

## **INFANT TODDLER CARE AND EDUCATION CREDENTIAL**

**Formally recognizing the value and specialized knowledge, skills and attitudes necessary for practitioners who work with infants and toddlers**

### **FREQUENTLY ASKED QUESTIONS**

#### **Who should seek the credential?**

A person who presently or desires to work with infants and toddlers in child care centers and family childcare homes. Prospect may come from a variety of backgrounds as a staff member, provider, substitute, floater or administrator of programs. The prospect may have not yet accumulated any college credits or experience or may already have the required college credits (12 with 3 obtained in the last five years) and extensive experience.

#### **Who offers the coursework?**

Click on the database on this website to bring up a listing of colleges offering credential coursework.

#### **Can previously earned college courses apply?**

It depends on the individual coursework. Candidates who believe they have coursework that would fit the requirements for the candidacy should apply to the New York State Association for the Education of Young Children (NYAEYC) to have their previous coursework assessed.

#### **Who is the Credentialing Agency?**

The New York State Association for the Education of Young Children is the credentialing agency for both the Infant Toddler Care and Education Credential and the Children's Program Administrator Credential. This Association is the professional organization for those in the field of early care and education.

#### **What are the prerequisites?**

Each candidate must obtain 12 credits in college coursework. Three of these credits must be obtained in the last five years. The twelve credits should reflect the topics that the candidate seeks competency in: Infant and Toddler Development, Family and Culture, Environment and Curriculum and Assessment and Evaluation.

**How do I show my competence?**

Each candidate submits a portfolio to NYSAEYC for external review by early childhood experts. The candidate will find the guidelines for the portfolio and competencies for the credential on this web site.

**What is the cost?**

The application fee for assessment is \$50 and the credential fee is \$300. The Educational Incentive Program (EIP) will cover the costs of these fees for eligible candidates.

# Infant Toddler Care & Education Credential

**Formally recognizing the value and specialized knowledge,  
skills and attitudes necessary for practitioners who work with  
infants and toddlers.**

## COMPETENCIES, GUIDELINES & CANDIDACY

Credentialing Agency:  
NYSAEYC



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(518) 867-3517; (800) 246-AEYC; FAX: (518) 867-3520  
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# **THE NEW YORK STATE INFANT TODDLER CHILD CARE CREDENTIAL PROCESS AND PORTFOLIO GUIDELINES**

The New York State Association for the Education of Young Children (NYSAEYC) will award the Infant Toddler Child Care Credential (ITCCC).

The New York State Infant Toddler Child Care Credential is designed to formally recognize those practitioners who display a specialized knowledge of infant and toddler development, the partnership of caregivers with the families of the children in their care, and professional practice based on respect for the individual, the system and themselves. This credential incorporates the New York State Core Body of Knowledge, New York State child care regulations, and the Code of Ethics of the National Association for the Education of Young Children.

Because research has shown that the education level of persons who care for other people's children directly affect the quality of care, this credential is based on knowledge and skill acquired through college coursework and experience. It is intended to set a standard of care for infant and/or toddler caregivers and provide a vehicle for Candidates to demonstrate their competence through the submission of a portfolio to reviewers who have a solid background in the field and have dedicated themselves to be impartial judges of the merits of the work submitted. This credential is unique in that it gives the Candidate a number of ways or modalities to demonstrate competence, recognizing that individuals have different strengths and learning styles and that one single source of information (usually essay or tests) do not allow the Candidate or the reviewers valid proofs of competence.

## **Eligibility Requirements**

### **College coursework**

Coursework in infant toddler development and professional practice: Twelve (12) credits in early childhood coursework that covers the standards of the New York State Infant Toddler Child Care Competencies. Three credits of these 12 must have been completed within the last five years.

### **Experience**

One year of experience caring for infants and/or toddlers. This can be obtained in the following manner:

- A NYS licensed child care center
- A NYS regulated family child care home
- Two semesters of supervised field work course with infants and toddlers and six months work experience in the above.

A substitute, floater or administrator who has at least 480 hours of documented direct care giving to infants and/or toddlers in the above settings.

