Arkansas Workforce Knowledge and Competencies

for Early Care and Education Professionals

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Introduction

The Arkansas Workforce Knowledge and Competencies (WKC) refer to a progression and range of knowledge, skills and abilities important to the provision of early care and education programs serving children birth to age five.* The WKC define what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. The WKC is organized under eight key knowledge areas and three competency levels. The chart below helps to define and differentiate how the competency levels are envisioned for professionals in the field of early education.

	Foundation Level Professionals	Intermediate Level Professionals	Advanced Level Professionals
Generally Focuses on Individuals	• New to the field of early childhood education (ECE) with limited knowledge and experience of ECE • Develop an awareness and begin to apply knowledge of key knowledge areas, minimum licensing requirements, workplace program guidelines and policies, state quality initiatives and NAEYC's Code of Ethical Conduct *Foundation level professionals understand, identify, describe, define and explain.*	• Have some experience and understanding of ECE • Demonstrate competence of foundation skills and apply knowledge and skills independently • Seek to build on and enhance knowledge *Intermediate level professionals apply, develop, explore, practice and implement.*	• Have extensive experience and knowledge of ECE • Demonstrate mastery of foundation and intermediate skills • Model knowledge and skills to foundation and intermediate level professionals • Seek to build on and enhance core knowledge, leadership skills and advocacy *Advanced level professionals analyze research, critically examine and design.*

The leveled competencies can serve multiple audiences:

- **ECE professionals -** identifying their strengths and areas for potential growth and targeted professional development.
- **ECE programs** - supporting hiring, evaluating and developing professional development goals for staff.
- **ECE professional development and formal education system -** identifying objectives to support professional learning opportunities.

We believe the importance of building an equitable system cannot be overstated. In 2016, the State Professional Development Steering Committee adopted equity values including: 1) children should have an opportunity to develop and reach their full potential without experiencing discrimination or bias within the early childhood system; and 2) structural inequities that limit opportunities for children and families to succeed should be dismantled. The Arkansas WKC builds on these values. The WKC guide the use of intentional actions by educators to model equity; promote positive relationships and learning opportunities; demonstrate our commitment to inclusion and diversity; and provide consistency across the early childhood system including:

- Early learning environments,
- Professional development design,
- Instructional practices and
- Continuous quality improvement efforts.

Progression from one level of professional competency to the next is achieved through increasing amounts of professional development and education in the field. Educating and caring for young children requires a holistic approach and the skills to support them are intertwined. The WKC identify specific skills in each competency to provide clear and focused guidance**.**

*The National AfterSchool Association (NAA) partnered with the National Institute of Out-of-School Time (NIOST) to conduct research and make recommendations for the Core Knowledge and Competencies for Afterschool and Youth Development Professionals. Arkansas has adopted these Core Knowledge and Competencies as supports for professionals supporting children ages 6-12 years. http://naaweb.org/resources/core-compentencies

History

- 1998 – Arkansas Division of Child Care and Early Childhood Education (DCCECE) and the Arkansas Head Start State Collaboration Project formed a collaborative partnership of all early childhood professionals in Arkansas.
- 1999 – Three work groups were formed: Core Competencies, Career Lattice/Registry and Higher Education. The collaborative process became the Arkansas Early Childhood Professional Development System. (AECPDS). The Core Competency group established ten competencies. The Registry group designed three registries: practitioner, training, and trainer.
- 2000 – The Registry received the first applications for membership. In October 2001, more than 300 people attended the Registry kick-off event at the AECA Conference. By January 2002, the Registry included 1,000 practitioners and 158 trainers.
- 2003 – With the Registry fully functional, the Registry Workgroup became the Registry Advisory Committee.
- 2004 – Core Competencies, Registry and Spectrum (Career Lattice) became official.
- 2007 – Keystone Research Corporation conducted an evaluation of the AECPDS.
- 2007 – Spectrum Committee was given the task of reviewing the competencies. The committee recommended eight key content areas with three levels of competencies. Competencies were written for each level in each content area.
- 2008 – AECPDS adopted a new name, Traveling Arkansas's Professional Pathways (TAPP), and streamlined Registry procedures.
- 2009 – The Spectrum Committee produced a draft of a document entitled the *Arkansas Key Content Areas and Core Competencies*. The Registry Advisory Committee drafted revised Trainer Competencies.
- 2014 – The State Professional Development Steering Committee held its first meeting in September. The purpose of the committee was to review the Arkansas Early Childhood Professional Development System; revise and align the system to meet national, research-based standards; and to develop an integrated structure to support the increase of high-quality early childhood professionals and Better Beginnings programs.
- 2015 – The Professional Standards Committee, a subcommittee of the steering committee, began the process of reviewing the *Arkansas Key Content Areas and Core Competencies*.
- 2016 – The *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* was completed.
- 2017 – DCCECE launched the Arkansas Professional Development Registry (PDR) to replace TAPP.
- 2017 – The Professional Standards Committee presented the *Arkansas Workforce Knowledge and Competencies for Early Care and Education Professionals* to the Arkansas Early Childhood Commission for approval.

Professional Standards Committee

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Definitions of Key Knowledge Areas

Key Knowledge Areas (KKA): define what early care and education professionals should know and understand to provide quality experiences for children, regardless of the setting in which care and education occurs.

Child Growth and Development (CGD): Apply the principles of child growth and development, valuing each child as an individual with unique biology, interests, needs and potential.

Learning Environment and Curriculum (LEC): Establish an environment that provides learning experiences that meet each child's needs, capabilities and interests.

Positive Interactions (PI): Establish supportive relationships with children and guide them as individuals and as a part of a group.

Family Engagement (FE): Work collaboratively with families and agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education.

Child Observation and Assessment (COA): Use reliable and valid tools and methods for understanding child interests, challenges, interactions and knowledge to support the child's development and make appropriate referrals for further evaluation.

Health, Safety and Nutrition (HSN): Establish and maintain an environment that ensures children's healthy development, safety and nourishment.

Professionalism and Leadership (PL): Serve children and families in a professional manner and participate in the community as a representative of early care and education.

Collaborative Program Management (CPM): Collaborate to implement and evaluate a high quality early care and education program.

Numbering of the Competencies

The first number is the Key Knowledge Area. There are eight key knowledge areas.

The second number identifies the number of the core competency within the key knowledge area.

The first letter is a capital and is the level of the competency. The levels are identified with an F, I or A for Foundation, Intermediate, and Advanced respectively.

The second letter is lower case and identifies the individual competency within each core competency.

Key Knowledge Area 1 — Child Growth and Development (CGD)

Apply the principles of child growth and development, valuing each child as an individual with unique biology, interests, needs and potential.

Competencies

1 Principles of Child Development
2 Individual Needs and Differences
3 Cultural Responsiveness

Foundation Competencies	Intermediate Competencies (includes Foundation Competencies)	Advanced Competencies (includes Foundation and Intermediate Competencies)	
1.1.F.a Identifies the domains of development as written in the AR Child Development and Early Learning Standards (CDELS) 1.1.F.b Describes how development is continuous and generally sequential and occurs at varying rates 1.1.F.c Recognizes typical child development 1.1.F.d Provides examples of developmental milestones appropriate to the age group(s) with whom they work 1.1.F.e Recognizes that children develop in the context of secure relationships 1.1.F.f Describes how early biological, health, social, cultural and emotional experiences affect children's optimal development and learning	1.1.I.a Identifies major theories and theorists of child development and how they support the developmental domains and their inter-relatedness 1.1.I.b Differentiates between typical and atypical child development 1.1.I.c Recognizes the influence of risk and protective factors on child growth and development 1.1.I.d Explains the limitations of using developmental milestones as the sole measure of children's development and learning 1.1.I.e Sets goals for children based on developmental level	1.1.A.a Engages staff, colleagues and families in discussions regarding child development 1.1.A.b Integrates and applies information on individual growth, development and learning patterns 1.1.A.c Explains the importance and impact of individual, family and community context and broader health and social service systems on child development	**Principles of Child Development**

Foundation Competencies	Intermediate Competencies (includes Foundation Competencies)	Advanced Competencies (includes Foundation and Intermediate Competencies)	
1.2.F.a Recognizes that children learn in a variety of ways 1.2.F.b Supports each child as an individual with unique strengths, needs and development in an inclusive setting 1.2.F.c Recognizes that children have different temperaments and learning styles 1.2.F.d Accepts children's non-stereotypical play choices (e.g., boys playing in dramatic play, girls playing in blocks) 1.2.F.e Recognizes that stress resulting from trauma, abuse, neglect, poverty and other factors impacts children's growth, development and learning 1.2.F.f Describes specific requirements for children in their care (e.g., those with Individualized Education Plans (IEP), Individualized Family Service Plans (IFSP), medical or nutritional needs, etc.) 1.2.F.g Follows legal requirements concerning children with disabilities or special health care needs 1.2.F.h Assists in providing accommodations and adaptations needed for children with disabilities or special health care needs to access, participate and learn in program's activities and routines	1.2.I.a Creates and adapts daily experiences to address individual needs, temperament, interests and learning styles 1.2.I.b Makes program adjustments in response to physical or behavior changes that might indicate the presence of stress in children's lives 1.2.I.c Provides children opportunities to explore non-stereotypical play choices 1.2.I.d Recognizes and responds to children who may need additional supports and accesses appropriate resources as necessary 1.2.I.e Demonstrates basic understanding of the laws regarding disabilities and special health care services and the rights of children and families 1.2.I.f Describes each child's strengths and abilities and the possible program, environment and/or curriculum adjustments needed 1.2.I.g Identifies and utilizes appropriate resources and services for children with disabilities or special health care needs 1.2.I.h Knows how, when and where to refer for further assessment or evaluation 1.2.I.i Provides input to the Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) 1.2.I.j Participates in planning, implementing, monitoring and integrating goals of Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) into daily activities, routines and curriculum planning 1.2.I.k Communicates with and follows guidance from service providers and families to support children with disabilities or special health care needs	1.2.A.a Uses knowledge of child development theory to support the individual needs of children 1.2.A.b Provides information to help families understand that children learn in a variety of ways and have individual strengths 1.2.A.c Reflects and evaluates to ensure that practices address each child's individual needs, temperament, interests and learning style 1.2.A.d Develops, implements and monitors practices that support inclusion 1.2.A.e Researches, collaborates, advocates and provides resources and services for children with disabilities or special health care needs 1.2.A.f Works with a multi-disciplinary team to develop IEP and IFSP 1.2.A.g Collaborates with families and service providers to plan and implement activities and services that support children with IEP and IFSP 1.2.A.h Assists families in finding and connecting to specialists for further evaluation when children are identified in the screening process as having possible disabilities or special health care needs 1.2.A.i Collaborates with consultants, community partners and families in planning learning experiences for children's individual needs	**Individual Needs and Differences**

