is critical in determining a child's need for extra support.

Developing skills in gathering and evaluating assessment information requires familiarity with assessment techniques, opportunities to gain experience, and time for review with relevant staff, family and others involved with the child.

Knowledge Base

- Assessments of young children are based on multiple sources of information gathered through a variety of methods, conducted over a period of time, and appropriate to the developmental age and stage of the young child. Methods and sources of information include the following:
 - Observations of the child in a variety of situations using techniques such as:
 - Running records
 - Anecdotal records
 - Time sampling
 - Event sampling
 - Observational checklists
 - Review of samples of the child's work and play created and collected over a period of time such as:
 - Drawings, paintings, constructions
 - Journals, stories, dictation or other writing samples
 - Samples of work completed by groups or individuals
 - Examples of work related to the content areas
 - Photos, videotapes, and other records
- Audio or written records of conversation with the child in both informal and formal contexts
- Information obtained from the child's family including the the child's preferred activities, interests, language, and behavior; the child's development and health from birth to present; family information and parental concerns
- Results of formal, standardized, developmentally appropriate assessment instruments
- Interpretation of assessment information requires collaboration among all persons involved with the child, including the family, the staff providing early care and education, and specialists providing services
- Periodic review of the child's progress assists adults in making decisions about future teaching strategies, intervention and referrals
- Confidentiality of records and information should be maintained.

Child Assessment

The adult providing early care and education will:

Level 1

- 1.1 Understand the purposes and procedures involved in child assessment including need for confidentiality
- 1.2 Observe and keep records of children engaged in program activities and interactions with other children and/or adults
- 1.3 Collect samples of children's work that illustrate development and learning in such areas as language, problem-solving, social interaction, motor activity, creative abilities, interests, and unique skills

Level 2

- 2.1 Apply knowledge of child growth, development and learning to identify children in need of evaluation
- 2.2 Follow the established process of referring a child with a suspected disability
- 2.3 Understand information that supports appropriate diagnosis and provision of special education services
- 2.4 Use assessment information as a resource for planning curriculum and working with families
- 2.5 Use formal and informal assessment for individualizing curriculum, adapting/modifying for individual differences, and for identifying children in need of further evaluation
- 2.6 Participate in the development and implementation of Individualized Family Service Plans (IFSP) and Individual Education Plans for children with disabilities, based on assessment results, regular classroom routines and activities, and goals identified by the family
- 2.7 Modify child assessment as a result of additional observations, interactions, and new work produced by the children
- 2.8 Integrate activities that meet the IEP/IFSP goals into the daily routine and curriculum

Level 3

- 3.1 Understand the purposes and appropriateness of various developmental screening and assessment procedures and instruments
- 3.2 Select, evaluate and interpret information from developmental screening and standardized assessment instruments used in the assessment of children
- 3.3 Integrate informal child assessment data with formal assessment information to plan for each child and for groups of children
- 3.4 Utilize child assessment information to increase the range of options for fostering growth, development, and learning
- 3.5 Broaden knowledge and ability to use and develop a variety of procedures for assessing child development, learning environments, and curricula
- 3.6 Plan and implement necessary adaptive strategies to include children with disabilities based on assessment results and IFSP/IEP goals and information
- 3.7 Stay abreast of current research and best practices related to the assessment of children

Rationale

Communication is essential to convey feelings, ideas, and knowledge. Communication includes interactions between children, between adults and children, and among all adults involved in early care and education and related services. When adults work cooperatively to respond to children's strengths and needs, as a group and individually, they promote effective communication. Communication includes speaking, the use of adaptive communication techniques, signing, listening, reading, writing, body language, music, drama and dance.