### **NEED FOR THIS CREDENTIAL**

The latest edition of the New York State Day Care Regulations (Childcare Centers Subpart -418-1.13) calls for 1 year of specific training for infants/toddlers (in addition to other requirements for head of group) and/or experience in infant or toddler care which may be demonstrated by obtaining an Infant Toddler Child Care credential (see [http://ocfs.state.ny.us/main/becs/daycare\\_regs.htm](http://ocfs.state.ny.us/main/becs/daycare_regs.htm))

Recognition of those individuals who hold expertise in the care and education of New York's youngest.

This credential focuses only on infants and toddlers, not as an add-on to a preschool credential, recognizing the value and specialized knowledge, skills and attitudes necessary for working with this age group.

***The Credentialing process is comprised of three phases:  
Inquiry, Candidacy and Preparation/Review***

**PHASE I – INQUIRY**

Prospects will receive materials from NYSAEYC that will include the Guidelines, Application and Competencies.

**PHASE II – CANDIDACY**

In the *quarter before* submission of the Portfolio the prospect submits:

- Application complete with verified experience record
- Student copy of transcripts of coursework completed thus far.
- \$50 non-refundable deposit towards the portfolio review fee of \$350
- NYSAEYC will assess if the necessary requirements have been met and move the prospect to Candidate status. The Candidate is informed that the Portfolio can be submitted for review by the next quarterly deadline. Each candidate will be sent a Portfolio Cover Page when he or she has been accepted as a candidate. The Candidate has **one year** from this date to submit the Portfolio or the above process must be repeated.

**PHASE III – PREPARATION/REVIEW**

- Candidate completes necessary coursework and experience
- Candidate submits official transcripts (directly from college to NYSAEYC).
- Candidate assembles Portfolio and submits for review with the \$300 fee by the quarterly deadline of March 31, June 30, September 30 or December 31.
- NYSAEYC Portfolio Review will be completed within the next quarter and the Candidate will be informed of the decision to award, defer or deny credential.
- The Portfolio will be returned to the candidate after the credential is awarded, deferred or denied.

## **TERMS & GENERAL INFORMATION**

1. **PROSPECT:** Individual inquiring about credential process. A person who is presently or desires to work with infants and toddlers in child care centers and family child care homes. Prospect may come from a variety of backgrounds as a staff member, provider, substitute, floater, or administrator of programs. The prospect may have not yet accumulated any college credits or experience or may already have the required college credits (3 credits obtained in the last 5 years) and extensive experience.
2. **CANDIDATE:** Individual who intends to submit ITCCC Portfolio for review in the next quarter submits application, coursework transcripts and experience documentation (within 3 months of completion) and \$50 deposit on the Portfolio Review Fee (non refundable).
3. **PORTFOLIO:** Documentation of the Candidate's competency submitted for review (see Portfolio Guidelines in this booklet) by the quarter deadlines of March 31, June 30, Sept 30 or Dec 31 accompanied by the remainder of the review fee of \$300 and finalized transcripts and experience documentation.
4. **COLLEGE COURSEWORK:** Twelve credits of college coursework (successfully completed with at least 3 credits completed in the last five years at an accredited higher education institution) that matches the Credential Topics and Competency Areas. The Candidate will submit a document that will match coursework topics to the competencies and also submit formal transcripts from the college.
5. **COMPETENCIES:** Four topics areas and twelve competencies that Candidate must achieve to be eligible to be reviewed for the credential.
6. **CORE BODY OF KNOWLEDGE:** The essential areas of knowledge needed for working effectively with young children, birth through eight years of age. This is a publication of the New York State Child Care Coordinating Council and the Career Development Initiative.
7. **EXPERIENCE:** One year experience in infant or toddler care is required.  
One year of experience caring for infants and/or toddlers. This can be obtained in the following manner:
  - A NYS licensed child care center
  - A NYS regulated family child care home
  - Two semesters of supervised fieldwork course with infants and toddlers and six months work experience in the above.
  - A substitute, floater or administrator who has at least 480 hours of documented direct care giving to infants and/or toddlers in the above settings.