Foundation Competencies	Intermediate Competencies (includes Foundation Competencies)	Advanced Competencies (includes Foundation and Intermediate Competencies)	
1.3.F.a Recognizes that development and learning occur in and are influenced by multiple social and cultural settings 1.3.F.b Follows anti-biased designed adaptations mutually agreed upon, by the family and the program, for children with cultural or religious needs (e.g. celebrations and holidays) 1.3.F.c Respects the influential and central role of culture on developmental expectations and teaching 1.3.F.d Speaks positively about different cultural groups and models respect 1.3.F.e Seeks information and understanding of cultural practices that are different from their own	1.3.I.a Identifies and uses pictures, photos, books, recordings, food and other materials that reflect the diversity of children and families within their cultural context 1.3.I.b Addresses with respect negative comments by children about issues of gender, race, religion, culture, ethnicity and class 1.3.I.c Uses practices in the learning environment that respect and support the home languages of children 1.3.I.d Seeks knowledge of cultures of families served	1.3.A.a Develops, implements and monitors practices that support each individual 1.3.A.b Identifies and discusses with colleagues, staff, families and communities issues in child development arising from gender, race, religion, culture, ethnicity and class 1.3.A.c Creates an environment supportive and respectful of cultural differences 1.3.A.d Seeks knowledge of families' cultures to make programmatic decisions	**Cultural Responsiveness**

Key Knowledge Area 2 — Learning Environment and Curriculum (LEC)

Establish an environment that provides learning experiences that meet each child's needs, capabilities and interests.

Key Knowledge Area 2 is directly aligned to The *Arkansas Child Development and Early Learning Standards (CDELS).* Classroom practices and competencies in relation to planning can be directly linked to the common expectations for what children should typically know, understand and are able to do at different ages across multiple domains. This Knowledge Area is organized by the CDELS domains and the competencies are labeled with the appropriate domain of development and learning. For more information about the CDELS visit: http://humanservices.arkansas.gov/about-dhs/dccece/educational-resources

All curriculum development and implementation decisions should embrace the idea that:

> *"Children's learning happens through the active, playful exploration of their environment and participation in meaningful interactions with others. Children's learning in early childhood happens in an integrated way throughout the day, unlike later educational experiences that become more specialized through subject-specific classes" (AR CDELS, 2016).*

Competencies

1. Development through Play
2. Curriculum Planning
3. Learning Environment
4. Social Emotional Development (SE)
5. Cognitive Development (CD)
6. Physical Development & Health (PH)
7. Language Development (LD)
8. Emergent Literacy (EL)
9. Mathematical Thinking (MT)
10. Science and Technology (ST)
11. Social Studies (SS)
12. Creativity and Aesthetics (CA)

Foundation Competencies	Intermediate Competencies (includes Foundation competencies)	Advanced Competencies (includes Foundation and Intermediate competencies)	
2.1.F.a Describes the importance of play for children's development and learning	2.1.I.a Describes specific developmental outcomes achieved through play 2.1.I.b Plans play experiences that support specific developmental outcomes 2.1.I.c Communicates the importance of play to families, colleagues and communities	2.1.A.a Provides families materials and/or activities concerning learning through play 2.1.A.b Evaluates the effectiveness of the indoor and outdoor environment on children's development and learning	**Development through Play**

Foundation Competencies	Intermediate Competencies (includes Foundation competencies)	Advanced Competencies (includes Foundation and Intermediate competencies)	
2.2.F.a Shows awareness of the Arkansas Child Development and Early Learning Standards (CDELS) 2.2.F.b Assists with the implementation of a planned curriculum to support children's learning goals	2.2.I.a Implements curriculum that promotes the goals of the Arkansas Child Development and Early Learning Standards (CDELS) 2.2.I.b Uses developmentally appropriate curriculum and teaching strategies based on knowledge of child development and learning, strengths, interests and needs of individual children within the social, cultural, ethnic and racial context in which children live	2.2.A.a Assesses curriculum and individual progress of children based on the Arkansas Child Development and Early Learning Standards (CEDLS) 2.2.A.b Develops and implements developmentally appropriate learning experiences (curriculum and teaching strategies) based on knowledge of child development and learning; assessment of children's strengths, interests and needs; within the social, cultural, ethnic and racial context in which they live 2.2.A.c Plans and provides a balanced curriculum with adult and child directed activities, indoor and outdoor experiences, individual, small and large group activities, blocks of uninterrupted time for play and structured activities to support the development of skills, concepts and learning disposition	**Curriculum Planning**
2.3.F.a Assists in organizing and implementing indoor and outdoor environments that are safe, comfortable, healthy, respectful, supportive and aesthetically pleasing 2.3.F.b Promotes the use of materials that are easily accessible, safe, clean, age appropriate and support skill development in all areas 2.3.F.c Assists with the use of technology, such as TV, computers and other digital devices appropriately, with respect to screen-time recommendations from the American Academy of Pediatrics	2.3.I.a Organizes and modifies indoor and outdoor physical environment to be safe, comfortable, healthy, respectful, supportive and aesthetically pleasing 2.3.I.b Utilizes and adapts learning centers to encourage development and learning through play 2.3.I.c Provides and manages a learning environment that supports ongoing development through play 2.3.I.d Provides appropriately challenging materials that foster exploration, play and problem solving skills 2.3.I.e Seeks out resources to modify or enhance materials to support the individual needs of children 2.3.I.f Provides and uses materials that demonstrate acceptance of all children's gender, family composition, race, ethnicity, language, culture and abilities 2.3.I.g Stimulates new interests and scaffolds emerging skills by changing, rotating and adding a variety of learning materials and equipment 2.3.I.h Integrates technology, such as TV, computers and other digital devices appropriately, with respect to screen-time recommendations from the American Academy of Pediatrics	2.3.A.a Integrates research, theories, policies and knowledge to create meaningful learning environments for all children 2.3.A.b Evaluates the effectiveness of the learning environment to support ongoing development through play 2.3.A.c Seeks out and provides materials and equipment that foster curiosity, exploration, play and problem solving skills 2.3.A.d Creates an inclusive environment through adaptations for children with disabilities and special health care needs 2.3.A.e Explains to families how aspects of the learning environment support their child's development and how activities can be adapted for home use to foster development 2.3.A.f Communicates to families, colleagues and communities the effect of screen-time on the development of young brains 2.3.A.g Communicates the appropriate use of technology, such as TV, computers and other digital devices appropriately in alignment with current American Academy of Pediatrics recommendations	**Learning Environment**

Key Knowledge Area 2 Alignment with CDELS

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
SE1.1	2.4.F.a Demonstrates warm, positive, trusting, nurturing and respectful interaction with children	2.4.I.a Provides a curriculum that teaches social skills to enhance relationships and friendships	2.4.A.a Creates a child and family-centered environment where trusting relationships are nurtured ensuring continuity of care for children birth through five	Social and Emotional Development
SE1.2	2.4.F.b Supports children in playing with others	2.4.I.b Offers guidelines for children to use that promote positive social interactions 2.4.I.c Supports children interaction with others while respecting their personality style and temperament	2.4.A.b Works to create a caring community within the program by encouraging children to treat each other with kindness and respect	
SE2.	2.4.F.c Labels and attends to the basic emotional states expressed by young children	2.4.I.d Uses strategies (listening, labeling, puppets, songs, games and room modifications) to support expression of emotions	2.4.A.c Evaluates and modifies techniques utilized to help children appropriately express and communicate their emotions	
SE2.1	2.4.F.d Recognizes the need for expression of all emotions	2.4.I.e Serves as a model and support for children as they develop self-regulation skills	2.4.A.d Recognizes behaviors that may indicate a need for additional resources and/or referrals	
SE2.2	2.4.F.e Recognizes age-appropriate social and emotional skills 2.4.F.f Intervenes when necessary to help children develop social skills	2.4.I.f Identifies the various ways young children express and communicate emotions, both verbally and nonverbally	2.4.A.e Guides and supports children in identifying others' social cues and developing positive strategies to resolve social conflicts	
SE3.1	2.4.F.g Engages in everyday conversations with children to promote positive self-concept 2.4.F.h Helps children feel valued as members of the group 2.4.F.i Acknowledges and demonstrates the importance of using children's names to build self-esteem	2.4.I.g Plans and implements strategies that support the development of a positive self-concept	2.4.A.f Articulates, analyzes, evaluates and applies theory and current research to create a community that fosters social and emotional development	
SE3.2	2.4.F.j Provides sufficient time and respects children's need for autonomy/ independence and responds appropriately 2.4.F.k Models and supports children in learning self-help skills 2.4.F.l Recognizes that stress, separation and transitions may interfere with children's personal and social development	2.4.I.h Provides a child-centered environment that will encourage autonomy 2.4.I.i Designs and sets up the environment to promote self-help skills 2.4.I.j Works to create a community in the program or home setting and encourages children to include others who may be isolated 2.4.I.k Models and encourages feelings of empathy and mutual respect among children and adults	2.4.A.g Implements developmentally appropriate tasks that lead to children's development of autonomy 2.4.A.h Analyzes and applies current theory on attachment and promoting social development	

