



# The Georgia Early Care and Education Professional Development Competencies

**Early Care and Education Professional**  
**School-Age Care Professional**  
**Program Administrator**  
**Trainer**  
**Technical Assistance Provider**

*Developed 1994-1995*

*Reviewed and Revised May 2006*

*Levels of Competence Added January 2007*

*Competencies and Levels for Trainers Added January 2007*

*Competencies and Professional Designations for Technical Assistance Providers Added November 2007*

*These Professional Development Competencies delineate the knowledge and skills for childhood care and education professionals (practitioners, teachers, caregivers, providers, group leaders, aides, directors, trainers, etc.) working in a variety of settings (child-care centers, preschools, pre-kindergarten programs, family child care and group homes, school-age care programs, etc.). The purpose of these competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field.*

## Professional Development Competencies

Early Care and Education Professional, School-Age Care Professional, Program Administrator, Trainer, and Technical Assistance Provider

### Early Care and Education Professional Competency Goals (ECE)

ECE-1	To understand and demonstrate the principles of child growth and development.
ECE-2	To establish and maintain a safe, healthy learning environment.
ECE-3	To advance physical and intellectual competence.
ECE-4	To support social and emotional development and provide positive guidance.
ECE-5	To establish positive and productive relationships with families.
ECE-6	To ensure a well-run, purposeful program responsive to each individual child's needs.
ECE-7	To maintain a commitment to professionalism.

### School-Age Care Professional Competency Goals (SAC)

SAC-1	To understand the development of school-age children: Early School-Age (5-6); Middle School-Age (7-9), and Early Adolescence (10 and older).
SAC-2	To establish a safe, healthy environment and promote wellness.
SAC-3	To advance physical and intellectual competence and enhance recreational activity.
SAC-4	To support social and emotional development and provide positive guidance.
SAC-5	To establish positive and productive relationships with families.
SAC-6	To ensure a well-run, purposeful program responsive to the needs of each individual child.
SAC-7	To maintain a commitment to professionalism.

### Program Administrator of Early Care and Education and School-Age Care Programs Competency Goals (ADM)

ADM-1	To develop and maintain an effective organization.
ADM-2	To plan and implement administrative systems that provide effective education and support programs.
ADM-3	To market the program to parents and the community.
ADM-4	To administer effectively a program of personnel management and staff development.
ADM-5	To maintain and develop the facility and equipment.
ADM-6	To possess legal knowledge necessary for effective management.
ADM-7	To foster good community relations and to influence child-care policy that affects the program.
ADM-8	To practice responsible financial management.
ADM-9	To maintain a commitment to ongoing personal/professional growth and development.

### Trainer of Early Care and Education, School-Age Care, and Administrator Competency Categories (TRN)

\* Indicators are listed for the following categories in the Trainer Competencies section of this publication.

TRN-1	Professionalism and Ethics
TRN-2	Instructional Design and Development
TRN-3	Knowledge of Content
TRN-4	Presentation Skills
TRN-5	Quality Assurance

### Provider of Technical Assistance for Early Care and Education and School-Age Care Programs (TAP)

\* Indicators are listed for the following categories in the Technical Assistance Provider Roles and Competencies section of this publication.

TAP-1	Partner
TAP-2	Needs Assessor
TAP-3	Facilitator of Change
TAP-4	Joint Problem Solver
TAP-5	Trainer/Educator
TAP-6	Information Specialist
TAP-7	Caseload Manager

# Early Care and Education Professional Competency Goals and Indicators (ECE)

## ECE-1      To understand and demonstrate the principles of child growth and development.

### *Examples of beginning level competence:*

- A.      Recalls knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:**
1.      Describe stages of development and stages of play from infancy to age five.
  2.      Explain the sequence in which children develop physical skills.
  3.      Describe how children develop language skills.
  4.      Identify learning modes for children including sight, hearing, touch, taste, and smell.
  5.      Define self-concept and positive self-image.
  6.      Describe how samples of children’s work helps to know each child individually.
  7.      Describe how children learn through active participation.
  8.      Identify developmentally appropriate behavior and state reasonable expectations for children.
  9.      Respond immediately to the needs of children who are crying or distressed.
  10.     List developmental milestones.
  11.     Describe individual temperament styles of adults and children.
  12.     Describe early learning standards for young children (i.e., *The Georgia Early Learning Standards*).
- B.      Recognizes how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:**
1.      Identify individual children’s interests, abilities, goals, and special needs.
  2.      Describe how children participate at their own level of interest and ability.
  3.      Identify each child’s individual styles of interacting with others and making friends.
  4.      Describe the general characteristics and special needs of children.
  5.      Explain the importance of quality experiences and interactions for children with special needs.
  6.      Explain the interconnection of a variety of variables that affect a child’s development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).
- C.      Awareness of current findings in brain research and best practices for infants, toddlers and preschoolers.**

### *Examples of intermediate level competence:*

- A.      Applies knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:**
1.      Demonstrate understanding of stages of development and stages of play from infancy to age five.
  2.      Recognize the sequence in which children develop physical skills.
  3.      Describe a variety of methods for enhancing language development.
  4.      Stimulate children through all learning modes, including sight, hearing, touch, taste, and smell.
  5.      Discuss self-concept and promote a positive self-image.
  6.      Observe and collect samples of children’s work in order to know each child individually.
  7.      Describe how to provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
  8.      Explain developmentally appropriate behavior and practice reasonable expectations for children.
  9.      Respond and identify the needs of children who are crying or distressed.
  10.     Recognize developmental alerts or warning signs.
  11.     Use knowledge of individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.
  12.     Use knowledge of early learning standards for young children (i.e., *The Georgia Early Learning Standards*).

**B. Examines how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:**

1. Use knowledge about each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Allow children to participate at their own level of interest and ability.
3. Support each child's individual styles of interacting with others and making friends.
4. Demonstrate knowledge about the characteristics and special needs of children.
5. Provide quality experiences and interactions for children with special needs.
6. Determine the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

**C. Applies knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.**

*Examples of advanced level competence:*

**A. Integrates knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:**

1. Explain the integration of the stages of development and stages of play from infancy to age five in the curriculum and program.
2. Explain and evaluate the sequence in which children develop physical skills.
3. Evaluate how children develop language skills and demonstrate a variety of methods for enhancing language development.
4. Explain how children learn through all learning modes, including sight, hearing, touch, taste, and smell.
5. Value the importance of self-concept and promoting a positive self-image.
6. Evaluate samples of children's work in order to know each child individually.
7. Guide situations and provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
8. Assess developmentally appropriate behavior and the importance of reasonable expectations for children.
9. Respond and interpret the needs of children who are crying or distressed.
10. Evaluate developmental milestones and respond to developmental alerts or warning signs.
11. Assess individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.
12. Integrate early learning standards for young children (i.e., *The Georgia Early Learning Standards*) in program.

**B. Interprets how cultural, social, health and economic statuses impacts child development and learning, as demonstrated by the abilities to:**

1. Evaluate each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Value the benefits of children participate at their own level of interest and ability.
3. Assess each child's individual styles of interacting with others and making friends.
4. Identify and discuss the characteristics and special needs of children.
5. Advocate for quality experiences and interactions for children with special needs.
6. Analyze the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

**C. Interprets knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.**

<b>ECE-2</b>	<b>To establish and maintain a safe, healthy learning environment.</b>
--------------	--

*Examples of beginning level competence:*

**A. Recognizes a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:**

1. Examine all safety aspects of toys and materials provided for use by children.
2. Describe supervision that is appropriate for the developmental levels of children.
3. Know and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

**B. Discusses good health, nutrition, and an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:**

1. Describe and demonstrate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Describe process for cleaning and sanitizing materials used by children..
3. Describe and practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Describe and encourage health maintenance habits in children.
5. Describe meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children’s individual and special nutritional needs.
6. Describe a pleasant and relaxing meal-time experience.
7. Describe a pleasant and appropriate environment conducive to rest each day.
8. Understand good health and nutrition practices.