The Candidate will submit a document listing the above experience along with documentation from the program verifying that experience.
8. **DOCUMENTATION:** This is a "formal" attestation to what the candidate is claiming. Documentation in the form of a signature on the application, of the candidate's supervisor, is needed for all experience stated. In addition, documentation is needed when college coursework is completed in the form of "official" transcripts sent directly from the college to NYSAEYC. Finally, documentation is submitted when an observation of the candidate is done on the forms provided in this material.

- 9. PORTFOLIO REVIEW:** Qualified reviewers will examine the Portfolio and evaluate its contents as documentation of the Candidate's competence in each of the 4 Topic areas. This review will take place in the quarter following submission and the decisions communicated to the Candidate by the end of that quarter. If the decision is to award the Credential, the Candidate will receive notification in the form of a letter of congratulations as well as a certificate suitable for framing. If the Portfolio is lacking convincing documentation, the reviewers will make specific recommendations and the Candidate will have 2 quarters in which to resubmit the revised Portfolio. If the revised Portfolio is still lacking in convincing documentation, the credential will be denied. The Candidate must wait one year before resubmission and then becomes a Prospect, repeating the Phases I, II, and III, including the Credential fee.
- 10. OBSERVATION:** An hour-long review of a professional in early childhood who has experience in infant and toddler care. The forms for this review are included in this material.
- 11. EDUCATIONAL INCENTIVE PROGRAM:** Financial assistance (based on need) may be available for requirements of this \$350 credential fee. The NYS Child Care Educational Incentive Program has scholarships for child care providers and their direct supervisors. Call 1-800-295-9616 for information. When completing application for EIP funds, be sure to designate credential as "The Infant Toddler Child Care Credential of New York State" not NYSAEYC.

# PORTFOLIO GUIDELINES

## PURPOSE

The Portfolio presents evidence of your professional development and demonstrates your competency to receive the Infant Toddler Child Care Credential. The review process is completely based on this compilation of documents. It is impossible for this review to evaluate every competency area. This we assume has already been measured by your coursework and will be witnessed by a professional observer. This portfolio review is intended for you to present a *representative sample* of your competency in each of the four major topics so that reviewers can assess your portrayal of meeting the infant/toddler competencies.

***Remember, you are submitting a professional document, which is to be complete, organized, clearly written and proofread.  
All written entries should be typed, double-spaced and clearly labeled.***

## DOCUMENTS TO BE INCLUDED

### • INTRODUCTION

Write an ESSAY (2-4 pages) that explains your experience in infant toddler care including how the process of learning through your coursework has affected change in your everyday practice.

### • DOCUMENTATION OF EXPERIENCE

One year of experience caring for infants and/or toddlers.

This can be obtained in the following manner:

- A NYS licensed child care center
- A NYS regulated family child care home
- Two semesters of supervised fieldwork course with infants and toddlers and six months work experience in the above.
- A substitute, floater or administrator who has at least 480 hours of documented direct care giving to infants and/or toddlers in the above settings.

The Candidate will submit their application listing the above experience along with documentation from the program verifying that experience, signed by a supervisor or administrator.

### • PROFESSIONAL RECOMMENDATION

- *PROFESSIONAL OBSERVATION* – Written report will be based on a one-hour observation by an early childhood professional describing your competence in the four competency areas. Forms included in this material.
- Two letters from families of children currently in your care, attesting to your competence in working with children and families.

- **DEMONSTRATION OF COMPETENCY IN EACH OF THE FOUR TOPIC AREAS**
  - All of the knowledge bases, skills and attitudes are important for a competent infant/toddler caregiver. However, you will select one (A, B, or C) in each of the four areas (I, II, III, and IV) to demonstrate your competence.
  - Read the competency statements of each topic (A, B, and C)
  - Select one that represents a competence that you value highly and can demonstrate through one of the choices of portfolio entries. (Thus, you will submit four demonstrations of competency).
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*There are several general types of documentation you may submit:*