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
CD1.1	2.5.F.a Supports children's curiosity and willingness to try new things 2.5.F.b Shares children's curiosity and excitement in discoveries, exploration and manipulation of items in the environment	2.5.I.a Models curiosity and information seeking	2.5.A.a Leads curriculum design teams to develop coherent and comprehensive units and lessons that are responsive to the needs of diverse learners and supports positive approaches to learning 2.5.A.b Communicates to others the process for developing curricula that promotes positive approaches to learning	**Cognitive Development**
CD1.2	2.5.F.c Notices and makes appropriate, specific comments about children's efforts and accomplishments	2.5.I.b Provides and plans opportunities to encourage persistence and planning skills	2.5.A.c Works with colleagues to identify and develop strategies to support children who are experiencing difficulty in completing a task	
CD2.1	2.5.F.d Allows sufficient time for the child to engage in sustained activities	2.5.I.c Provides opportunities and time for success while challenging children to work on new and developing capabilities	2.5.A.d Analyzes own instructional approaches to support individual children's development and learning	
CD2.2	2.5.F.e Reviews daily schedule to help children identify routines and opportunities for choices	2.5.I.d Discusses changes in the schedule to help children adjust thinking and behavior 2.5.I.e Supports and models self-talk as a strategy for managing stress or change	2.5.A.e Works with colleagues to identify and develop strategies for helping children adjust their thinking and behavior when moving from one context to another	
CD2.3	2.5.F.f Models and supports children in learning self-help skills and self-regulation 2.5.F.g Utilizes transition activities or language to prepare children for the next activity	2.5.I.f Provides physical environments, schedules and routines to promote self-help, self-control and self-regulation and minimize challenging behaviors 2.5.I.g Involves children in establishing rules or guidelines for behavior	2.5.A.f Engages colleagues and families in discussions regarding the connection between various guidance approaches and children's self-esteem and ability to learn self-regulation	
CD2.4	2.5.F.h Listens to children as they plan or recall recent experiences and daily activities	2.5.I.h Plans opportunities in the daily schedule for children to review or recall what they did as they played with materials and participated in activities	2.5.A.g Works with colleagues to identify and develop strategies to build children's memory	
CD3.1	2.5.F.i Participates with children as they explore a variety of materials while modeling planning and problem solving to reach goals	2.5.I.i Supports children's sustained efforts at activities and problem solving 2.5.I.j Encourages children to ask questions, problem solve and find answers through active exploration of materials in the environment	2.5.A.h Designs activities to encourage children to talk through or explain their reasoning when solving problems	
CD3.2	2.5.F.j Supports children's manipulation and use of play materials	2.5.I.k Plans open-ended activities and materials for children to express themselves through play to help promote symbolic and abstract thinking	2.5.A.i Evaluates the play materials and environment to support children's symbolic and abstract thinking skills	

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
PH1.1	2.6.F.a Participates with children in practicing emerging locomotor skills	2.6.I.a Provides opportunities for children to strengthen emerging locomotor skills, adding incremental challenges as appropriate	2.6.A.a Integrates locomotor skills into learning experiences related to other domains of development	Physical Development and Health
PH1.2	2.6.F.b Defines stability and balance and describes the developmental progression 2.6.F.c Participates with children in activities to strengthen their stability and balance	2.6.I.b Provides activities throughout the day to develop core stability, jumping, hopping and leaping	2.6.A.b Communicates to families developmentally appropriate expectations related to stability and balance and home activities to support development	
PH1.3	2.6.F.d Defines gross motor manipulative skills 2.6.F.e Participates in gross motor manipulative activities with children	2.6.I.c Plans and implements experiences to engage children in catching, throwing, striking and kicking balls and other objects	2.6.A.c Increases the difficulty level and/or complexity of the activity in increments, based on the individual child's mastery of gross motor manipulative skills	
PH2.1	2.6.F.f Defines fine motor skills 2.6.F.g Participates in fine motor activities with children 2.6.F.h Identifies hand-eye coordination and the ability to grasp and manipulate objects as an important developmental milestone	2.6.I.d Provides materials and implements activities that invite children to practice hand-eye coordination, grasping and manipulating objects	2.6.A.d Articulates how developmentally appropriate materials and activities build the foundation for later fine motor skills	
PH2.2	2.6.F.i Describes the progression of skills related to fine motor development and the ability to use tools	2.6.I.e Provides opportunities and planned activities for children to use a variety of utensils and tools throughout the day	2.6.A.e Communicates to families the importance of using utensils and tools and shares practical, inexpensive home activities to support fine motor development	
PH3.1	2.6.F.j Encourages natural conversations with children about healthy eating habits and nutritious food choices during meals and snacks and during play 2.6.F.k Models healthy eating habits while participating in meals and snacks with children	2.6.I.f Recognizes children's preferences and invites children to try new foods 2.6.I.g Plans learning experiences related to healthy eating habits and nutritious foods	2.6.A.f Integrates healthy nutrition into learning experiences related to other domains of development	
PH3.3 PH3.4	2.6.F.l Describes the benefits of physical activity and participates with children in daily physical activities 2.6.F.m Describes ways to support children in meeting their basic needs 2.6.F.n Describes gestures, body language and vocalizations of children to support the child's ability to communicate their needs	2.6.I.h Provides ample time, space and materials for a variety of physical activities, integrating physical activity with other domains 2.6.I.i Uses daily routines to support children's self-help skills in a patient and supportive manner 2.6.I.j Plans activities to support awareness of safe behavior and developing healthy habits	2.6.A.g Communicates to families and colleagues the latest research and recommendations on helping children become physically active for life 2.6.A.h Communicates to families the importance of supporting self-help skills and offers simple strategies	

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
LD1.1	2.7.F.a Defines receptive language 2.7.F.b Engages in reciprocal conversations and face-to-face interactions and responds to children's verbal and non-verbal communication	2.7.I.a Uses language experiences and activities to develop students' receptive communication skills of listening, reading and responding 2.7.I.b Supports language experiences of children who are dual language/English language learners through audio experiences (music, books) in children's home languages, when possible	2.7.A.a Discusses with families and colleagues the connection between relationships and language development 2.7.A.b Recognizes and responds to the general indicators of possible communication and language delays	**Language Development**
LD2.	2.7.F.c Defines expressive language 2.7.F.d Responds positively to children's attempts to communicate 2.7.F.e Acknowledges that it is appropriate for children to communicate in their home languages	2.7.I.c Uses concrete experiences and play in an integrated way to support and extend children's language development	2.7.A.c Uses ongoing assessment to adapt and modify interactions with children to meet the specific language development needs of individual children	
LD2.1	2.7.F.f Encourages and supports children's communication in both their home languages and in English	2.7.I.d Plans opportunities to promote skills in oral language and vocabulary	2.7.A.d Identifies language development support services that can provide information and referral services for possible language delays	
LD3.1	2.7.F.g Describes the connection between relationships and language development 2.7.F.h Engages and models reciprocal conversations and joint attention	2.7.I.e Provides concrete experiences and play to facilitate language development in the daily routine	2.7.A.e Designs activities to encourage children to extend conversations 2.7.A.f Discusses with families and colleagues the importance of extending conversations with children to support language development	
LD4.1	2.7.F.i Talks with children and encourages them to ask questions to stimulate conversations 2.7.F.j Describes the stages of language development	2.7.I.f Asks open-ended questions and encourages children to extend children's conversations	2.7.A.g Understands typical language acquisition skills of children who are learning two or more languages and implements curriculum supports	
LD4.2	2.7.F.k Respects other languages and provides support to dual language learners / English language learners 2.7.F.l Provides opportunities to help children understand and acquire words to express self in English	2.7.I.g Implements activities and supports children in acquiring a new language by using props, gestures, role-plays, physical movements and demonstrations	2.7.A.h Accesses resources for dual language learners/English language learners 2.7.A.i Plans and evaluates activities for dual language learners/English language learners	

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
EL1. EL1.1 EL1.2	2.8.F.a Reads and talks about books several times a day with individuals and large and small groups 2.8.F.b Provides a wide variety of engaging, age appropriate books that are easily accessible to children 2.8.F.c Shares books with children, re-reads favorite stories and models reading behaviors	2.8.I.a Selects and displays a variety of diverse print- rich materials to enhance the children's environment 2.8.I.b Plans and encourages conversations about books and stories 2.8.I.c Demonstrates effective read-aloud and story-telling skills 2.8.I.d Plans and implements book reading experiences to support learning goals for children in all curriculum areas	2.8.A.a Immerses children in literacy-rich experiences using stories and books that include diversity of children represented in the classroom 2.8.A.b Communicates with colleagues and families to promote children's early literacy experiences 2.8.A.c Articulates, analyzes, evaluates and applies current theory in language acquisition, development and early literacy 2.8.A.d Shares information with families about the importance of children's access to books in the home and the importance of families sharing books and telling stories	**Emergent Literacy**
EL2.1	2.8.F.d Defines phonological awareness 2.8.F.e Uses age appropriate daily activities to support children's ability to make and identify sounds 2.8.F.f Reads to children, modeling proper inflection, emphasis and meaning	2.8.I.e Provides activities and materials appropriate to children's age for the development of phonemic/phonological awareness	2.8.A.e Collaborates with language specialists to modify and adapt curriculum activities and experiences to meet individual language and literacy development needs of each child	
EL3.1	2.8.F.g Models appropriate book handling skills 2.8.F.h Provides opportunities and experiences for children to handle books	2.8.I.f Uses developmentally appropriate activities to help children name features of books	2.8.A.f Shares information with families about how they can access books at low or no cost 2.8.A.g Provides opportunities and resources to promote family access to reading materials	
EL3.2	2.8.F.i Uses the learning environment to support informal conversation about letter names, shapes and sounds	2.8.I.g Plans and implements activities to support children's knowledge of shapes, names and sounds of letters	2.8.A.h Develops activities to support children's knowledge of shapes, names and sounds of letters 2.8.A.i Uses integrated teaching units, lessons and activities that develop children's knowledge of shapes, names and sounds of letters	
EL3.3	2.8.F.j Provides writing materials and models their use	2.8.I.h Provides varied opportunities to explore writing 2.8.I.i Provides opportunities and materials for children to scribble, draw and print	2.8.A.j Evaluates and adapts practice to ensure writing opportunities are available for children of all developmental levels and abilities	