**C. Recognizes how spaces, relationships, materials, and routines are resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:**

1. Describe well-arranged spaces that meet the developmental needs of children during routines and play.
2. Identify a variety of developmentally appropriate materials.
3. Name materials conducive for children’s play.
4. Describe a schedule that meets children’s needs for routines, play, and freedom of choice.
5. Describe how children can take care of their environment, both inside and outside.

*Examples of intermediate level competence:*

**A. Provides a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:**

1. Routinely inspect the children’s toys and materials to ensure that they are safe.
2. Provide supervision that is appropriate for the developmental levels of children.
3. Explain and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

**B. Applies good health and nutrition knowledge and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:**

1. Employ general hygiene practices consistently to reduce the spread of infectious diseases.
2. Implement a process for cleaning and sanitizing materials used by children.
3. Practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Practice and encourage health maintenance habits in children.
5. Provide meals/snacks that meet the USDA (United States Department of Agriculture) requirement for children’s individual and special nutritional needs.
6. Provide a pleasant and relaxing meal-time experience.
7. Provide a pleasant and appropriate environment conducive to rest each day.
8. Demonstrate good health and nutrition practices to others.

**C. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:**

1. Provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Make available a variety of developmentally appropriate materials.
3. Organize materials conducive for children’s play.
4. Employ a schedule that meets children’s needs for routines, play, and freedom of choice.
5. Encourage children to take care of their environment, both inside and outside.

*Examples of advanced level competence:*

**A. Assesses and provides a safe environment to prevent and reduce injuries as demonstrated by the abilities to:**

1. Monitor and guide others to ensure that all toys and materials provided for use by children are safe.
2. Assess and provide supervision that is appropriate for the developmental levels of children.

3. Review and revise as needed established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

**B. Determines good health and nutrition and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:**

1. Implement and evaluate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Develop and review procedures that ensure all materials used by children are clean and sanitized.
3. Instruct and monitor others in correct diapering/toileting procedures to reduce the spread of infectious diseases.
4. Develop and lead others to encourage health maintenance habits in children.
5. Monitor and provide meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.
6. Evaluate pleasant and relaxing meal-time experience.
7. Evaluate pleasant and appropriate environment conducive to rest each day.
8. Evaluate and adapt good health and nutrition practices.

**C. Evaluates and uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:**

1. Evaluate and provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Analyze the use of a variety of developmentally appropriate materials.
3. Evaluate and organize materials to enhance children's play.
4. Explain the importance of providing a schedule that meets children's needs for routines, play, and freedom of choice.
5. Develop and implement strategies to encourage children to take care of their environment, both inside and outside.

<b>ECE- 3      To advance physical and intellectual competence.</b>
---

*Examples of beginning level competence:*

**A. Discusses a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:**

1. Identify a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
2. Give examples of program activities that meet the individual needs of all children, including those with special needs.
3. Describe opportunities for children to develop their senses.

**B. Recognizes activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:**

1. Name a variety of developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
2. Explain interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Identify and label each child's individual learning styles.
4. Describe developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

**C. Understands active communications, opportunities and supports that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:**

1. Describe respectful communication with individual child.
2. Give examples of talking with children that are appropriate to their developmental level.
3. Identify ways to talk to children that support meaningful, open-ended conversations, individually and as members of groups.
4. Explain positive responses to children's attempts to communicate.
5. Identify ways to involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

- D. Recognizes a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:**
1. Describe a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
  2. Identify rhymes, poems, songs, and finger-plays that help children develop emergent literacy skills, such as phonological awareness.
  3. Identify ways to engage children in literacy activities, such as reading and writing.
- E. Discusses opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:**
1. List examples of individual expression and creativity.
  2. Explain developmentally appropriate musical experiences and equipment.
  3. List examples of art experiences with varied mediums that are developmentally appropriate and open-ended.
  4. Describe dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
  5. Identify and describe opportunities for a variety of developmentally appropriate block play experiences.

*Examples of intermediate level competence:*

- A. Provides a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:**
1. Offer a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
  2. Adapt program activities to meet the individual needs of all children, including those with special needs.
  3. Offer opportunities for children to develop their senses.
- B. Provides activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:**
1. Make available a variety of accessible developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
  2. Engage in interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
  3. Make adaptations for each child's individual learning styles.
  4. Use developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.
- C. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:**
1. Engage in respectful communication with individual child.
  2. Talk with children in ways that are appropriate to their developmental levels.
  3. Employ various ways to talk to children and engage them in meaningful, open-ended conversations, individually and as members of groups.
  4. Respond positively to children's attempts to communicate.
  5. Involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).
- D. Provides a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:**
1. Use a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
  2. Use rhymes poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
  3. Encourage children to engage in literacy activities, such as reading and writing.
- E. Provides opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:**
1. Acknowledge and appreciate individual expression and creativity in individuals.
  2. Arrange a variety of developmentally appropriate musical experiences and equipment.
  3. Use art experiences with varied mediums that are developmentally appropriate and open-ended.

4. Demonstrate dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Make available a variety of developmentally appropriate block play experiences.

*Examples of advanced level competence:*

- A. Evaluates a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:**
1. Design a variety of activities to ensure children develop their large (gross motor) and small (fine motor) muscles.
  2. Plan, implement, and revise (as needed) program activities to meet the individual needs of all children, including those with special needs.
  3. Compile data to design and evaluate opportunities for children to develop their senses.
- B. Determines activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:**
1. Plan, implement, and critique a variety of developmentally appropriate and accessible materials and activities that encourage curiosity, exploration, and problem-solving.
  2. Formulate, practice, and assess interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
  3. Create, assess, and revise activities to meet each child's individual learning style.
  4. Design, assess, and critique developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.
- C. Determines appropriate opportunities for active communication and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings as demonstrated by the abilities to:**
1. Formulate, practice, and record frequent and respectful communication with each individual child.
  2. Construct and modify ways of talking with children that are appropriate to their developmental levels.
  3. Compose, practice, and modify ways to talk and engage children in meaningful, open-ended conversations, individually and as members of groups.
  4. Integrate positive responses to children's attempts to communicate throughout the day.
  5. Formulate or modify practices to increase ways of involving children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).
- D. Incorporates a variety of opportunities that support children's understand, acquisition, and use emergent literacy skills, as demonstrated by the abilities to:**
1. Create a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
  2. Integrate and critique the use of rhymes, poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
  3. Formulate or modify practices to encourage children to engage in literacy activities, such as reading and writing.
- E. Incorporates opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:**
1. Assess and modify practices to encourage and appreciate individual expression and creativity.
  2. Plan and implement a variety of developmentally appropriate musical experiences and equipment.
  3. Design art experiences with varied mediums that are developmentally appropriate and open-ended.
  4. Prepare, implement, and assess many opportunities for dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
  5. Plan and implement opportunities for a variety of developmentally appropriate block play experiences.