- A. Video (20-30 minutes) with essay of what is depicted that demonstrates competence (at least 2 pages)
- B. Photo Journal with essay of what is depicted that demonstrates competence (at least 2 pages)
- C. Samples of your work such as communications with families, record keeping systems, individual developmental plans, with an essay of how this demonstrates competence (at least 2 pages)
- D. Observation by another person of your interactions with children with your essay of how this demonstrates competence (one required).
- E. Ethical dilemma – Describe an ethical dilemma that you have faced as a caregiver without revealing personal or program information. Fully describe the situation and the conflicting viewpoints related to: Responsibilities to children, to families, to colleagues, to community and society. Fully relate both sides of the dilemma, your chosen solution and how it shows that you are a competent infant/toddler caregiver (at least 4 - 6 pages)

**PLEASE NOTE:**

The following is required:

- Use at least two different types of assessment within the 4 submissions required (for example: all 4 submissions cannot be a photo journal)
- All 4 submissions cannot be just with infants or just with toddlers (for example if you usually work with infants, include one entry about your competency with toddlers)

- **PROFESSIONAL DEVELOPMENT PLAN** (A more detailed plan for professional development may be found on the Council on Families and Children’s web site which will be available in January 2004.)

Each candidate is required to complete a professional development plan that includes the following information:

1. Career goal
2. Educational Plan: the position has been researched and the qualification for this position is \_\_\_\_\_.
3. Action Steps planned  
*For Example:*  
 To obtain a two-year early childhood degree (knowledge)  
 To strengthen my skills in communicating with parents (skill)  
 To become more consistent in my work with children (attitude)
4. For each of your action steps
  - a) Describe how you will accomplish the step
  - b) When you will do it
  - c) When you expect to complete it.

# The New York State Infant Toddler Child Care Competencies

These competencies were developed with the assistance of many child development and infant/toddler specialists across the state. They were developed to focus on the knowledge, skills and attitudes necessary for the care and education of New York's youngest children in the care outside the home. New York State Association for the Education of Young Children uses these competencies as the basis for recognizing individuals who meet these standards by issuing the Infant Toddler Credential. Programs may use these competencies as the basis for recruitment, education, and assessment of infant/toddler caregivers/teachers.

The competencies are not arranged in order of importance. It needs to be understood that all of the topics and competencies are inter-related and that the enhancement or neglect of any one of them may have a profound effect on the others.

## COMPETENCIES OVERVIEW

### Topic I. INFANT AND TODDLER DEVELOPMENT

Competency A: Theories and Current Research

Competency B: Social, Emotional, And Creative Development

Competency C: Physical, Cognitive, Language and Literacy Development

### Topic II. FAMILY AND CULTURE

Competency A: Family Relationships

Competency B: Attachment and Separation

Competency C: Early Intervention

### Topic III. ENVIRONMENT AND CURRICULUM

Competency A: Health & Safety

Competency B: Environment

Competency C: Curriculum

### Topic IV: ASSESSMENT AND EVALUATION

Competency A: Record Keeping and Recording

Competency B: Program Management

Competency C: Professionalism

## Topic I. INFANT AND TODDLER DEVELOPMENT

### **Competency Area I. A. Developmental Theories and Current Research**

Competence is demonstrated by the ability to:

- Identify typical developmental stages of children birth to 3 and describe how development and learning varies in each stage.
- Describe current research indicating the importance of the caregivers' role in the development of the brain in the first years of life.
- Describe influences of pre- and post—natal development in infants.
- Use knowledge of the sequence of stages of various domains of development, and the work of other developmental theorists.

- Describe variations in temperament and the impact this may have on their relationship with people and environments.
- Use knowledge of the interplay between genetics (nature) and environment (nurture) in a child's development.

### **Competency Area I. B. Social – Emotional-Creative**

Competence is demonstrated by the ability to:

- Support child's emotional well being and establish a secure trusting relationship.
- Encourage positive social interaction among children and promote positive strategies of conflict resolution.
- Demonstrate the importance of respecting infants and toddlers in their individual identities
- Encourage the development of self-esteem in infants and toddlers.
- Understand and respond appropriately to differences in children's temperaments.
- Understand and respond to behaviors that are typical for age and stage of development.
- Apply knowledge of differences between discipline and punishment. Use positive guidance methods.
- Respond appropriately and consistently to child's needs as expressed through verbal and nonverbal cues.
- Create opportunities for the child to learn about self-identity, self-care.
- Support child's problem solving strategies.
- Support and respect attempts to gain autonomy and control.
- Demonstrate understanding of how a variety of experiences foster creativity.
- Assist children with their attempts at peer social play.