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
MT1.1	2.9.F.a Finds opportunities to count with children throughout the day 2.9.F.b Uses words related to quantity throughout the day such as more, fewer, equal	2.9.I.a Provides opportunities for children to manipulate and count objects, compare quantities and use numerals	2.9.A.a Asks questions and makes comments that help children construct an understanding of numbers, quantity and operations	**Mathematical Thinking**
MT2.1	2.9.F.c Participates with children as they sort objects and explore patterns	2.9.I.b Provides opportunities for children to sort objects and explore patterns	2.9.A.b Engages children in conversation about their thinking as they sort objects and work with patterns	
MT3.1	2.9.F.d Uses measurement words with children (e.g. *length, smaller, heavy*) 2.9.F.e Describes standard and non-standard units of measure	2.9.I.c Provides materials and tools that invite children to measure and compare objects using non-standard units of measure 2.9.I.d Provides tools such as rulers and measuring cups for children to explore	2.9.A.c Scaffolds exploration of attributes of objects by describing what children are doing and/or by inviting children to express their thinking	
MT4.1	2.9.F.f Uses shape names and spatial words throughout the day in conversations with children	2.9.I.e Provides materials that engage children in manipulating shapes 2.9.I.f Implements activities in which children move through space in different ways	2.9.A.d Talks with children about how they are using materials and/or moving through space; invites children to explain their thinking and use problem solving strategies	
ST1.1	2.10.F.a Provides a safe, interesting environment for children to explore 2.10.F.b Describes the scientific process and how children of different ages use it	2.10.I.a Encourages children to describe what they see, to ask questions, make connections and predict outcomes	2.10.A.a Supports children's attempts to record, analyze and communicate their observations and questions about the environment	**Science and Technology**
ST2.1	2.10.F.c Explores science ideas and concepts within a safe, interesting environment	2.10.I.b Encourages and responds to children's curiosity about the world around them by adding materials, allowing time for investigation, and listening to children's ideas and questions	2.10.A.b Designs learning experiences that facilitate interactions about the child's understanding of the world	
ST3.1	2.10.F.d Describes the importance of children exploring nature and the physical world	2.10.I.c Provides an environment that stimulates children's curiosity and invites inquiry about nature and the physical world 2.10.I.d Assists children's understanding and learning by interacting with children as they investigate the environment	2.10.A.c Develops science activities that build on children's demonstrated interests and prior knowledge and experiences	
ST3.2	2.10.F.e Describes the tools and strategies children use at different ages to explore their environment	2.10.I.e Provides materials that invite children to explore construction and developmentally appropriate tools for children to explore and practice using	2.10.A.d Interacts with individual children to scaffold their practice with tools and construction, encouraging problem solving and multiple solution	
ST3.3	2.10.F.f Describes the different types of appropriate technology that might be used by children at different ages	2.10.I.f Provides opportunities for children to use technology appropriately as a tool for learning	2.10.A.e Integrates technology into the curriculum as appropriate to support learning 2.10.A.f Shares current research with colleagues, families and community on the appropriate use of technology with children	

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
SS1.1	2.11.F.a Talks with children about their families, friends and community	2.11.I.a Provides materials and learning activities that expand children's understanding of roles in the group, in families and in the community 2.11.I.b Seeks out information about the individual backgrounds of the children and families in the group	2.11.A.a Describes the role of staff in supporting a child's understanding of and respect for culture 2.11.A.b Develops play-based social studies activities that are appropriate to the child's age and stage, culturally responsive and available for children of all abilities 2.11.A.c Partners with families and the community to enrich children's knowledge of culture and heritage	**Social Studies**
SS2.1	2.11.F.b Uses language of time, sequence and events with children (e.g. "It's time for your bottle . . .", "Today we are going to. . . ", "That happened yesterday.")	2.11.I.c Provides opportunities for children to learn basic concepts about time and sequence (past, present, future) 2.11.I.d Uses a predictable schedule and routine to help children learn about time and sequence	2.11.A.d Encourages children to compare changes that occur over time (e.g. "When I was little…", "When I grow up…")	
SS2.2	2.11.F.c Assists children in identifying the location of familiar objects or places 2.11.F.d Uses words to describe the spatial relationships of objects 2.11.F.e Maintains an organized environment that helps children know the location of objects	2.11.I.e Uses names of areas in immediate learning environment, street names, buildings and neighborhood landmarks to assist children in understanding the world around them 2.11.I.f Provides dramatic play experiences that incorporate geographic locations such as doctor's office, grocery store, fire station	2.11.A.e Scaffolds children's exploration and representation of the environment 2.11.A.f Develops learning experiences related to the geography of the immediate and nearby environment rather than distant locations	
CA1.	2.12.F.a Encourages children to express their individual and unique interests creatively through music, dramatic play and art with a focus on the creative process not the final product	2.12.I.a Provides frequent open-ended opportunities for children to express their creativity through language, music and dance, dramatic play and art media	2.12.A.a Helps parents and colleagues understand the importance of creative expression in children's development, including process vs. product 2.12.A.b Evaluates the effectiveness and appropriateness of creative development activities to meet the interests and needs of individual children and makes appropriate adaptations 2.12.A.c Advocates for the incorporation of creative and aesthetic learning opportunities in early childhood settings	**Creativity and Aesthetics**
CA1.1	2.12.F.b Participates with children in music, movement and/or dance activities each day	2.12.I.b Plans and implements a variety of opportunities for children to explore and respond to music	2.12.A.d Uses family and community resources to enhance music, movement/dance activities	

AR CDELS	Foundation Competencies	Intermediate Competencies	Advanced Competencies	
CA2.1	2.12.F.c Provides opportunities for children to use art materials every day 2.12.F.d Provides opportunities for creative expression focusing on the creative process rather than the product 2.12.F.e Displays children's art work	2.12.I.c Provides time, flexibility and choice to sustain engagement in the process of creating art 2.12.I.d Engages children in conversations about what they see as beautiful 2.12.I.e Plans open-ended opportunities for children to express their creativity through visual arts 2.12.I.f Encourages families to display children's art	2.12.A.e Plans for and provides beauty in the learning environment 2.12.A.f Helps parents and colleagues understand the importance of creative expression by supporting open-ended art experiences	**Creativity and Aesthetics, continued**
CA3.1	2.12.F.f Recognizes and describes the importance of dramatic play in children's learning 2.12.F.g Participates in make believe/pretend play opportunities with children	2.12.I.g Engages in discussions and activities that foster imagination and provides opportunities for children to translate their thoughts and feelings into creative projects 2.12.I.h Provides opportunities and props for children to engage and extend dramatic play	2.12.A.g Uses specific examples to articulate how children represent thoughts, feelings and ideas through creative dramatic expression 2.12.A.h Engages in dramatic play experiences with children to scaffold learning without intruding on or dominating play	

Key Knowledge Area 3 — Positive Interactions (PI)

Establish supportive relationships with children and guide them as individuals and as a part of a group.

Competencies

1. Relationships with Individual Children
2. Developmentally Appropriate Guidance
3. Managing Groups and the Environment

Foundation Competencies	Intermediate Competencies (Includes Foundation Competencies)	Advanced Competencies (Includes Foundation and Intermediate Competencies)	
3.1.F.a Describes the developmental importance of consistent and responsive relationships with children 3.1.F.b Engages in warm, positive, nurturing and respectful interactions with individual children and with small groups (smiling, talking, hugging and singing) 3.1.F.c Acknowledges the emotions of each child and provides physical and verbal support 3.1.F.d Recognizes that patterns of socialization are the result of the social and cultural environments in which children are raised	3.1.I.a Selects strategies for interaction based on the individual child's developmental level, temperament, strengths, interests and needs 3.1.I.b Solicits information from families to obtain effective strategies to support individual children 3.1.I.c Plans a daily schedule and activities that provide opportunities for frequent interactions with individual children 3.1.I.d Observes children regularly to learn about each child's interests, abilities and development	3.1.A.a Analyzes, applies and coaches others about theory and current research on adult-child interactions 3.1.A.b Models and uses materials and practices that support positive and effective interactions with children 3.1.A.c Seeks support in understanding challenging behaviors through training including strategies for children with disabilities and special health care needs	**Relationships with Individual Children**
3.2.F.a Defines the term guidance 3.2.F.b Observes and identifies developmentally appropriate and inappropriate guidance strategies 3.2.F.c Bases expectations for behavior on the ages and developmental levels of children 3.2.F.d Uses guidance strategies that support the development of self-regulation and making acceptable choices in behavior 3.2.F.e Recognizes that behavior is a form of communication 3.2.F.f Requests assistance from program leadership as needed to support implementation of behavior guidance strategies	3.2.I.a Recognizes how one's own behavior impacts the behavior of others 3.2.I.b Accesses available state and program resources to prevent suspension and expulsion 3.2.I.c Chooses guidance approaches based on knowledge and observation of temperament, levels of development, emotional stress and/or cultural context of the child 3.2.I.d Seeks to identify, through observation, what the child is trying to communicate 3.2.I.e Discusses how guidance strategies affect the child's self-esteem and ability to learn self-regulation 3.2.I.f Gathers input from children, families and colleagues to gain and communicate a greater understanding of children's behaviors	3.2.A.a Develops and implements individual and group guidance plans, accessing appropriate professionals as needed 3.2.A.b Applies current research to create guidance strategies for individuals and groups of children 3.2.A.c Offers ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior when talking to families about behavior and guidance 3.2.A.d Recognizes parental and culture approaches to behavior guidance when talking to families	**Developmentally Appropriate Guidance**

Foundation Competencies	Intermediate Competencies (Includes Foundation Competencies)	Advanced Competencies (Includes Foundation and Intermediate Competencies)	
3.3.F.a Positions self to be able to supervise all children when working with individuals and small groups	3.3.I.a Works with children to establish reasonable rules for the group 3.3.I.b Models and encourages friendship-building skills: problem solving, turn taking and kind words	3.3.A.a Uses child observation and assessment results to design a learning environment that supports children's development of self-regulation	**Managing Groups and the Environment**

Key Knowledge Area 4 — Family Engagement (FE)

Work collaboratively with families and agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education.