<b>ECE-4</b>	<b>To support social and emotional development and provide positive guidance.</b>
--------------	---

*Examples of beginning level competence:*



- A. Describes the importance of physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:**
1. Identify communications that show each child is important, respected, and valued.
  2. Describe a secure, trusting relationship with each child.
  3. Name ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
  4. Identify self-help skills to promote each child's developing independence and initiative.
  5. Identify signs of readiness for toilet training that support each child in a positive, relaxed environment.
  6. Identify and discuss opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
  7. List ways to support children and families during separation anxiety and through transitions to new environments or groups.
  8. List varied opportunities for children to recognize and name their own feelings.
- B. Recognizes that each child needs to feel accepted in the group, he/she needs help learning to communicate and to get along with others, express feelings of empathy and mutual respect with other children and adults, as demonstrated by the abilities to:**
1. Label feelings of empathy and respect for others.
  2. Describe characteristics of unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
  3. Explain ways to encourage children to respect themselves, others, and the environment.
  4. Describe varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.
- C. Appreciates a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:**
1. Identify strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
  2. Identify appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
  3. Explain a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits
  4. List ways that allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
  5. Describe consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming so as not to incorporate these in classroom practices.
  6. Name the steps of conflict resolution that guide children through the process.
  7. Identify ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

*Examples of intermediate level competence:*

- A. Provides physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:**
1. Show each child that he/she is important, respected, and valued.
  2. Establish a secure, trusting relationship with each child.
  3. Model ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
  4. Assist and encourage self-help skills to promote each child's developing independence and initiative.
  5. Respond to the signs of readiness for toilet training to support each child in a positive, relaxed environment.
  6. Use opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
  7. Support and assist children and families during separation anxiety and through transitions to new environments or groups.
  8. Use varied opportunities for children to recognize and name their own feelings.
- B. Implements practices that helps each child feel accepted in the group, helps her/him learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:**
1. Encourage and model feelings of empathy and respect for others.
  2. Use unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
  3. Demonstrate ways to encourage children to respect themselves, others, and the environment.

4. Use varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

**C. Provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:**

1. Distinguish strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Use appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits.
4. Employ ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Analyze the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practice.
6. Use the steps of conflict resolution to guide children through the process.
7. Test ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

*Examples of advanced level competence:*

**A. Develops and implements practices that builds physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:**

1. Design and implement practices that each child is important, respected, and valued.
2. Develop secure, trusting relationship with each child.
3. Formulate ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Arrange opportunities for self-help skills that promote each child's developing independence and initiative.
5. Plan ways to integrate the signs of readiness for toilet training in a supportive, positive, and relaxed environment.
6. Design and integrate opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. Plan, implement, and revise (if needed) support for children and families during separation anxiety and through transitions to new environments or groups.
8. Design and integrate varied opportunities for children to recognize and name their own feelings.

**B. Fosters individual acceptance for each child, fosters communication and getting along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:**

1. Design opportunities to express feelings of empathy and respect for others.
2. Use data to plan and implement unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Plan, implement, and assess ways to encourage children to respect themselves, others, and the environment.
4. Arrange varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

**C. Determines a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:**

1. Implement strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Plan and implement appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use observational methodology to formulate a variety of appropriate positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits that meet the needs of each child.
4. Facilitate ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Evaluate the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practices.
6. Plan and implement the steps of conflict resolution to guide children through the process.
7. Facilitate ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

<b>ECE-5</b>	<b>To establish positive and productive relationships with families.</b>
--------------	--

*Examples of beginning level competence:*

- A. Discusses an open, friendly, and cooperative relationship with each child's family, that encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:**
1. Acknowledge opportunities to appreciate children's families as part of the regular program.
  2. Describe friendships and mutual support between families and staff, while respecting professional boundaries.
  3. Recognize the importance of using information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
  4. Identify regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
  5. Identify information about resources to help families meet their needs through linkages to services and opportunities.
  6. Describe how to respond to, and provide appropriate support for, families under stress or in crisis.
- B. Awareness of how a program assists in preventing child abuse and neglect, as demonstrated by the abilities to:**
1. Identify best practices that foster children's social competence.
  2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
  3. Describe how to assist families in making social connections with other parents and with the staff.

*Examples of intermediate level competence:*

- A. Maintains an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:**
1. Provide a variety of opportunities to appreciate children's families as part of the regular program.
  2. Engage in friendships and mutual support between families and staff, while respecting professional boundaries.
  3. Use information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
  4. Offer regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
  5. Provide information about resources to help families meet their needs through linkages to services and opportunities.
  6. Respond to, and provide appropriate support for, families under stress or in crisis.
- B. Provides a program that assists in preventing child abuse and neglect, as demonstrated by the abilities to:**
1. Use best practices that foster children's social competence.
  2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
  3. Assist families in making social connections with other parents and with the staff.

*Examples of advanced level competence:*

- A. Advocates for an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:**
1. Evaluate a variety of opportunities to appreciate children's families as part of the regular program.
  2. Facilitate friendships and mutual support between families and staff, while respecting professional boundaries.
  3. Integrate information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
  4. Analyze and revise (if needed) opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
  5. Search for and keep abreast of information about resources to help families meet their needs through linkages to services and opportunities.
  6. Guide others to respond and provide appropriate support for families under stress or in crisis.
- B. Incorporates a prevention of child abuse and neglect focus as demonstrated by the abilities to:**
1. Analyze and implement best practices that foster children's social competence.
  2. Guide others to observe, recognize, and respond to early warning signs of child abuse or neglect.

3. Determine effective ways to assist families in making social connections with other parents and with the staff.

<b>ECE-6</b>	<b>To ensure a well-run, purposeful program responsive to each individual child's needs.</b>
--------------	--

*Examples of beginning level competence:*

**A. Discusses all available resources to ensure an effective operation, as demonstrated by the abilities to:**

1. List materials and equipment appropriate to the developmental needs of children.
2. Explain how the communities, school systems, regulatory agencies, and health and social services work together to meet the needs of individual children and families.
3. Describe activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

**B. Participates in organizing, planning and recordkeeping, as demonstrated by the abilities to:**

1. Describe observation and assessment as bases for planning individualized learning experiences and activities.
2. Explain the importance of keeping records that contain accurate information about the growth, health, behavior, and progress of each child and the group.
3. Identify developmental and behavioral information to share with families and other professionals.
4. Explains procedures for smooth transitions from one group to another.

**C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:**

1. Participate with others to help orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Practice cooperation, support coworkers, and encourage teamwork.

**D. Participates in ongoing program-evaluation and program-improvement efforts.**

*Examples of intermediate level competence:*

**A. Uses all available resources to ensure an effective operation, as demonstrated by the abilities to:**

1. Obtain materials and equipment appropriate to the developmental needs of children.
2. Establish liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
3. Provide activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

**B. Organizes, plans, and keeps records, as demonstrated by the abilities to:**

1. Use observation and assessment as bases for planning individualized learning experiences and activities.
2. Maintain records concerning the growth, health, behavior, and progress of each child and the group.
3. Share developmental and behavioral information with families and other professionals.
4. Employ procedures for smooth transitions from one group to another.

**C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:**

1. Orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Practice cooperation, support coworkers, and encourage teamwork.

**D. Participates in ongoing program-evaluation and program-improvement efforts.**

*Examples of advanced level competence:*

**A. Assesses available resources to ensure an effective operation, as demonstrated by the abilities to:**

1. Adapt materials and equipment to meet the developmental needs of children.
2. Initiate and maintain liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
3. Develop, implement, analyze, and modify activities to be responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

**B. Develops and implements recordkeeping procedures, as demonstrated by the abilities to:**

1. Evaluate observation and assessment appropriate for planning individualized learning experiences and activities.
2. Interpret records concerning the growth, health, behavior, and progress of each child and the group.
3. Interpret developmental and behavioral information with families and other professionals.
4. Develop and implement procedures for smooth transitions from one group to another.

**C. Facilitates communication and cooperation with coworkers, as demonstrated by the abilities to:**

1. Guide new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Guide others to value cooperation, support coworkers, and encourage teamwork.

**D. Implements ongoing program-evaluation and program-improvement efforts.**

<b>ECE-7 To maintain a commitment to professionalism.</b>
---

*Examples of beginning level competence:*

**A. Has knowledge of her/his own professional performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:**

1. Identify self-assessment activities and goals for improvement.
2. Attend staff meetings.
3. Read professional books and periodicals about child development and early childhood education practices.
4. Join professional early childhood organizations.
5. Identify appropriate training and formal educational opportunities to improve.