### **Competency Area I. C. Physical-Cognitive-Language/Literacy**

Competence is demonstrated by the ability to:

- Demonstrate knowledge of physical maturation, cognitive and language development, and socio-emotional development from pre-birth to approximately 3 years of age.
- Support children's efforts at developing fine and gross motor control.
- Use teachable moments as opportunities for learning.
- Provide many opportunities for infants and toddlers to learn through exploration and repetition.
- Support infant and toddlers' emergent literacy through the use of language.
- Support infant and toddler's emergent language through adult child verbal and non-verbal interactions.
- Support infant and toddler's emergent literacy through a human and physical environment of literacy activities, e.g., reading and books, puppets and finger plays, songs and rhythm instruments, etc.
- Provide opportunities for toddlers to observe and experience cause and effect.

### **PORTFOLIO CHOICES TO DEMONSTRATE OUTCOMES FOR TOPIC I:**

- A. CHILD STUDY VIDEO: A video of a child in your care in various situations throughout the day (15-30 min). This will be accompanied by your essay that describes the child's development in each of the domains based on your knowledge of developmental theory. (2-4 pages)
- B. PHOTO JOURNAL 5-10 PHOTOS this will be accompanied by your essay that describes the child's development in each of the domains based on your knowledge of developmental theory. (2-4 pages)
- C. WRITTEN CHILD STUDY (4-6 pages) that describes the child's development (over a 3 month period) in each of the domains based on your knowledge of developmental theory.

- D. **ETHICAL DILEMMA** - Select an issue of conflicting viewpoints regarding a practice in your program that does NOT support what you know about child development. Identify the dilemma that exists based on developmental theories and suggest strategies of how it could be resolved. (4-6 pages).

## **Topic II. FAMILY AND CULTURE**

### **Competency II.A. Family Relationships**

Competence is demonstrated by the ability to:

- Demonstrate an ability to develop and maintain a relationship with families, communicating daily to build mutual understanding and trust.
- Work with families to ensure consistent, high-quality care for infants and toddlers.
- Listen and communicate effectively to facilitate the building of relationships.
- Effectively and confidentially communicate best practices and sensitive information with families.
- Design activities that will encourage, support and allow family participation in the program.
- Demonstrate respect for culture, beliefs, and temperaments of children, families, and caregivers and their effect on infant and toddler development.
- Maintain complete confidentiality of all matters involving the welfare of children and families.
- Recognize and demonstrate an understanding of individual family's values and practices.

### **Competency Area II. B. Attachment and Separation**

Competence is demonstrated by the ability to:

- Describe theories and stages of attachment and separation, and the concept and development of trust.
- Explain the process of attachment
- Use knowledge of why a trusting relationship between caregiver and the infant-toddler is essential for optimal development.
- Describe how to implement this principle in a day-to-day practice with infants and toddlers.
- Identify the stages and behaviors of separation
- Design and plan strategies to help children and parents cope with separation.
- Explain the life long impact of attachment in a child's development.
- Demonstrate how caregivers support infant and toddlers' attachment.
- Maintain continuity of care to ensure that every infant and toddler is able to form a relationship with a caregiver.
- Design and implement a plan for helping parents maintain attachment to their children

### **Competency Area II. C. Early Intervention**

Competence is demonstrated by the ability to:

- Evaluate the children's growth and development using accepted principles and practices.
- Understand the typical range of various domains of development in order to identify when a referral is required.
- Identify relationships with community resources available for screening, assessment, and referral of children to services.
- Address the individual needs of all children and families within your group.
- Collaborate with programs providing early intervention
- Contribute and participate in a multi-disciplinary team and develop strategies for working together to benefit each child.