Competencies

1. Family and Community Connections
2. Family Support

Foundation Competencies	Intermediate Competencies (Includes Foundation Level Competencies)	Advanced Competencies (Includes Foundation and Intermediate Level Competencies)	
4.1.F.a Welcomes and communicates respectfully with all families to build positive relationships 4.1.F.b Creates daily opportunities to communicate with families 4.1.F.c Encourages families to communicate with program staff 4.1.F.d Encourages family members to visit and participate in program activities 4.1.F.e Learns a few words in the child's home language (greetings, family member names, words of comfort) as a bridge to communication and social connection 4.1.F.f Supports family's continued use of their home language with their children to create a strong foundation for language learning 4.1.F.g Acknowledges the role of non-custodial family members in children's lives	4.1.I.a Recognizes and acknowledges families' strengths, efforts and contributions 4.1.I.b Uses a variety of outreach strategies to encourage connections among families 4.1.I.c Accepts and adjusts to variations in family communication styles and preferences 4.1.I.d Makes special efforts to connect families with others who share similar interests 4.1.I.e Models inclusive behavior 4.1.I.f Accesses and uses resources to connect with families in their home language using qualified, adult interpreters when needed 4.1.I.g Encourages fathers, male family members and other male role models to engage in all aspects of the program 4.1.I.h Works to strengthen the family program partnership	4.1.A.a Models effective conflict resolution strategies 4.1.A.b Collaborates with others to increase the availability of information and services responsive to the home languages found in the community (i.e. health services) 4.1.A.c Engages caregivers, elders, and extended family members in discussions on parenting and the transmission of cultural beliefs 4.1.A.d Connects with advocacy groups that work on issues related to child, family and community needs 4.1.A.e Gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development and seeks to partner with families incorporating those features into the program activities and structure 4.1.A.f Creates and uses forms and materials that are inclusive of differing family compositions	**Family and Community Connections**

Foundation Competencies	Intermediate Competencies (Includes Foundation Level Competencies)	Advanced Competencies (Includes Foundation and Intermediate Level Competencies)	
4.2.F.a Shares positive highlights of the child's day with families (written or verbal) 4.2.F.b Notices and responds to the impact of family stress on children 4.2.F.c Keeps family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue) 4.2.F.d Communicates staff changes to families 4.2.F.e Invites families to talk about values and experiences that are important to them	4.2.I.a Recognizes and supports parenting challenges experienced by families 4.2.I.b Shares observations of children with families to help families recognize their children's unique assets, temperament, personality, communication styles and behavioral cues 4.2.I.c Provides families with relevant up-to-date resource materials as needed 4.2.I.d Builds relationships with families to promote resilience of families 4.2.I.e Helps families identify and mobilize their own resources by encouraging families to take the lead when creating a plan to address family needs 4.2.I.f Identifies concrete supports that may help families in times of need 4.2.I.g Supports families in crisis by listening, showing concern through appropriate informal conversation and regular interaction 4.2.I.h Implements and is familiar with the significance and effect of family context, race and racism	4.2.A.a Connects families with materials, websites, support groups, play groups and community resources specific to their children's needs 4.2.A.b Responds proactively to signs of parent or family need or distress by offering to connect families to resources, including help lines, community resources, or public agencies 4.2.A.c Establishes ongoing partnerships with community resources that provide services to fathers 4.2.A.d Identifies and utilizes resources that support a strengths-based approach to partnering with families 4.2.A.e Helps families understand their rights in accessing services, gain knowledge of relevant services and learn to navigate through service systems 4.2.A.f Knows current evidence base and related professional resources on protective and risk factors for families	**Family Support**

Key Knowledge Area 5 — Child Observation and Assessment (COA)

Use reliable and valid tools and methods for understanding child interests, challenges, interactions and knowledge to support the child's development and make appropriate referrals for further evaluation.

Competency

1. Child Observation and Assessment

Foundation Competencies	Intermediate Competencies (Includes Foundation Competencies)	Advanced Competencies (Includes Foundation and Intermediate Competencies)	
5.1.F.a Defines and states the purpose of developmental screenings 5.1.F.b Defines and states the purpose of child assessments 5.1.F.c Describes the ongoing process of observation and assessment 5.1.F.d Works with team members to collect and document information about children's learning and development 5.1.F.e Consults with team members regarding changes in children's development 5.1.F.f Describes the importance of communicating children's observation and assessment data in a manner sensitive and supportive to family and culture 5.1.F.g Protects the confidentiality of the child and family	5.1.I.a Collaborates with program management to ensure screenings and/or assessments are conducted 5.1.I.b Uses observation and assessment to plan daily activities 5.1.I.c Uses valid and appropriate observation, assessment and screening tools 5.1.I.d Discusses with families the program's system for formally and informally assessing children's progress 5.1.I.e Includes families and professionals in the observation and assessment process 5.1.I.f Models appropriate use of observation and assessment methods and tools 5.1.I.g Engages and informs families throughout the developmental screening process	5.1.A.a Interprets assessment and observation data accurately, ensuring interpretation is culturally responsive 5.1.A.b Provides guidance and mentoring to staff/ colleagues in understanding the methods and uses of observation and assessment 5.1.A.c Uses assessment and observation data for planning curriculum, designing and adapting environments, working with families and creating goals 5.1.A.d Uses classroom-based assessment to collect authentic evidence of children's knowledge and abilities 5.1.A.e Recognizes variations in development that may indicate a need for additional resources and/or referrals	**Child Observation and Assessment**

Key Knowledge Area 6 — Health, Safety and Nutrition (HSN)

Establish and maintain an environment that ensures children's healthy development, safety and nourishment.

Caring for Our Children: National Health and Safety Performance Standards; Guideline for Early Care and Education Programs, (CFOC) is a collection of national standards that represent the best evidence, expertise and experience in the country on quality health and safety practices and policies that should be followed in today's early care and education settings. Early care and education professionals should familiarize themselves with this resource and utilize it as a source of guidance for performance and policy development. The online resource can be found at http://cfoc.nrckids.org/.

Competencies

1. Knowledge of Regulations
2. Health
3. Safety
4. Nutrition

Foundation Competencies	Intermediate Competencies	Advanced Competencies	
6.1.F.a Completes health and safety pre-service orientation and receives ongoing training in health and safety best practices 6.1.F.b Describes and participates in health and safety practices based on state regulations and best practice standards (CCDBG Act of 2014) 6.1.F.c Demonstrates awareness of the program's health, safety and nutrition standards 6.1.F.d Recognizes signs and symptoms of possible child abuse and neglect 6.1.F.e Describes role as a mandated reporter 6.1.F.f Follows state and federal mandated child abuse and neglect reporting regulations 6.1.F.g Maintains the confidentiality of health, nutrition, child abuse/neglect information	6.1.I.a Follows, promotes and documents health and safety practices based on state regulations and best practice standards (CCDBG Act of 2014) 6.1.I.b Describes the functions of and identifies strategies for working cooperatively with regulatory agencies (licensing, health, fire, building code) 6.1.I.c Connects families to program and community resources to reduce child abuse and neglect	6.1.A.a Ensures implementation and documentation of health and safety practices based on current state regulations and best practice standards 6.1.A.b Articulates the rationale for regulations, policies and standards 6.1.A.c Ensures state and federal child abuse and neglect reporting regulations are followed 6.1.A.d Acts as a resource and advocate for public education for prevention of child abuse and neglect	**Knowledge of Regulations**