**B. Understands his/her role as a child-care advocate for children and families as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:**

1. Explain decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Describe regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Explain program philosophies, goals, and objectives through words and actions.
4. Describe how to be a role model for children and families.
5. Explain confidentiality and principles of ethical conduct and privacy laws.
6. List program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

*Examples of intermediate level competence:*

**A. Examines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:**

1. Practice self-assessment and set goals for improvement.
2. Participate in staff meetings.
3. Use information from professional books and periodicals about child development and early childhood education practices.

4. Participate in professional early childhood organizations.
5. Participate in training and formal educational opportunities to improve.

**B. Serves as a child-care advocate for children and families and applies professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:**

1. Make decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Analyze regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Demonstrate program philosophies, goals, and objectives through words and actions.
4. Demonstrate a positive attitude and serve as a role model for children and families.
5. Demonstrate confidentiality and uphold principles of ethical conduct and privacy laws.
6. Establish program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

*Examples of advanced level competence:*

**A. Determines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:**

1. Collect regular self-assessment and revise goals for improvement.
2. Integrate information from staff meetings into classroom performance and interactions.
3. Plan and implement information from professional books and periodicals about child development and early childhood education practices.
4. Design and include, as appropriate, ideas from professional early childhood organizations into practice.
5. Include ideas from training and formal educational opportunities to improve.

**B. Determines his/her role as a child-care advocate for children and families and as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:**

1. Include decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Evaluate regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Plan and implement program philosophies, goals, and objectives through words and actions.
4. Self-asses positive attitudes and serve as a role model for children and families.
5. Value confidentiality and principles of ethical conduct and privacy laws.
6. Integrate program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

## School-Age Care Professional Competency Goals and Indicators (SAC)

**SAC-1      To understand the development of school-age children: Early School-Age (5-6), Middle School-Age (7-9), and Early Adolescence (10 and older).**

*Examples of beginning level competence:*

- A. Discusses developmental characteristics in each age group served.
- B. Understands child and youth development across all age groups.
- C. Acknowledges gender and cultural differences in child and youth development, and recognizes programs free from biases.
- D. Discusses unique characteristics that affect the development of children with special needs.

*Examples of intermediate level competence:*

- A. Applies specialization of knowledge in each age group served.
- B. Applies knowledge of child and youth development across all program areas.
- C. Examines gender and cultural differences in child/youth development and components of unbiased programs.
- D. Examines unique characteristics that affect the development of children with special needs.

*Examples of advanced level competence:*

- A. Develops specialization in each age group served.
- B. Integrates into practice knowledge of child and youth development across all program areas.
- C. Develops and evaluates unbiased programs.
- D. Assesses unique characteristics that affect the development of children with special needs.

**SAC-2      To establish a safe, healthy environment and promote wellness.**

*Examples of beginning level competence:*

- A. Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.
- B. Recognizes strategies for prevention of child abuse.
- C. Discusses a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.

- D. Discusses good health, physical activity, and good nutrition.
- E. Understands public health standards and USDA (United States Department of Agriculture) nutritional guidelines.
- F. Has knowledge of safety/health issues of children with special needs.
- G. Recognizes nonviolent conflict resolutions and is able to support children in these efforts.
- H. Discusses age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.
- I. Acknowledges appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).
- J. Understands guidelines and procedures to refer participants in crisis to appropriate resources.
- K. Discusses established emergency plans and procedures.
- L. Understands how to use spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.

*Examples of intermediate level competence:*

- A. Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.
- B. Uses strategies for prevention of child abuse.
- C. Provides a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.
- D. Promotes good health, physical activity, and good nutrition.
- E. Meets public health standards and USDA (United States Department of Agriculture) nutritional guidelines.
- F. Demonstrates awareness of safety/health issues of children with special needs.
- G. Demonstrates knowledge of nonviolent conflict resolutions and is able to support children in these efforts.
- H. Provides age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.
- I. Implements appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).
- J. Demonstrates knowledge in utilizing guidelines and procedures to refer participants in crisis to appropriate resources.
- K. Follows established emergency plans and procedures.
- L. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.

*Examples of advanced level competence:*

- A. Maintains proficiency in CPR (cardiopulmonary resuscitation) and first aid.
- B. Integrates strategies for prevention of child abuse.
- C. Assesses safety practices in the environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.



- D. Develops policies and processes to encourage good health, physical activity, and good nutrition.
- E. Develops policies and processes to meet public health standards and USDA (United States Department of Agriculture) nutritional guidelines.
- F. Integrates knowledge of safety/health issues of children with special needs.
- G. Explains nonviolent conflict resolutions and is able to support children in these efforts.
- H. Incorporates age-appropriate supervision and intervention and develops guidelines and procedures to create emotionally and physically safe environments.
- I. Assesses and initiates appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).
- J. Assesses and incorporates guidelines and procedures to refer participants in crisis to appropriate resources.
- K. Plans, implements and reviews (as needed) established emergency plans and procedures.
- L. Evaluates spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.

<b>SAC-3</b>	<b>To advance physical and intellectual competence and enhance recreational activity.</b>
--------------	---

*Examples of beginning level competence:*

- A. Describes a program appropriate for school-age children that includes new and varied activity choices.
- B. Discusses opportunities for children to develop problem-solving and critical thinking skills.
- C. Recognizes that flexibility allows choices that match children's needs and interests.
- D. Understands children need the option of choosing rest or relaxation.
- E. Recognizes that a variety of equipment and activities and regularly scheduled opportunities promote physical activity and development in school-age children, including children with special needs.
- F. Describes opportunities for children to be aware of, and become involved in, the community and career-awareness activities.
- G. Discusses opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.
- H. Gives examples of learning opportunities free from biases.

*Examples of intermediate level competence:*

- A. Utilizes a program appropriate for school-age children that includes new and varied activity choices.
- B. Provides opportunities for children to develop and use problem-solving and critical thinking skills.
- C. Demonstrates flexibility to allow choices that match children's needs and interests.
- D. Gives children the option of choosing rest or relaxation.
- E. Provides and utilizes a variety of equipment and activities and schedules regular opportunities to promote physical activity and development in school-age children, including children with special needs.

- F. Provides opportunities for children to be aware of, and become involved in, the community and career-awareness activities.
- G. Provides opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.
- H. Provides learning opportunities free from biases.

*Examples of advanced level competence:*

- A. Plans, implements and revises (as needed) a program appropriate for school-age children that includes new and varied activity choices.
- B. Designs opportunities for children to develop and use problem-solving and critical thinking skills.
- C. Integrates flexibility to allow choices that match children's needs and interests.
- D. Incorporates the idea that children need the option of choosing rest or relaxation.
- E. Plans, implements and revises (as needed) a variety of equipment and activities and adjusts the schedule (as needed) to incorporate regular opportunities to promote physical activity and development in school-age children, including children with special needs.
- F. Incorporates opportunities for children to be aware of, and become involved in, the community and career-awareness activities.
- G. Creates opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.
- H. Evaluates learning opportunities free from biases.

<b>SAC-4</b>	<b>To support social and emotional development and provide positive guidance.</b>
--------------	---

*Examples of beginning level competence:*

- A. Recalls active communications, opportunities, and support that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- B. Understands the importance of physical and emotional security to help each child know, accept, and take pride in herself/himself.
- C. Recognizes that children need the freedom to develop independence and accept responsibility for their actions.
- D. Recognizes that each child can feel accepted in the group by learning communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).
- E. Understands the importance of peer relationships and close friendships in the lives of school-age children.
- F. Describes relationships that are accepting of differences and free from biases.
- G. Discusses the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.
- H. Describes a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.
- I. Identifies opportunities for children to development leadership skills.