- Recognize indicators that may mean that a child should be referred for an assessment/evaluation of the need for early intervention services.
- Use knowledge of the family and their culture to support decisions regarding intervention

## **PORTFOLIO CHOICES TO DEMONSTRATE OUTCOMES FOR TOPIC II:**

- A. VIDEO that illustrates your competence in building relationships with the child and family. An accompanying essay will explain how this demonstrates your new knowledge and skill in this area (2-4 pages)
- B. PHOTO JOURNAL that illustrates your competence in building relationships with the child and family. An accompanying essay (2-4 pages) will explain how this demonstrates your new knowledge and skill in this area
- C. An essay that describes how you have changed your policy, process, or practice based your knowledge and skill in this area (4-6 pages).
- D. A Case Study of developing a relationship with a particular child over a minimum of a three-month period. Describe the strategies you used, the rationale, and the outcomes. (4-6 pages)
- E. An observation by a third party documenting your skills in building relationships with a child and family. This will be accompanied by your essay explaining the rationale for your practices (4-6 pages)
- F. Select an issue of conflicting viewpoints regarding relationships with a family around any of the competencies in this Topic. Identify the dilemma that exists and strategies for resolution based on your new knowledge. (4-6 pages).

## **Topic III. ENVIRONMENT AND CURRICULUM**

### **Competency Area III. A. Health and Safety**

Competence is demonstrated by the ability to:

- Identify and demonstrate standards and protocols for infection control and universal precautions.
- Describe and identify the signs and symptoms of common diseases and illnesses.
- Know the indicators of child maltreatment and describe the legal requirements and procedures for reporting child abuse or maltreatment.
- Maintain supervision of all children in their care
- Analyze environments regularly to support the development, implementation and maintenance of health and safety policies and procedures.
- Use observation as a means of ensuring health, safety, and protection of children. Demonstrate knowledge and understanding of SIDS, Shaken Baby Syndrome, and CPR and First Aid.
- Know and adhere to licensing and regulatory requirements.

### **Competency Area III. B. Environment**

Competence is demonstrated by the ability to:

- Design the space into interest or activity areas, including areas for small-group play or being alone.
- Demonstrate the way in which environment is a powerful determiner of how children and adults will function and learn.
- Demonstrate an understanding of a child's abilities and limitations in the environment and demonstrate how to plan for an environment that balances safety and risk taking.

### **Competency Area III. B. Environment Continued**

- Design safe, developmentally appropriate environment, which address various domains.
- Utilize cozy spots to provide soft, comfortable, private play spaces for one to two infants or toddlers at a time.
- Use the physical space to create a homelike atmosphere vs. a school setting.
- Identify the interests of each child as an individual and rotate and add new materials accordingly.
- Describe environment that nourishes the child's aesthetic sensibilities.
- Create an environment in compliance with all-applicable codes, rules, and regulations.
- Implement a program with adequate age-appropriate and culturally appropriate materials to minimize the need for sharing and anticipate typical behaviors when choosing materials.
- Assess the environment regularly with research-based instruments.

### **Competency Area III. C. Curriculum**

Competence is demonstrated by the ability to:

- Plan, implement, and evaluate developmentally appropriate curriculum through play and the design of appropriate learning environments to meet the needs of infants and/or toddlers.
- Implement a program that promotes all aspects of development: large and small motor, cognitive, perceptual, social, emotional, language, creative and expressive.
- Implement learning activities for infants and toddlers based on observations of individual needs and interests.
- Identify materials appropriate for infants and toddlers' developmental skills or abilities.
- Establish schedules and routines based on children's individual needs.
- Provide opportunities for repetition of mastered skills through consistent manipulation and exploration of safe materials.
- Develop a written activity plan that provides infants and toddlers choices as they pursue their own interests with the aim of channeling their efforts toward using emerging skills.
- Plan a variety of creative and sensory activities to support the daily routine.
- Plan sensory experiences to stimulate young children's imagination and creative expression.
- Recognize and support the family's role as their child's first teacher
- Form secure relationships with each child as the basis of infant/toddler curriculum