6.2.F.a Maintains a sanitary environment by following appropriate policies and procedures 6.2.F.b Models and promotes current best practices in health in a culturally sensitive manner 6.2.F.c Understands the importance of daily health checks, signs of illness, and possible signs of abuse and neglect 6.2.F.d Recognizes signs and symptoms of common childhood diseases and reports to supervisor 6.2.F.e Follows program procedures for documenting and communicating signs of illness to families and appropriate staff 6.2.F.f Recognizes the importance of preventive health services including immunizations 6.2.F.g Supports children's mental health and well-being through responsive interactions and relationship-based program practices	6.2.I.a Promotes good health by maintaining an environment that contributes to the prevention of illness 6.2.I.b Follows the program's procedures for administering medication and health or medical care plans 6.2.I.c Conducts daily health checks; monitors children for signs of illness and possible signs of abuse and neglect and responds appropriately 6.2.I.d Provides information for families about health, including information on medical homes, well child screenings and immunizations 6.2.I.e Uses a variety of practices including individualized, trust-building, reciprocal group and one-on-one interactions, to promote children's mental well-being 6.2.I.f Identifies and responds appropriately to concerns about a child's mental health 6.2.I.g Builds relationships with families to support children's mental health and well-being	6.2.A.a Designs, assesses and assists others in creating healthy programs and environments 6.2.A.b Communicates and provides resources to families about good health practices in a culturally sensitive manner 6.2.A.c Accesses the county or state health resources to share with families 6.2.A.d Implements program practices to address identified behavioral and mental health concerns of an individual child or group of children 6.2.A.e Collaborates with mental health professionals to assist in the identification of and intervention in family and staff concerns about child's mental health and well-being 6.2.A.f Supports families by sharing information, assisting in accessing resources and finding needed mental health intervention	**Health**
6.3.F.a Supervises and interacts with children to ensure safety both indoors and outdoors and in all other places where children are in care (e.g., field trips, transportation, etc.) 6.3.F.b Knows and maintains staff/child ratio 6.3.F.c Follows safety rules and practices consistently 6.3.F.d Assists in ensuring that all materials and equipment provided for use by children are safe 6.3.F.e Participates in disaster and emergency preparedness drills 6.3.F.f Knows and follows transportation policies and procedures in transporting children 6.3.F.g Releases children only to authorized persons 6.3.F.h Recognizes and takes steps to prevent choking hazards based on ages and stages of children 6.3.F.i Knows individual children's allergies and medical plans	6.3.I.a Maintains attentive, continuous supervision and correct staff/child ratio both indoors and outdoors 6.3.I.b Teaches simple safety precautions and rules to children and implements them consistently 6.3.I.c Maintains a safe environment, including equipment and toys, to prevent and reduce injuries 6.3.I.d Implements current emergency procedures and safety practices including documentation 6.3.I.e Practices procedures for fires and other emergency preparedness drills 6.3.I.f Provides information for families about safety 6.3.I.g Assists in correcting safety hazards 6.3.I.h Takes appropriate action when children are injured, including both minor and major incidents 6.3.I.i Monitors compliance with requirements regarding individual children's allergies as indicated by families or a medical professional	6.3.A.a Assesses and maintains safety in all places where children are in care (e.g. field trips, transportation, outdoors, indoors, etc.) 6.3.A.b Works with program leadership as appropriate to create or update emergency procedures and safety practices 6.3.A.c Works with program leadership to incorporate recommendations from outside consultation on safety, as appropriate	**Safety**

6.4.F.a Follows food-safety guidelines for handling, storage, sanitary environment, hand washing and other procedures 6.4.F.b Explains current policies and procedures related to food and nutrition 6.4.F.c Promotes adequate water intake throughout the day to help maintain healthy brains and bodies 6.4.F.d Models and talks about healthy and appropriate eating habits with children 6.4.F.e Understands the importance of supporting breastfeeding mothers 6.4.F.f Follows procedures for proper storage and handling of breast milk 6.4.F.g Respects privacy of breastfeeding mothers and their children	6.4.I.a Provides appropriate nutritional meals and snacks in a relaxed positive social environment 6.4.I.b Supports developmentally appropriate self-help skills in accordance with applicable guidelines, such as those given by the U.S. Department of Agriculture 6.4.I.c Practices sensitivity to cultural and other family variations regarding food and feeding 6.4.I.d Adopts feeding practices that respect children's internal cues of hunger and fullness 6.4.I.e Understands the relationship between poor nutrition and physical health and behavioral and emotional difficulties 6.4.I.f Implements current program policies and procedures related to food and nutrition 6.4.I.g Provides a welcoming environment for mothers who breastfeed	6.4.A.a Provides nutritional information to parents in accordance with applicable guidelines, such as those given by the U.S. Department of Agriculture that will assist families in making appropriate nutritional choices for their children 6.4.A.b Recognizes barriers to healthy food choices and habits for families served 6.4.A.c Works with program leadership to consistently implement current best practices related to nutrition and prevention of health problems 6.4.A.d Articulates current research on the connections between health issues (e.g., eating disorders, diabetes, lowered life expectancy, etc.) and poor diet 6.4.A.e Facilitates collaboration with community organizations to support child and family engagement regarding health and nutrition 6.4.A.f Supports families by providing information about the benefits of breastfeeding	**Nutrition**

Key Knowledge Area 7 —Professionalism and Leadership (PL)

Serve children and families in a professional manner and participate in the community as a representative of early care and education.

Competencies

1. Ethical Behavior
2. Professional Identity
3. Intentional Professional Growth
4. Reflective Practice
5. Advocacy

Foundation Competencies	Intermediate Competencies	Advanced Competencies Competencies	
7.1.F.a Attends training on the NAEYC Code of Ethical Conduct and Statement of Commitment 7.1.F.b Begins to use the NAEYC Code of Ethical Conduct and Statement of Commitment as a guide for making decisions about daily practice	7.1.I.a Applies the NAEYC Code of Ethical Conduct and Statement of Commitment to interactions and decision-making, even when it may differ from personal values 7.1.I.b Demonstrates respect and trust with colleagues, parents and others 7.1.I.c Respects confidentiality of colleagues, parents and others 7.1.I.d Promotes and models cooperation and positive communication	7.1.A.a Applies appropriate ideals and/or principles from the NAEYC Code of Ethical Conduct and Statement of Commitment 7.1.A.b Models strategies to develop relationships of respect, trust and cooperation with peers, families and others	**Ethical Behavior**
7.2.F.a Obtains information about relevant professional organizations 7.2.F.b Describes responsibilities of a professional within the field 7.2.F.c Describes current role within profession of early childhood 7.2.F.d Identifies self as a professional in the field of early childhood with many diverse opportunities 7.2.F.e Registers in the Arkansas Professional Development Registry	7.2.I.a Acknowledges professional role and is open to and welcoming of other professionals (health providers, IEP team, physical and occupational therapists) 7.2.I.b Maintains membership in a professional organization that meets the requirements of the Professional Development Registry 7.2.I.c Takes responsibility for own personal physical and mental health and understands the impact of good personal health on children, families and other partners	7.2.A.a Actively participates in a professional organization or group 7.2.A.b Acknowledges personal biases, values, beliefs and attitudes and their influence on practice and relationships	**Professional Identity**

Foundation Competencies	Intermediate Competencies	Advanced Competencies Competencies	
7.3.F.a Works with a mentor or supervisor to create an Individual Professional Development Plan based on AR Workforce Knowledge and Competencies and other professional standards 7.3.F.b Discusses with a mentor, supervisor and/or colleagues insights and questions from trainings and from daily practice 7.3.F.c Uses the Professional Development Registry to identify training opportunities relevant to current work	7.3.I.a Uses an Individual Professional Development Plan to identify strengths, set goals and articulate next steps for continued professional growth 7.3.I.b Respects differing perspectives among colleagues on issues in early childhood	7.3.A.a Seeks out a variety of professional development resources, including networking and current research, to improve practice	**Intentional Professional Growth**
7.4.F.a Identifies relevant professional resources to enhance skills and daily practice 7.4.F.b Uses this document to reflect on skills 7.4.F.c Uses this document to assist in tracking mastery of competencies and progress in profession	7.4.I.a Seeks out answers to questions about current practice that will increase professional competence 7.4.I.b Uses reflection to improve daily practice 7.4.I.c Reads professional literature and discusses insights and questions with colleagues	7.4.A.a Uses professional networks, interactions with colleagues and other professional resources to obtain multiple perspectives on issues 7.4.A.b Supports others in their reflective practice and professional growth	**Reflective Practice**
7.5.F.a Defines advocacy 7.5.F.b Explains the importance of early care and education to families and peers	7.5.I.a Seeks information about current advocacy issues, resources and opportunities 7.5.I.b Explains that federal, state and local regulations and public policy affect children, families, programs and the early care and education profession	7.5.A.a Participates in advocacy activities at local, state and/or national levels 7.5.A.b Uses oral, written, electronic communication skills and professional development to advocate for all children and families 7.5.A.c Shares materials with families and colleagues to support sound, just and equitable educational practices and policies	**Advocacy**

Key Knowledge Area 8 — Collaborative Program Management – (CPM)

Collaborate to implement and evaluate a high quality early care and education program.

High quality experiences for children and families depend on the staff working together to plan and carry out effective and efficient program policies, procedures, and practices. The competencies in Key Knowledge Area 8 describe knowledge and abilities that practitioners need in order to operate a program that meets the needs of individual children and families. In addition to the competencies outlined in this section, Arkansas has adopted the NAEYC Administrator Competencies, which are included at the end of this sections, to guide site managers and agency/system administrators.