*Examples of intermediate level competence:*

- A. Communicates actively with children, and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- B. Provides physical and emotional security to help each child know, accept, and take pride in herself/himself.
- C. Provides children the freedom to develop independence and accept responsibility for their actions.
- D. Helps each child feel accepted in the group by learning communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).
- E. Provides opportunities that develop the importance of peer relationships and close friendships in the lives of school-age children.
- F. Encourages relationships that are accepting of differences and free from biases.
- G. Promotes the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.
- H. Provides a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.
- I. Provides opportunities for children to development leadership skills.

*Examples of advanced level competence:*

- A. Determines appropriate opportunities for active communications with children, and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- B. Builds physical and emotional security to help each child know, accept, and take pride in herself/himself.
- C. Supports freedom for children to develop independence and accept responsibility for their actions.
- D. Fosters the acceptance of each child in the group by refining communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).
- E. Values the importance of peer relationships and close friendships in the lives of school-age children.
- F. Values relationships that are accepting of differences and free from biases.
- G. Incorporates the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.
- H. Plans a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.
- I. Incorporates opportunities for children to development leadership skills.

<b>SAC-5</b>	<b>To establish positive and productive relationships with families.</b>
--------------	--

*Examples of beginning level competence:*

- A. Discusses the role of an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.
- B. Discusses diversity of families and unbiased relationships with all families served.

- C. Understands program guidelines for referral of families in crisis.
- D. Describes how to advocate for individual children and their families.
- E. Identifies the caregiver's role and responsibility in helping school-age children, youth and their families cope with family issues.
- F. Identifies family strengths and how to support them.
- G. Identifies community agencies/support groups for referral.
- H. Identifies factors and strategies that build resiliency in families and children.

*Examples of intermediate level competence:*

- A. Maintains an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.
- B. Respects the diversity of families and maintains unbiased relationships with all families served.
- C. Uses program guidelines for referral of families in crisis.
- D. Acts as an advocate for individual children and their families.
- E. Provides appropriate assistance for school-age children, youth and their families coping with family issues.
- F. Examines family strengths and how to support them.
- G. Refers families to appropriate community agencies/support groups.
- H. Explains factors and develops strategies that build resiliency in families and children.

*Examples of advanced level competence:*

- A. Assesses and implements practices that maintain an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.
- B. Implements and reviews practice that support the diversity of families and maintains unbiased relationships with all families served.
- C. Plans, implements and revises (as needed) program guidelines for referral of families in crisis.
- D. Examines and assesses role as an advocate for individual children and their families.
- E. Develops ways to incorporate the caregiver's role and responsibility in helping school-age children, youth and their families cope with family issues.
- F. Examines family strengths and develops ways to support them.
- G. Values collaboration between community agencies/support groups for referring families and children.
- H. Incorporates knowledge of factors and examines strategies that build resiliency in families and children.

<b>SAC-6</b>	<b>To ensure a well-run, purposeful program responsive to the needs of each individual child.</b>
--------------	---

*Examples of beginning level competence:*

- A. Discusses the goals and philosophies of the program.
- B. Discusses all available resources to ensure effective operation.
- C. Participates in organizing, planning and keeping accurate records.
- D. Recognizes the importance of effective communication and cooperation with coworkers.
- E. Describes ways children can take ownership in the program.
- F. Understands the importance of open communication with the host agency or school and understands the roles and responsibilities of all involved parties.
- G. Recognizes ongoing program-evaluation and program-improvement efforts.
- H. Identifies activities that are responsive to individual children (e.g., special needs, various ages, hyperactive, health- restricted, in-crisis, etc.).
- I. Defines, identifies, and reports the needs of abused, neglected, or deprived children.

*Examples of intermediate level competence:*

- A. Implements the goals and philosophies of the program.
- B. Uses all available resources to ensure effective operation.
- C. Organizes, plans, and keeps accurate records.
- D. Communicates effectively and cooperates with coworkers.
- E. Encourages children to take ownership in the program by providing opportunities for sharing ideas and making decisions that contribute to shaping the program to meet the children's needs.
- F. Maintains open communication with the host agency or school and understands the roles and responsibilities of all involved parties.
- G. Participates in ongoing program-evaluation and program-improvement efforts.
- H. Uses activities that are responsive to individual children (e.g., special needs, various ages, hyperactive, health-restricted, in-crisis, etc.).
- I. Meets the needs of abused, neglected, or deprived children.

*Examples of advanced level competence:*

- A. Supports the goals and philosophies of the program.
- B. Assesses all available resources to ensure effective operation.
- C. Develops and implements accurate recordkeeping procedures.
- D. Facilitates effective communication and cooperation with coworkers.
- E. Plans, implements, and revises ( as needed) ways to encourages children to take ownership in the program through opportunities for sharing ideas and making decisions that contribute to shaping the program to meet the children's needs.

- F. Incorporates open communication with the host agency or school and understands and incorporates the roles and responsibilities of all involved parties.
- G. Incorporates ongoing program-evaluation and program-improvement efforts.
- H. Plans, implements, and modifies activities to be responsive to individual children (e.g., special needs, various ages, hyperactive, health-restricted, in-crisis, etc.).
- I. Assesses the needs of abused, neglected, or deprived children.

<b>SAC-7</b>	<b>To maintain a commitment to professionalism.</b>
--------------	---

*Examples of beginning level competence:*

- A. Has knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.
- B. Identifies opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.
- C. Attends staff meetings.
- D. Describes the characteristics of a positive role model for children and families.
- E. Explains confidentiality and upholds principles of ethical conduct.
- F. Explains regulatory, legislative, and workforce issues and how they affect the welfare of children.
- G. Describes a positive attitude toward her/his role in working with children.
- H. Describes the program's philosophy, goals, and objectives.
- I. Describes information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).

*Examples of intermediate level competence:*

- A. Makes decisions based on knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.
- B. Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.
- C. Participates in staff meetings.
- D. Acts as a positive role model for children and families.
- E. Demonstrates confidentiality and upholds principles of ethical conduct.
- F. Analyzes regulatory, legislative, and workforce issues and how they affect the welfare of children.
- G. Demonstrates a positive attitude toward her/his role in working with children.
- H. States program's philosophy, goals, and objectives through words and actions.

- I. **Uses information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).**

*Examples of advanced level competence:*

- A. **Incorporates knowledge of child and youth development theory to make decision about appropriate practices and promotes quality in school-age services.**
- B. **Integrates opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.**
- C. **Integrates information from staff meetings into classroom practice and interactions.**
- D. **Creates opportunities to be a positive role model for children and families.**
- E. **Values confidentiality and upholds principles of ethical conduct.**
- F. **Evaluates regulatory, legislative, and workforce issues and how they affect the welfare of children.**
- G. **Incorporates a positive attitude toward her/his role in working with children.**
- H. **Reflects the program's philosophy, goals, and objectives through words and actions.**
- I. **Self – assesses and pursues information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).**

# Program Administrator

## of Early Care and Education and School-Age Care Programs

### Competency Goals and Indicators (ADM)

**Note:** After October, 2005, Bright from the Start requires directors of newly-opening licensed childcare centers to take a 40-hour Director's Training class.