### **PORTFOLIO CHOICES TO DEMONSTRATE OUTCOMES FOR TOPIC III:**

- A. VIDEO that illustrates your competence in one or more of the Competency Areas in the topic. An accompanying essay will explain how this demonstrates your knowledge and skill in this area. (2-4 pages)
- B. PHOTO JOURNAL that illustrates your competence in one or more of the Competency Areas in the topic. An accompanying essay will explain how this demonstrates your knowledge and skill in this area (2-4 pages)
- C. PHOTO JOURNAL and documentation of changes in the environment you made or would suggest. An essay that describes the rationale for these changes based your knowledge and skill in this area (2-4 pages)
- D. Administer an environmental evaluation tool and report on the results and your suggestions for improvement with rationale. (2-4 pages)
- E. A Case Study of implementing individualized curriculum over a minimum of a three-month period. Describe the strategies you used, the rationale, and the outcomes. (4-6 pages)

- F. A 30-minute objective running record by a third party. Your essay explaining the rationale for your practices will accompany this. (2-4 pages)
- G. Select an issue of conflicting viewpoints regarding practices in this Topic area. Identify the dilemma that exists and strategies for resolution based on your knowledge. (4-6 pages)

#### **Topic IV. ASSESSMENT AND EVALUATION**

##### **Competency Area IV. A. Record Keeping and Communication**

Competence is demonstrated by the ability to:

- Implement a system for gathering information on new children and for sharing information among all concerned adults.
- Develop skills in observing and documenting children's development and behavior
- Use theoretical knowledge of development in discussions of observations of children and in interactions with the children
- Demonstrate the differences between objective, subjective and evaluative observations.
- Demonstrate a variety of methods for routine recording of enrollment/attendance/symptom information as well as development and behavior
- Collect information on all domains of each child's development  
(Physical, cognitive, language, social, emotional and creative)
- Develop procedures for recording information about children to protect their anonymity
- Use recorded observations for planning the curriculum.
- Compare observations and recorded documentation of each child to typical developmental milestones
- Implement a system for open communication between families and caregivers, including daily logs as well as periodic conferences.
- Maintain confidentiality of all information regarding children and families

##### **Competency Area IV. B. Program Management**

Competence is demonstrated by the ability to:

- Describe the role of daily routines in providing optimal care for infants and toddlers
- Promote mealtimes as opportunities for infants and toddlers to develop self-help skills, communication, fine motor and social skills, as well as to develop good nutrition and health habits.
- Establish an environment in which infants and toddlers are able to sleep without disturbance, which is critical to optimal brain development.
- Ensure diapering is a pleasant experience for infants and toddlers while maintaining hygienic procedures.
- Prepare children for and actively involve them in transitions.
- Identify center's administrative policies and procedures, such as safety requirements, fire prevention and evacuation procedures.
- Identify a chain of command for program operation and critical decision-making.
- Plan for ensuring that other caregivers who interact with the children have adequate information on the needs of individual infants and toddlers.
- Support the child through the child's transition between caregivers.

## **Competency Area IV. C Professionalism**

Competence is demonstrated by the ability to:

- Assess themselves as professionals with an understanding of self, confidentiality, goal setting and decision- making.
- Work as a team member with co-workers, families, and the community.
- Accept responsibility for and commit to a standard of performance that sets an example and demonstrates respect of others.
- Create quality experiences for children, parents, and other teachers.
- Comply with current regulations.
- Evaluate the program constantly to help plan for the future.
- Plan developmentally and culturally appropriate activities with other caregivers.
- Identify areas where performance could be improved.
- Participate in professional organizations and/or professional activities.
- Apply profession's standards and ethics to assess own competence, e.g., NAEYC Code of Ethics and NYS Core Body of Knowledge.
- Establish professional short and long-range educational goals.
- Continue learning and applying good practice.
- Maintain a professional development file.
- Advocate for yourself, children and families, and the profession.