Competencies

1. Policies and Procedures
2. Program Planning
3. Program Improvement
4. Program and Community Resources
5. Conflict Resolution

Foundation Competencies	Intermediate Competencies	Advanced Competencies	
8.1.F.a Complies with regulations, quality standards and program policies/procedures	8.1.I.a Assists with maintaining documentation to meet federal, state and local regulations and professional standards	8.1.A.a Applies federal, state and local regulations and professional standards to program planning 8.1.A.b Collaborates effectively with colleagues and with board/advisory groups to implement program policies and procedures	**Policies and Procedures**
8.2.F.a Follows daily activity plan 8.2.F.b Maintains accurate, up-to-date records as required by the program	8.2.I.a Develops activity plans based on program goals and on identified needs of children and families 8.2.I.b Provides information to substitutes and volunteers about children and about program procedures as requested 8.2.I.c Notices and acknowledges effective daily practice of colleagues	8.2.A.a Plans program activities that support program goals and objectives 8.2.A.b Recognizes other staff for accomplishments and effectiveness in daily practice	**Program Planning**
8.3.F.a Describes program's goals and objectives 8.3.F.b Works as a member of the team to meet program goals 8.3.F.c Participates in program evaluation	8.3.I.a Makes decisions about daily practice that support program goals and objectives 8.3.I.b Collaborates with colleagues and families to identify goals, assess strengths and risk factors with an intention toward program improvement	8.3.A.a Develops long-term and short-term goals based on a current needs assessment and program quality standards 8.3.A.b Designs and implements a system for continuous quality improvement	**Program Improvement**

Foundation Competencies	Intermediate Competencies	Advanced Competencies	
8.4.F.a Follows program procedures for obtaining and sharing materials and equipment 8.4.F.b Follows program procedures to clean and care for program materials and equipment 8.4.F.c Informs program administrator of needs and concerns that affect the program, children and families 8.4.F.d Works with supervisor to access community resources that would benefit the program, children and families	8.4.I.a Implements strategies for equipment and materials to be kept in good condition (safe and usable) 8.4.I.b Identifies needs of children and families 8.4.I.c Locates social service, health and education resources available to support children and families 8.4.I.d Accesses community resources that would benefit the program, children and families	8.4.A.a Implements a system for maintenance and replacement of materials and equipment 8.4.A.b Forms partnerships with community services that can benefit the program, children and families 8.4.A.c Seeks out and shares resources that enhance staff effectiveness and program quality	**Program and Community Resources**
8.5.F.a Follows program expectations for conflict resolution among adults in the program	8.5.I.a Supports colleagues in following program policy and procedures for conflict resolution among staff and with families	8.5.A.a Uses effective communication skills to reduce the incidence of conflict among staff and families 8.5.A.b Contributes to a work environment that supports and promotes teamwork and trusting, respectful interactions 8.5.A.c Supports teamwork by providing resources and promoting participation in training on cultural responsiveness, communication, personality types and conflict resolution	**Conflict Resolution**

Administrator Competencies

Arkansas has adopted the NAEYC Program Administrator Definition and Competencies. In addition to these competencies, administrators should refer to the NAEYC document.

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I. Program Administrator Definition

The program administrator is the individual responsible for planning, implementing and evaluating a child care, preschool or kindergarten program. The role of the administrator covers both leadership and management functions. Leadership functions relate to the broad plan of helping an organization clarify and affirm values, set goals, articulate a vision and chart a course of action to achieve that vision. Managerial functions relate to the actual orchestration of tasks and the setting up of systems to carry out the organization's mission.

Functions of the program administrator include the following:

- Pedagogy—Creating a learning community of children and adults that promotes optimal child development and healthy families
- Organizational development and systems—Establishing systems for smooth program functioning and managing staff to carry out the mission of the program; planning and budgeting the program's fiscal resources; managing organizational change and establishing systems to monitor and evaluate organizational performance
- Human resources—Recruiting, selecting and orienting personnel; overseeing systems for the supervision, retention and professional development of staff that affirm program values and promote a shared vision
- Collaboration—Establishing partnerships with program staff, family members, board members, community representatives, civic leaders and other stakeholders to design and improve services for children and their families
- Advocacy—Taking action and encouraging others to work on behalf of high quality services that meet the needs of children and their families

The administrator may have different role titles depending on the program type or sponsorship of the program. Common titles include director, site manager, administrator, program manager, early childhood coordinator and principal.

II. Core Competencies: Relevant Information for Selecting Annual Professional Development Options

(adapted with permission from the Illinois Director Credential).

The core competencies needed for effective early childhood program administration fall into two broad categories: management knowledge and skills and early childhood knowledge and skills. These are not discrete categories; they overlap conceptually and practically.

A. Management Knowledge and Skills (ADMIN A)

Administrators need a solid foundation in the principles of organizational management, including how to establish systems for smooth program functioning and how to manage staff to carry out the mission of the program.

1. Personal and professional self-awareness
   - Knowledge and application of adult and career development, personality typologies, dispositions and learning styles
   - Knowledge of one's own beliefs, values and philosophical stance
   - The ability to evaluate ethical and moral dilemmas based on a professional code of ethics
   - The ability to be a reflective practitioner and apply a repertoire of techniques to improve the level of personal fulfillment and professional job satisfaction

2. Legal and fiscal management
   - Knowledge and application of the advantages and disadvantages of different legal structures
   - Knowledge of different codes and regulations as they relate to the delivery of early childhood program services
   - Knowledge of child custody, child abuse, special education, confidentiality, antidiscrimination, insurance liability and contract and labor laws pertaining to program management
   - Knowledge of various federal, state and local revenue sources
   - Knowledge of bookkeeping methods and accounting terminology
   - Skill in budgeting, cash flow management, grant writing and fund-raising

3. Staff management and human relations
   - Knowledge and application of group dynamics, communication styles and techniques for conflict resolution
   - Knowledge of different supervisory and group facilitation styles
   - The ability to relate to staff and board members of diverse racial, cultural and ethnic backgrounds
   - The ability to hire, supervise and motivate staff to high levels of performance
   - Skill in consensus building, team development and staff performance appraisal

4. Educational programming
   - Knowledge and application of different curriculum models, standards for high-quality programming and child assessment practices
   - The ability to develop and implement a program to meet the needs of young children at different ages and developmental levels (infant–toddler, preschool, kindergarten)
   - Knowledge of administrative practices that promote the inclusion of children with special needs

5. Program operations and facilities management
   - Knowledge and application of policies and procedures that meet state and local regulations as well as professional standards pertaining to the health and safety of young children
   - Knowledge of nutritional and health requirements for food service
   - The ability to design and plan the effective use of space based on principles of environmental psychology and child development
   - Knowledge of playground safety design and practice

6. Family support
- Knowledge and application of family systems and different parenting styles
- Knowledge of community resources to support family wellness
- The ability to implement program practices that support families of diverse cultural, ethnic, linguistic and socioeconomic backgrounds
- The ability to support families as valued partners in the educational process

7. Marketing and public relations
- Knowledge of the fundamentals of effective marketing, public relations and community outreach
- The ability to evaluate the cost benefit of different marketing and promotional strategies
- The ability to communicate the program's philosophy and promote a positive public image to families, business leaders, public officials and prospective funders
- The ability to promote linkages with local schools
- Skill in developing a business plan and effective promotional literature, handbooks, newsletters and press releases

8. Leadership and advocacy
- Knowledge of organizational theory and leadership styles as they relate to early childhood work environments
- Knowledge of the legislative processes, social issues and public policy affecting young children and their families
- The ability to articulate a vision, clarify and affirm values and create a culture built on norms of continuous improvement and ethical conduct
- The ability to evaluate program effectiveness
- The ability to define organizational problems, gather data to generate alternative solutions and effectively apply analytical skills in its solution
- The ability to advocate on behalf of young children, their families and the profession and written communication

9. Oral
- Knowledge of the mechanics of writing, including organizing ideas, grammar, punctuation and spelling
- The ability to use written communication to effectively express one's thoughts
- Knowledge of oral communication techniques, including establishing rapport, preparing the environment, active listening and voice control
- The ability to communicate ideas effectively in a formal presentation

10. Technology
- Knowledge of basic computer hardware and software applications
- The ability to use the computer for program administrative functions

B. Early Childhood Knowledge and Skills (ADMIN B)

Administrators need a strong foundation in the fundamentals of child development and early childhood education to guide the instructional practices of teachers and support staff.

1. Historical and philosophical foundations
- Knowledge of the historical roots and philosophical foundations of early childhood care and education
- Knowledge of different types of early childhood programs, roles, funding and regulatory structures

- Knowledge of current trends and important influences impacting program quality
- Knowledge of research methodologies

2. Child growth and development
   - Knowledge of different theoretical positions in child development
   - Knowledge of the biological, environmental, cultural and social influences affecting children's growth and development from prenatal through early adolescence
   - Knowledge of developmental milestones in children's physical, cognitive, language, aesthetic, social and emotional development
   - Knowledge of current research in neuroscience and its application to the field of early childhood education

3. Child observation and assessment
   - Knowledge and application of developmentally appropriate child observation and assessment methods
   - Knowledge of the purposes, characteristics and limitations of different assessment tools and techniques
   - Ability to use different observation techniques, including formal and informal observation, behavior sampling and developmental checklists
   - Knowledge of ethical practice as it relates to the use of assessment information
   - The ability to apply child observation and assessment data to planning and structuring developmentally appropriate instructional strategies

4. Curriculum and instructional methods
   - Knowledge of different curriculum models; appropriate curriculum goals; and different instructional strategies for infants, toddlers, preschoolers and kindergarten children
   - Ability to plan and implement a curriculum based on knowledge of individual children's developmental patterns, family and community goals, institutional and cultural context and state standards
   - Ability to design integrated and meaningful curricular experiences in the content areas of language and literacy, mathematics, science, social studies, art, music, drama, movement and technology
   - Ability to implement anti-bias instructional strategies that take into account culturally valued content and children's home experiences
   - Ability to evaluate outcomes of different curricular approaches

5. Children with special needs
   - Knowledge of atypical development, including mild and severe disabilities in physical, health, cognitive, social-emotional, communication and sensory functioning
   - Knowledge of licensing standards as well as state and federal laws (e.g., ADA, IDEA) as they relate to services and accommodations for children with special needs
   - Knowledge of the characteristics of giftedness and how educational environments can support children with exceptional capabilities
   - The ability to work collaboratively as part of family-professional team in planning and implementing appropriate services for children with special needs
   - Knowledge of special education resources and services

6. Family and community relationships
   - Knowledge of the diversity of family systems; traditional, nontraditional and alternative family structures as well as family life styles; and the dynamics of family life on the development of young children