#### **ADM-1 To develop and maintain an effective organization.**

*Examples of beginning level competence:*

- A. Recognizes internal and external factors that influence the program and its goals by:**
1. Recalling the program's history, philosophy, goals, structure, and legal responsibilities.
  2. Describing applicable regulations, including the rights of licensee.
  3. Discussing the role of boards, advisory groups and host agencies.
  4. Discussing the role of a "community spirit" among staff, families, boards or advisory groups, and children.
- B. Understands management philosophy through the use of:**
1. A clear mission statement.
  2. Clear objectives based on the program's values
  3. Clear understanding of child-care needs in the community served.
- C. Recalls the principles of organizational management.**
- D. Recognizes that management strategies should include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. Recognizes the importance of program evaluation and all of its components.**
- F. Identifies strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. Recognizes program efficiency should include the use of technology.**

*Examples of intermediate level competence:*

- A. Uses internal and external factors that influence the program and its goals by:**
1. Effectively using the program's history, philosophy, goals, structure, and legal responsibilities.
  2. Complying with applicable regulations, including the rights of licensee.
  3. Working with boards, advisory groups and host agencies.
  4. Providing a sense of "community spirit" among staff, families, boards or advisory groups, and children.
- B. Employs management philosophy that includes:**
1. A clear mission statement.
  2. Clear objectives based on the program's values
  3. Clear understanding of child-care needs in the community served.
- C. Examines the principles of organizational management.**



- D. **Selects management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. **Uses evaluation information to change and improve the program.**
- F. **Discusses strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. **Provides program efficiency that includes the use of technology.**

*Examples of advanced level competence:*

- A. **Determines internal and external factors that influence the program and its goals by:**
  1. Incorporating the program’s history, philosophy, goals, structure, and legal responsibilities.
  2. Incorporating applicable regulations, including the rights of licensee.
  3. Incorporating suggestions from boards, advisory groups and host agencies.
  4. Facilitating the development of a “community spirit” among staff, families, boards or advisory groups, and children.
- B. **Develops and implements a management philosophy that includes:**
  1. A clear mission statement.
  2. Clear objectives based on the program’s values
  3. Clear understanding of child-care needs in the community served.
- C. **Implements the principles of organizational management.**
- D. **Develops and implements management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. **Evaluates the program and all its components, and uses the evaluation information to change and improve the program.**
- F. **Plans and implements program activities based on strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. **Determines an organized system that includes the use of technology to improve efficiency.**

<b>ADM-2</b>	<b>To plan and implement administrative systems that effectively carry out the program’s mission, goals, and objectives.</b>
--------------	--

*Examples of beginning level competence:*

- A. **Understands developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:**
  1. Understand the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
  2. Recognize that enrollment and transitions contribute to separation and adjustment issues for all children and parents.
  3. Understand how to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
  4. Discuss with staff age-appropriate positive guidance techniques such as conflict resolution and crisis management.
  5. Understand culturally, socially, and linguistically diverse curriculum reflective of the enrollment and the community.
  6. Recognize the importance of child observations as a tool for building curriculum and assessing and meeting needs.
- B. **Discusses with families, a child’s development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:**

1. Identify ways to help staff communicate and develop relationships with families.
2. Discuss accommodating families' diverse backgrounds and parenting expectations.
3. Discuss child development and behavioral expectations of children in group settings.
4. Identify information to assist families in their parenting roles.
5. Identify information on community resources related to all aspects of family life.
6. Identify social services and/or health services appropriate for families' needs.

**C. Has knowledge of up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:**

1. Identify the components of a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Identify appropriate indoor and outdoor play safety practices.
3. Describe regular opportunities for physical activities.

*Examples of intermediate level competence:*

**A. Applies and guides others to implement developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:**

1. Apply knowledge of the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Manage enrollment and transitions and give attention to separation and adjustment issues for all children and parents.
3. Give direction and support to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Give direction and support age-appropriate positive guidance techniques and to handle issues, such as conflict resolution and crisis management.
5. Implement culturally, socially, and linguistically diverse curriculum that is reflective of the enrollment and the community.
6. Implement child observations as a tool for building curriculum and assessing and meeting needs.

**B. Actively involves staff and families in communications about child development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:**

1. Guide/mentor staff communication and relationships skills with families.
2. Help staff identify and accommodate diverse backgrounds and meet parenting expectations.
3. Provide education opportunities for families that focus on child development and behavioral expectations of children in group settings.
4. Provide information and support to assist families in their parenting roles.
5. Provide information on community resources related to all aspects of family life.

**C. Provides up-to-date information to others on nutrition, health, and safety program components, as demonstrated by the abilities to:**

1. Include a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Maintain appropriate indoor and outdoor play safety practices.
3. Ensure regular opportunities for physical activities.

*Examples of advanced level competence:*

**A. Implements and assesses developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:**

1. Determine the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Develop ways to guide staff to manage enrollment, transitions, separation and adjustment issues for all children and parents.
3. Evaluate and advise staff dealing with common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Assess age-appropriate positive guidance techniques and guide staff to handle issues through conflict resolution and crisis management.
5. Ensure that the curriculum is culturally, socially, and linguistically diverse, as reflective of the enrollment and the community.
6. Support and guide staff in the use of child observations as a tool for building curriculum, assessing and meeting needs.

- B. Evaluates and analyzes effective communication with families about child development, program and policy issues, and caring for the child, as demonstrated by the abilities to:**
1. Evaluate and monitor staff communication styles contributing to positive relationships with families.
  2. Evaluate process for accommodating diverse backgrounds and parenting expectations.
  3. Educate families and the general public about child development and behavioral expectations of children in group settings.
  4. Interpret and develop ways to help staff use information to assist families in their parenting roles.
- C. Supports up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:**
1. Regularly evaluate processes for providing a food program that meets USDA (United States Department of Agriculture) guidelines.
  2. Evaluate and ensure appropriate indoor and outdoor play safety practices.
  3. Evaluate regular opportunities for physical activities.

<b>ADM-3      To market the program to parents and the community.</b>
---

*Examples of beginning level competence:*

- A. Understands supply-and-demand characteristics of the area served, and list ways the program might respond to those needs.
- B. Understands how to market the program, including defining the image of the program, the appearance of the building, and appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.).
- C. Recognizes appropriate responses to parental inquiries, including defining the role of all staff in marketing, handling phone calls, tours
- D. Understands the importance of optimum enrollment.

*Examples of intermediate level competence:*

- A. Uses supply-and-demand characteristics of the area served, and position the program to respond needs.
- B. Participates in efforts to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.
- C. Manage responses to parental inquiries and direct staff in handling phone calls, tours, and managing a waiting list.
- D. Maintains optimum enrollment.

*Examples of advanced level competence:*

- A. Assesses, plans, and implements strategies that reflect the supply-and-demand characteristics of the area served, and positions the program to respond to those needs.
- B. Creates techniques to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.
- C. Critiques responses to parental inquiries and implements changes as needed.
- D. Plans and implements strategies that optimize enrollment.

<b>ADM-4 To administer effectively a program of personnel management and staff development.</b>
---

*Note: This competency goal and the related indicators are not relevant to family child-care providers unless they employ other staff.*

*Examples of beginning level competence:*

- A. Identifies and manages personnel policies.**
- B. Understands and manages payroll, fringe benefits.**
- C. Employs staff management techniques by:**
  - 1. Recruits, selects, and uses strategies to retain quality staff.
  - 2. Schedules staff consistent with enrollment patterns, involves staff in scheduling decisions, and secures and supervises substitutes.
  - 3. Identifies and facilitates staff development opportunities that include orientation, in-service, and career development training.
  - 4. Identifies professional development appropriate to each individual.
  - 5. Develops and manages a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.
- D. Identifies and describes positive human relations techniques, including team-building and conflict resolution.**
- E. Identifies individualized guidance, coaching, and supervision for each employee, as demonstrated by the abilities to:**
  - 1. Communicate clear expectations for performance.
  - 2. Support staff members in their development and accomplishment of professional goals and objectives.
  - 3. Motivate and challenge staff to set high standards.
  - 4. Observe objectively and give constructive feedback in a way that helps staff to grow professionally.
  - 5. Supervise and monitor staff so that quality job performance is recognized and inadequate job performance leads to remediation and/or termination when necessary.
  - 6. Describes different supervisory styles and methods to meet the individual needs of staff members.
  - 7. Model appropriate behavior.