### **PORTFOLIO CHOICES TO DEMONSTRATE OUTCOMES FOR TOPIC IV:**

- A. Describe your system of documenting children's development including anonymous completed samples of the methods and how you use this information. (4-6 pages)
- B. VIDEO illustrating your competence in a Competency Area in this Topic. An essay that describes how this demonstrates your knowledge and practice should accompany the video. (2-4 pages)
- C. PHOTO JOURNAL illustrating your competence in a Competency Area in this Topic. This is accompanied by an essay that describes how this demonstrates your knowledge and practice (2-4 pages)
- D. An essay that describes how you have changed your policy, process, or practice based your knowledge and skill in this area (4-6 pages)
- E. Administer an evaluation tool and report on the results pertaining to a Competency Area in this topic. Write of your suggestions for improvement with rationale (2-4 pages)
- F. A Reflective Journal of your professional development, describing your changes in knowledge, skills and dispositions or attitudes. (4-6 pages)
- G. Select an issue of conflicting viewpoints regarding practices in this Topic area. Identify the dilemma that exists and strategies for resolution. (4-6 pages)

## PROFESSIONAL OBSERVATION

### A. Why an Observation?

Because infant/toddler care giving has its foundation in the relationship between child and caregiver we are asking you to find a person with knowledge and experience in working with infants and toddlers to complete a one-hour observation of you in your work setting and to complete the following summary of your competence based on that observation.

### B. Who should I ask?

This person may be your supervisor, a college instructor, or a community professional. The person should have a degree in early childhood education and experience with infants and toddlers or supervision.

### C. What should I ask?

Ask this person for one hour of observation time and at least one hour to write the report of findings compared to the New York State Infant/Toddler CHILD CARE Competencies. They need not submit their field notes but a report and summary of your competency. Select possible dates and times in which you will be the primary caregiver. This is designed to demonstrate your competence, especially in one of the four Competency topic areas - so carefully review them yourself.

### D. What do they need?

Provide the observer with the Observation Sheet and a set of the Competencies.

*Request this observation as a professional courtesy and someday you may do the same for someone else.*

**NEW YORK STATE INFANT TODDLER CHILD CARE  
COMPETENCY OBSERVATION (pg.1)**

*(Complete pages 1 & 2 and attach a summary)*

NAME OF OBSERVER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_ EMAIL ADDRESS: \_\_\_\_\_

PLACE OF OBSERVATION: \_\_\_\_\_

DATE: \_\_\_\_\_ START TIME: \_\_\_\_\_ ENDTIME: \_\_\_\_\_

PROFESSIONAL QUALIFICATIONS TO COMPLETE THIS OBSERVATION:

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RELATIONSHIP TO CANDIDATE (context and length of time you have known the candidate):

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Please observe this Candidate for one hour as the Candidate interacts with infants and/or toddlers. Please make your own field notes that will serve as a basis for commenting on this Candidate's competence. The Competency Topics and areas are listed below with a space for you to summarize your observations for any of the competencies that you witnessed. You should become familiar with the complete set of competencies before you begin your observation. The Candidate will mail these to you. In the form attached you need not fill in every one for you may not actually observe each one during an hour observation, but we hope there will be enough evidence displayed to lead you to make an accurate and authentic assessment of the Candidate's competence in each of the topic areas. We trust you to give feedback to reviewers regarding this Candidates professional practice. Thank you for contributing to the field of infant/toddler care giving.

New York State Infant Toddler Child Care Competency Observation (pg.2)

Competency Observation of \_\_\_\_\_ (name of Candidate) by  
\_\_\_\_\_ (observer) on \_\_\_\_\_ (date).

You can fill in this form or attach your comments on a separate sheet. You need not submit your field notes.

Topic I. INFANT AND TODDLER DEVELOPMENT

Competency A: Theories and Current Research

Competency B: Social, Emotional, Creative Development

Competency C: Physical, Cognitive , Language and Literacy Development

Topic II. FAMILY AND CULTURE

Competency A: Family Relationships

Competency B: Attachment and Separation

Competency C: Early Intervention

Topic III. ENVIRONMENT AND CURRICULUM

Competency A: Health & Safety

Competency B: Environment

Competency C: Curriculum

Topic IV: ASSESSMENT AND EVALUATION

Competency A: Record Keeping and Recording

Competency B: Program Management

Competency C: Professionalism

In summary, please make a statement of your overall assessment of this Candidate as a competent infant/toddler caregiver. You may want to include any suggestions for further development you would make based on your observation.

Signed \_\_\_\_\_ Date \_\_\_\_\_