Knowledge Base

- Effective communication is characterized by:
 - Mutual trust and respect for the values, attitudes, expectations, and culture of other individuals
 - Language that is developmentally appropriate
 - Language that is understood by the listener and reader
 - Familiarity with adaptive communication techniques
 - Careful, active listening
 - Appropriate responses and feedback
 - Awareness of barriers to communication
 - Willingness to try to overcome these barriers
- Children's language and communication skills are enhanced by:
 - Adult models of oral language at home and in the early childhood education setting
 - An active program with daily opportunities to converse with other children and with adults
 - Availability of materials, books, and media for creative expression in children's homes, classrooms, and child care settings
 - Secure, predictable, and supportive environments

Competencies - Communication

The adult providing early care and education will:

Level 1

- 1.1 Model appropriate oral and written English
- 1.2 Actively listen to children and engage in meaningful dialogue with children
- 1.3 Ask open-ended questions allowing children the opportunity to expand communication
- 1.4 Respect and build upon home language(s)
- 1.5 Encourage children's speech without demanding or ridiculing their communication efforts
- 1.6 Provide many opportunities for communication between and among children and adults in a language-enriched environment
- 1.7 Read aloud to individuals and groups of children
- 1.8 Contribute to staff discussions and decision making
- 1.9 Provide verbal descriptions of activities, experiences, thoughts, and ideas through regular communication with family members and colleagues

Level 2

- 2.1 Recognize the relationship between clear, fluent and precise oral language and development of literacy and communication skills
- 2.2 Plan activities that help children develop communication skills
- 2.3 Choose appropriate books to read aloud to children based on classroom themes
- 2.4 Communicate with children, family members, and colleagues in understandable formats, language, and terminology
- 2.5 Communicate regularly with children, family members, and colleagues, involving them in discussions and decisions regarding children, program, and philosophy
- 2.6 Explore approaches for enhancing communication among staff, children and families
- 2.7 Select appropriate books for the classroom library

Level 3

- 3.1 Become familiar with major theories and research related to language and communication and incorporate into practice
- 3.2 Introduce innovative ideas and actions to promote children's use of language and communication
- 3.3 Adapt teaching roles and strategies based on shared views and discussions about child growth and development
- 3.4 Incorporate language and literacy skills into all aspects of program planning
- 3.5 Establish a leadership role in strengthening communication among staff, families, and colleagues

Rationale

Professionalism in early care and education programs involves making decisions and basing program planning and practice on the best professional standards, practices, and information available.

Knowledge Base

- Professional standards and information are available through:
 - Legal and regulatory guidelines, requirements, and standards
 - Guidelines developed by professional organizations
 - Professional journals and publications
 - Formal education
 - Professional conferences and workshops
 - Accrediting and credentialing programs
 - Networking with colleagues and other professionals
 - Observation and experience
 - Reports of research
- Professionalism is a commitment to quality early care and education, life long learning, and ethical conduct. Professionalism includes:
 - Avoiding any behavior that may harm a child physically, mentally, or emotionally
 - Accepting responsibility for maintaining safe, healthy, and nurturing learning environments
 - Advocating for legal and regulatory safeguards for all children
 - Advocating for quality programs that provide for the needs of children and families
 - Following a professional code of ethics
 - Participating as a team member with professionals and families
- Professionalism and leadership in early care and education programs is demonstrated by:
 - Establishment and maintenance of safe, healthy, and nurturing learning environments
 - Employment of staff who have education, training, and experience specific to the age and developmental level of the children for whom they provide care and education
 - Leaders who are knowledgeable about child growth and development and the components of quality programs, committed to the provision of quality care and education, and experienced and capable in program management and advocacy
 - Provision for and participation in staff development
 - Provision of opportunity for self-reflection on practice and belief
 - Good communication and collaboration among colleagues
 - Ability to communicate and coordinate with families in true partnerships
 - Effective practice as it relates to research, theory, professional guidelines, and standards
 - Ability to collaborate with other community educators and human service providers to benefit individual children and their families as well as young children and families in general
 - Ability to describe, support, and advocate for high quality early care and education programs

Competencies - Professionalism and Leadership

The adult providing early care and education will:

Level 1

- 1.1 Follow all legal and regulatory mandates
- 1.2 Act in a dependable, responsible manner in cooperation with others involved in the care and education of the children
- 1.3 Show positive respect and regard for children and their families
- 1.4 Recognize the family's right to make decisions about their child's care and education
- 1.5 Build successful working relationships with families and with colleagues
- 1.6 Contribute to staff discussion and decision-making
- 1.7 Provide families with information about their children according to the program's policies
- 1.8 Respect and maintain confidentiality
- 1.9 Participate in educational opportunities for increasing knowledge and skills
- 1.10 Follow program policy for reporting suspected cases of child neglect and abuse
- 1.11 Be aware of and committed to a professional code of ethical conduct
- 1.12 Maintain children's records as required
- 1.13 Recognize signs and symptoms of common diseases and illnesses and follow appropriate health procedures

Level 2

- 2.1 Understand and apply knowledge of theories of child growth, development, and learning when planning developmentally appropriate experiences for young children
- 2.2 Assume increasing levels of responsibility, accountability and independence
- 2.3 Establish a leadership role in strengthening communication among staff, families and colleagues
- 2.4 Acquire additional knowledge and competencies through participation in staff development, involvement in professional organizations, reading professional journals, and formal course work
- 2.5 Contribute to leadership by participating in planning and evaluating the program
- 2.6 Gain access to resources and share them
- 2.7 Serve as a mentor and resource for less experienced staff
- 2.8 Make a commitment to providing quality programs for children and families
- 2.9 Advocate for high quality programs and services at local, state, and national levels
- 2.10 Share views and participate in discussions about teaching roles, strategies, children's growth and development

Level 3

- 3.1 Assume leadership roles in community and professional organizations
- 3.2 Serve as a mentor to others in the field
- 3.3 Assume the major responsibility for establishing safe and healthy learning environments for children in compliance with all legal and regulatory mandates and consistent with professional guidelines and best practices
- 3.4 Integrate early care and education theory and practice, including a holistic approach to human development across the life span
- 3.5 Analyze and evaluate practice on an ongoing basis and implement changes that will strengthen the quality and the effectiveness of the work
- 3.6 Mobilize others to advocate for better child and family services
- 3.7 Promote coordinated, accessible, affordable, quality services for children and families
- 3.8 Become familiar with New York State learning standards and content performance indicators for appropriate application in program goals
- 3.9 Articulate and implement standards and protocols for prevention of infectious diseases in infants, toddlers, and children

Competencies - Professionalism and Leadership

The adult providing early care and education will:

Level 1

- 1.13 Implement standard and protocols to prevent infection

Level 2

- 2.11 Maintain a consistently safe and healthy environment

Level 3

<i>Core Knowledge Base Areas</i>	<i>Required Training Topics</i>	<i>CDA Functional Areas</i>
<i>Child Growth and Development</i>	<ol style="list-style-type: none"> 1. Principles of early childhood development 7. Child day care program development 	<ol style="list-style-type: none"> 2. Health 3. Learning Environments 4. Physical 5. Cognitive 6. Communication 7. Creative 8. Self 9. Social
<i>Environment, Curriculum and Content</i>	<ol style="list-style-type: none"> 1. Principles of early childhood development 7. Child day care program development 	<ol style="list-style-type: none"> 2. Health 3. Learning Environment 4. Physical 5. Cognitive 6. Communication 7. Creative 8. Self 9. Social 10. Guidance
<i>Families in Society</i>	<ol style="list-style-type: none"> 2. Safety and security procedures, including communication between parents and staff 	<ol style="list-style-type: none"> 11. Families 13. Program Management

Core Knowledge Base Areas

Required Training Topics

CDA Functional Areas

Child Assessment

1. Principles of early childhood development
7. Child day care program management

4. Physical
5. Cognitive
6. Communication
7. Creative
8. Self
9. Social

Communication

1. Principles of early childhood development
2. Safety and security procedures, including communication between parents and staff
7. Child day care program development

6. Communication
11. Families

Professionalism and Leadership

2. Safety and security procedures, including communication between parents and staff
3. Child abuse and maltreatment identification and prevention
4. Statutes and regulations pertaining to child day care and child abuse and maltreatment
5. Nutrition and health needs of infants and children
6. Business record maintenance and management
7. Child day care program development
8. Statutes and regulations pertaining to child abuse and maltreatment
9. Education and information on the identification, diagnosis and prevention of shaken baby syndrome

1. Safe
2. Health
12. Program Management
13. Professionalism