*Examples of intermediate level competence:*

- A. Adapts personnel policies to meet the needs of the program.**
- B. Determines ongoing staff management issues by:**
  - 1. Using strategies to retain quality staff.
  - 2. Adapt staff development opportunities that include orientation, in-service, and career development training.
  - 3. Motivates staff members to participate in professional development appropriate to each individual.
  - 4. Monitors and changes as needed a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.
- C. Employs positive human relations techniques, including team-building and conflict resolution.**
- D. Provides individualized guidance, coaching, and supervision for each employee tailored to their ability levels and goals.**

*Examples of advanced level competence:*

- A. Analyzing and adapting ongoing staff management.**
- B. Mentors staff in positive human relations techniques, including team-building and conflict resolution.**
- C. Mentors each employee according to their ability levels and goals.**

<b>ADM-5</b>	<b>To maintain and develop the facility and equipment.</b>
--------------	--

*Examples of beginning level competence:*

- A. Understands necessary compliance procedures for all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:**
1. Describing the steps necessary to maintain clean, safe buildings and grounds.
  2. Explaining how all program vehicles will be reviewed for safety and assurance of good repair.
  3. Identifying agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.
- B. Recognizes appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
1. Identifying safe indoor, outdoor and playground equipment and materials.
  2. Describing age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Explains all security practices.**
- D. If space is shared, the beginning administrator can:**
1. Define a mutually positive relationship with host and/or other users.
  2. Explain ways staff can use shared space.

*Examples of intermediate level competence:*

- A. Establishes procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:**
1. Applying the steps necessary to maintain clean, safe buildings and grounds.
  2. Reviewing all program vehicles for safety and assurance of good repair.
  3. Working with agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.
- B. Provides appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
1. Supplying safe indoor, outdoor and playground equipment and materials.
  2. Supplying age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Establishes security practices.**
- D. If space is shared, the intermediate administrator can:**
1. Negotiate a mutually positive relationship with host and/or other users.
  2. Motivate staff in the use of shared space.

*Examples of advanced level competence:*

- A. Maintains procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:**
1. Planning and implementing the steps necessary to maintain clean, safe buildings and grounds.
  2. Evaluating program vehicles for safety and assurance of good repair.
  3. Developing plans to maintain compliance with codes (fire, health, etc.) and other licensure regulations.

**B. Creates appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**

1. Organizing and ensuring safe indoor, outdoor and playground equipment and materials.
2. Organizing and ensuring age-appropriate indoor, outdoor and playgroup equipment and materials.

**C. Maintains security practices.**

**D. If space is shared, the advanced administrator can:**

1. Maintain a mutually positive relationship with host and/or other users.
2. Support staff in the use of shared space.

<b>ADM-6 To possess legal knowledge necessary for effective management.</b>
---

*Examples at all levels of competence:*

**A. Works with legal counsel and demonstrates general knowledge of:**

1. Applicable regulatory standards.
2. Custody issues that affect .
3. Child abuse and neglect laws.
4. Mandated reporting laws for child abuse and neglect.
5. Confidentiality laws that affect children.
6. Labor laws that affect children.
7. Anti-discrimination laws (including disability laws) that affect children and employees.
8. Potential liability issues.
9. Occupational Safety & Health Administration (OSHA; United States Department of Labor) rules.
10. Contracts that affect the program.

<b>ADM-7 To foster good community relations and to influence child-care policy that affects the program.</b>
--

*Examples of beginning level competence:*

**A. Is familiar with community services and functions that may include:**

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

**B. Recognizes community networks and coalitions, including relationships with public schools.**

**C. Is familiar with various communication skills, including:**

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.

5. Maintaining regular communication with other advocates.

**D. Recognizes the importance of an ongoing commitment to educate the community on issues affecting children and child-care programs.**

*Examples of intermediate level competence:*

**A. Possesses knowledge of community services and functions that may include:**

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

**B. Uses community networks and coalitions as needed, including relationships with public schools.**

**C. Demonstrates communication skills, including:**

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

**D. Uses an ongoing commitment to educate the community on issues affecting children and child-care programs.**

*Examples of advanced level competence:*

**A. Assesses community services and functions that may include:**

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

**B. Builds community networks and coalitions as needed, including relationships with public schools.**

**C. Creates opportunities to build community relationships and influence public policy by:**

1. Giving speeches.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

**D. Maintains ongoing commitment to educate the community on issues affecting children and child-care programs.**

## **ADM-8 To practice responsible financial management.**

*Note: These indicators are needed by program administrators serving as executives fully responsible for the operation of programs. If the income side of the budget is someone else's responsibility, the administrator may not need the full range of competency indicators. Administrators of small programs need the competency indicators at "a more generalist level" than administrators of large programs.*

*Examples at all levels of competence:*

- A. Assumes responsibility for financial management and facilitates decision-making by directing financial staff on methods to present figures for income, expenditures, enrollments, and other information, as demonstrated by the abilities to:**
1. Understand and use financial tools and concepts, including budget, fixed and variable expense, cash flow, analysis of budget variation, staffing plans, and breakeven analysis.
  2. Understand concepts of income projection, including pricing strategies, effect of discount policies, and full-time equivalent enrollment.
  3. Ensure cost-effective purchase of supplies and equipment.
  4. Maintain accurate and complete financial expenditure reports.
  5. Collect tuition fees in an efficient and tactful manner.
  6. Develop a compensation structure that rewards staff retention and increased knowledge and skills.
  7. Identify federal, state, and local funding sources, both public and private.
  8. Mobilize needed resources that may include the use of fundraising, unrelated business income, value-added programs, grants, or the purchase of service agreements.

## **ADM-9 To maintain a commitment to ongoing personal/professional growth and development.**

*Examples of beginning level competence:*

- A. Has knowledge of her/his personal leadership style and is aware of that style's impact on the organization.**
- B. Understands her/his personal philosophy of early care and education.**
- C. Recognizes the importance of professional development based on personal assessment.**
- D. Attends relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.**
- E. Understands the role of a mentor for staff members and families, as well as for individuals within the surrounding community.**
- F. Recognizes the importance of memberships in professional organizations and child-advocacy groups.**
- G. Understands the role of professional support systems.**
- H. Understands the importance of striking a balance between professional, program, and personal responsibilities**
- I. Recognizes policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)**
- J. Understands an appropriate professional code of ethics.**

*Examples of intermediate level competence:*

- A. Examines her/his personal leadership style and uses that style's impact on the organization.**



- B. Uses her/his personal philosophy of early care and education.
- C. Demonstrates professional development skills based on his/her personal assessment.
- D. Participates in relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.
- E. Serves as a mentor for staff members and families, as well as for individuals within the surrounding community.
- F. Participates in professional organizations and child-advocacy groups.
- G. Establishes professional support systems.
- H. Demonstrates a balance between professional, program, and personal responsibilities.
- I. Uses policies and practices to allow a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)
- J. Uses an appropriate professional code of ethics.

*Examples of advanced level competence:*

- A. Assesses her/his personal leadership style and is aware of that style's impact on the organization.
- B. Develops and articulates her/his personal philosophy of early care and education.
- C. Develops a plan for continuous professional development based on personal assessment.
- D. Incorporates relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.
- E. Creates opportunities to serve as a mentor for staff members and families, as well as for individuals within the surrounding community.
- F. Maintains memberships in professional organizations and child-advocacy groups.
- G. Maintains professional support systems.
- H. Maintains a balance between professional, program, and personal responsibilities.
- I. Incorporates policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)
- J. Plans and implements an appropriate professional code of ethics.