- Knowledge of sociocultural factors influencing contemporary families, including the effect of language, religion, poverty, race, technology and the media
- Knowledge of different community resources, assistance and support available to children and families
- Knowledge of different strategies to promote reciprocal partnerships between home and center
- Ability to communicate effectively with parents through written and oral communication
- Ability to demonstrate awareness and appreciation of different cultural and familial practices and customs
- Knowledge of child rearing patterns in other countries

7. Health, safety and nutrition
   - Knowledge and application of practices that promote good nutrition, dental health, physical health, mental health and safety of infants-toddlers, preschool and kindergarten children
   - Ability to implement practices indoors and outdoors that help prevent, prepare for and respond to emergencies
   - Ability to model healthful lifestyle choices

8. Individual and group guidance
   - Knowledge of the rationale for and research supporting different models of child guidance and classroom management
   - Ability to apply different techniques that promote positive and supportive relationships with children and among children
   - Ability to reflect on teaching behavior and modify guidance techniques based on the developmental and special needs of children

9. Learning environments
   - Knowledge of the effect of the physical environment on children's learning and development
   - The ability to use space, color, sound, texture, light and other design elements to create indoor and outdoor learning environments that are aesthetically pleasing, intellectually stimulating, psychologically safe and nurturing
   - The ability to select age-appropriate equipment and materials that achieve curricular goals and encourage positive social interaction

10. Professionalism
   - Knowledge of laws, regulations and policies that affect professional conduct with children and families
   - Knowledge of different professional organizations, resources and issues affecting the welfare of early childhood practitioners
   - Knowledge of center accreditation criteria
   - Ability to make professional judgments based on the NAEYC "Code of Ethical Conduct and Statement of Commitment"
   - Ability to reflect on one's professional growth and development and make goals for personal improvement
   - Ability to work as part of a professional team and supervise support staff or volunteers

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Glossary of Terms

Advocacy — A process of supporting and enabling people to: express their views and concerns; access information and services; defend and promote their rights and responsibilities; explore choices and options.

Assessment — Assessment is the process of gathering information about children from several forms of evidence (indications of a child's development and learning), then organizing and interpreting that information.

Cultural responsiveness — The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.

Culture — The characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.

Diversity — Diversity is difference within a group. When talking about people, appreciating diversity can mean including individuals who represent more than one race, color, ethnicity, religion (creed), gender, gender expression, age, national origin, disability, marital status, sexual orientation or socio-economic status.

Dual language learner — A term used to describe children aged birth to five years learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language (This is from the US Dept. of Ed https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf)

English language learner— An individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society

(This is from the U.S. Dept. of Ed. https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf).

Expressive language — Expressive language is the use of words, sentences, gestures and writing to convey meaning and messages to others.

Family Engagement — Family engagement refers to the beliefs, attitudes, behaviors and activities of families that support their children's (including children with disabilities) positive development from birth through age eight (8). Family engagement builds relationships that promote family well-being, strong parent-

child relationships and ongoing learning. Family engagement happens in many places-the home, early childhood program, school and community-and it is a shared responsibility with all those who support children's learning. This definition is from *The Arkansas Guide for Promoting Family Engagement.*

Fine motor skills — Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with Lego® or Duplo®, doing up buttons and opening lunch boxes.

Gross motor manipulative skills — Manipulative movement skills are motor skills that use hands, feet or another body part to move or manipulate an object.

Guidance — A process in which the adult uses appropriate positive strategies to help children develop self-control and learn how to deal with their unmet needs in a socially appropriate manner.

Joint attention (or shared attention) — The shared focus of two individuals on an object. It is achieved when one individual alerts another to an object by means of eye-gazing, pointing or other verbal or non-verbal indications.

Locomotor — Movements where the body travels through space from one location to another.

Medical Home — A care delivery model whereby patient treatment is coordinated through their primary care provider to ensure that patients receive the necessary care when and where they need it, in a manner they can understand.

Non-standard unit of measure — One in which two objects of the same name being used for measurement can be different. For example, "books" come in many different sizes and therefore will produce many differently sized units of measurement. One book might be 8 inches long, while another might be 12 inches long, producing very different results when being used to measure something. Examples of Non-Standard Units of Measurement: Paper chips, books, markers, hands, lengths of string.

Phonemic awareness — The ability to hear, identify and manipulate individual sounds-phonemes in spoken language.

Phonological awareness — A broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables and onsets and rimes.

Receptive language — The ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.

Reciprocal conversations — Having a conversation with someone is a reciprocal activity. This means that words are exchanged between two or more people. When people play a game of catch, they toss a ball back and forth to each other several times. Having a reciprocal conversation is a lot like playing a game of catch.

Scaffold — A process in which adults model or demonstrate how to solve a problem and then step back, offering support as needed.

Scientific process — Scientific method and scientific process are the same. The scientific method is a process for experimentation that is used to explore observations and answer questions.

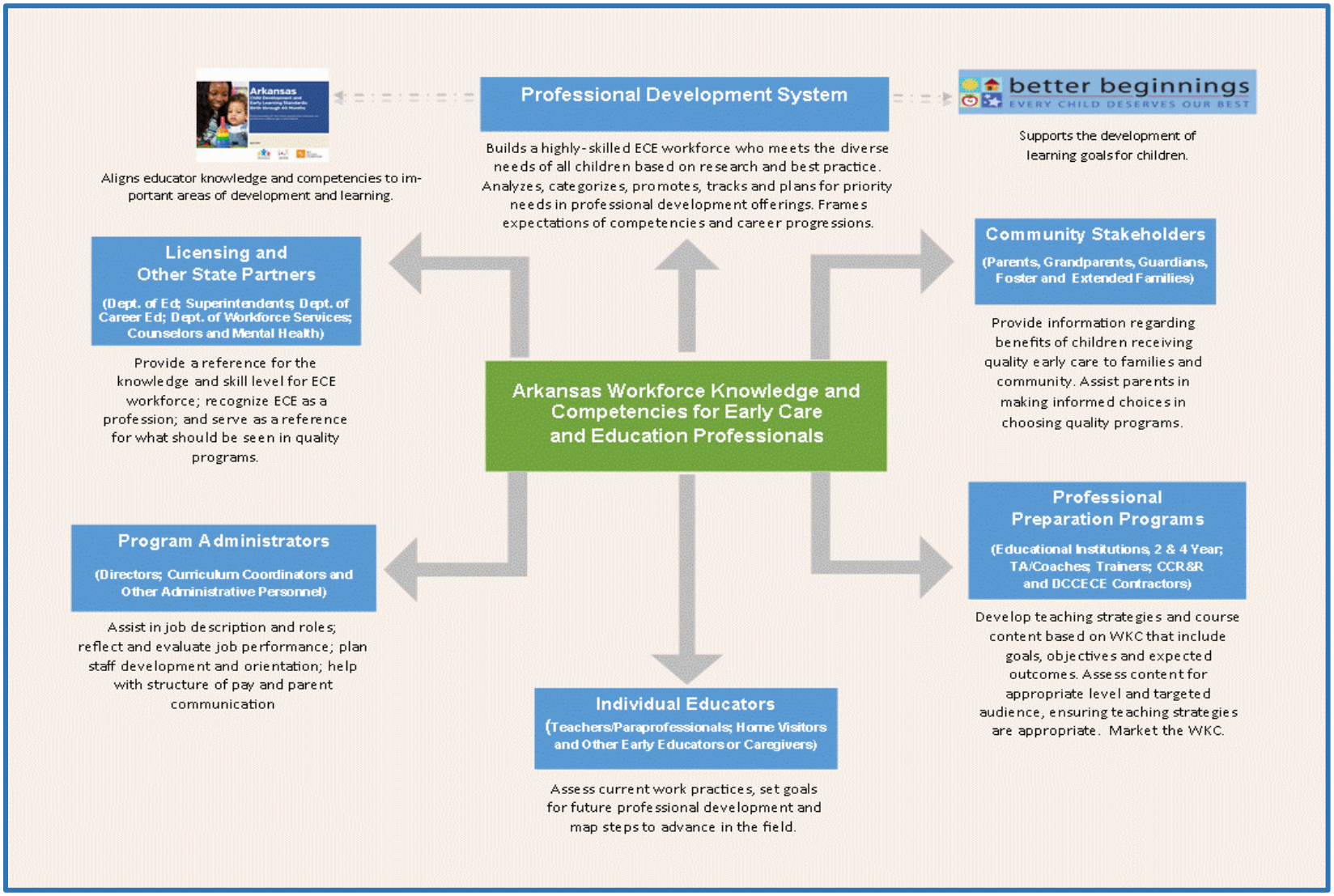
Screening — This means age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing (U.S. Dept. of Ed. https://www.ed.gov/early-learning/elc-draft-summary/definitions).

Spatial relationships — Understanding of how objects and people move in relation to each other and fit in space.

Standard unit of measurement — A unit that is commonly used by people all over the world. In the United States, standard units of measurement are decided upon and regulated by the National Institute of Standards and Technology's (NIST) Weights and Measurements Division (WMD). Examples of Standard Units of Measurement: Feet, inches, centimeters, pounds, grams, minutes.

WKC and Stakeholder Connectivity

Below is a brief explanation of the potential uses for the *Arkansas Workforce Knowledge and Competencies for Early Care and Education Professionals* document by stakeholder role. The examples are intended to be illustrative, not an exhaustive list of every possible use. Not every use shown will be relevant to each and every stakeholder, and some of the suggested examples may be applicable to multiple stakeholders. To be meaningful, these competencies (and truly any standard) must be appropriately used in the unique context of the individual educator, program, agency, organization, institution, community or system. Along with the stakeholders, listed are two frameworks (*Arkansas Child Development and Early Learning Standards and Better Beginnings*) which impacted the work of the Arkansas WKC and which will be impacted by the work of the Arkansas WKC.



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