# Trainers

## of Early Care and Education, School-Age Care, and Program Administrator Professionals

### Competency Categories and Indicators

Trainers of Early Care and Education, School-Age Care, and Program Administrator Professionals must be approved through the Georgia Training Approval or provide training under the supervision and auspices of an Approved Entity. Detailed requirements for trainers with Trainer I, Trainer II, and Trainer III designation appear in the Trainer Designation Matrix following the trainer competency categories. More information about state-approved training can be found at [www.training.decal.ga.gov](http://www.training.decal.ga.gov).

#### CATEGORY – 1 Professionalism and Ethics

*A competent trainer:*

- A. Maintains an appropriate level of competence in the field including a broad knowledge of current trends, theory, and practice in areas of expertise and seeks growth in areas of limited knowledge.
- B. Recognizes the limits of his/her competence, culture, and experience in providing services and neither seeks nor accepts assignments outside those limits.
- C. Is aware of own personal values, biases, dispositions and the possible effect on others.
- D. Accepts responsibility of ethical business practices (i.e., certificate distribution, hours given, conflicts of interest).
- E. Keeps current with the changes in the early childhood care and education system.
- F. Reaches agreement with client regarding goals, costs, risks, limitations, and anticipation of outcomes prior to providing service.
- G. Values and integrates diversity into the delivery of training/professional development.
- H. Adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct for Adult Educators ([www.naeyc.org](http://www.naeyc.org)).
- I. Promotes professionalism in the early childhood care and education field.
- J. Maintains a balance between personal and professional life.

#### CATEGORY – 2 Instructional Design and Development

*A competent trainer:*

- A. Bases training design and development on accurate, current, and job-related information consistent with sound theories and principles of adult learning (e.g., adults desire practical application, adults learn best if they have control over the learning environment).
- B. Assesses and meets the professional developmental level and characteristics of the target audience.
- C. Writes learning objectives that are based on participants' level of knowledge and experience and are descriptive of desired competence.
- D. Chooses instructional methods and materials that are appropriate for the proposed learning objectives (e.g., self-reflection, group discussion, demonstrations, multi-media presentations, visual aids).

- E. Develops measurable learning objectives, evaluates participant achievement during, and at the conclusion of the training.
- F. Organizes a training format to fulfill learning objectives and to meet participant needs.
- G. Maintains flexibility based on continual assessment of training.
- H. Identifies points in content presentation where participant resistance or discomfort may occur and is prepared to adapt appropriately.

<b>CATEGORY – 3      Knowledge of Content</b>
---

*A competent trainer:*

- A. Possesses extensive knowledge and practical experience in the presentation topic area. Is familiar with a variety of childhood care and education settings, professional developmental levels of participants, and adapts content as needed.
- B. Researches the current trends in the topic area and synthesizes these findings to support learning objectives.
- C. Bases training content on accurate, current information consistent with sound theories and principles of child development, developmentally appropriate practice, early learning standards (i.e., *Georgia Early Learning Standards*) accurate interpretation of quality standards and licensing and legal regulations.
- D. Maintains resources that are current and topic-related to refer to concerning controversial issues, questions, or experiences (e.g., appropriate persons, agencies, publications).
- E. Facilitates connections between theory and practice by integrating information that is comprehensive, meaningful, and relevant to participants' needs.
- F. Includes an awareness of the value of diversity, uniqueness, and abilities of all children and families in training provided.
- G. Understands and applies basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.

<b>CATEGORY – 4      Presentation Skills</b>
--

*A competent trainer:*

- A. Provides an introduction, overview of learning objectives, content presentation with summary, and evaluation in the specified timeframe.
- B. Delivers training based on principles of adult learning using a variety of instructional methods and media appropriate for the proposed learning objectives (e.g., group discussion, questions, teams, role-play, games, and visual aids/multi-media presentations).
- C. Adapts training to respond to participants' current knowledge and expectations (e.g., ethnic diversity, learning styles, special needs, and unique settings).
- D. Facilitates and continually assesses group dynamics to ensure learner involvement, interactions, and participation.
- E. Creates a supportive, flexible environment appropriate to adult learners (i.e., making eye contact, responding to individual needs).
- F. Relates effectively with individuals and groups.
- G. Communicates clearly and audibly, avoiding distracting expressions and mannerisms.
- H. Uses effective transitions to link content and learning objectives throughout the training.

- I. Provides an environment that addresses incorrect responses and guides participant to appropriate conclusions.
- J. Uses appropriate humor and avoids using jokes and stories of questionable taste.
- K. Maintains poise and professionalism under duress.

<b>CATEGORY – 5</b>	<b>Quality Assurance</b>
---------------------	--------------------------

*A competent trainer:*

- A. Provides a positive learning environment.
- B. Estimates expenses accurately.
- C. Uses promotional materials reflective of training content.
- D. Manages environment and logistics and adapts a well-run, purposeful training program responsive to the needs of the participants.
- E. Uses self-reflections and evaluation to improve subsequent programs.
- F. Maintains accurate records, resolves lingering issues following the training, and ensures that reporting requirements are completed in a timely manner.
- G. Provides positive learning climate (addressing special needs of participants, appropriate room arrangement, solving facility and equipment problems, providing recognition to participants) and clarifies logistical issues(e.g. restrooms, cell phones).

## Georgia Trainer Designation Matrix

Individuals who wish to provide training for child care licensing credit must be approved with a trainer designation of Trainer I, Trainer II, Trainer III, or Specialty Trainer. Requirements for each of these designations are provided in the chart below.

Once you are approved with a trainer designation, every training you plan to provide must be submitted and approved in order for the training to count for licensing credit.

The **Specialty Trainer** designation is only for those **who do not meet the requirements for Trainer I, II or III** but who do have qualifications in a specialty field relevant to early childhood education, such as Special Needs/Inclusion, Health and Safety, or Administrative Management of Programs (see definition below for more info). **ECE is not considered a specialty field.** The Trainer I, II, and III designations are for those who wish to provide training in ECE.

### ← Designations →

	<b>Specialty Trainer</b> <i>(see above)</i>	<b>Trainer I</b>	<b>Trainer II</b>	<b>Trainer III</b>
<b>Basic Requirements</b>	1. <b>Trainer Orientation</b> 2. Two professional letters of recommendation (dated & written within previous 6 months)	1. <b>Trainer Orientation</b> 2. Two professional letters of recommendation (dated & written within previous 6 months)	1. <b>Trainer Orientation</b> 2. Two professional letters of recommendation (dated & written within previous 6 months)	1. <b>Trainer Orientation</b> 2. Two professional letters of recommendation (dated & written within previous 6 months)
<b>Education*</b>	1. Bachelor's degree with a major/minor consistent with the specialty area - or - 2. Bachelor's degree (any field) <i>and</i> a professional license or credential relevant to the specialty area	1. Bachelor's degree in Early Childhood Education or Child Development - or - 2. Bachelor's degree with 225 clock hours of <b>ECE/CD-related coursework</b>	1. Bachelor's degree in Early Childhood Education or Child Development - or - 2. Bachelor's degree with 225 clock hours of <b>ECE/CD-related coursework</b>	1. Graduate degree in Early Childhood Education or Child Development - or - 2. Graduate degree with 225 clock hours of graduate-level <b>ECE/CD-related coursework</b>
<b>Adult Learning*</b>	40 clock hours of <b>adult learning</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Training for Trainers (TFT)</b>	<b>N/A</b>	<b>Training for Trainers I</b> , 40 hours	1. <b>Training for Trainers I</b> , 40 hours - and - 2. <b>TFT II</b> , 20 hours	1. <b>Training for Trainers I</b> , 40 hours - and - 2. <b>TFT II</b> , 20 hours - and - 3. <b>TFT III</b> , 20 hours
<b>Experience</b>	3 years of experience relevant to specialty area as documented on a résumé	3 years of <b>early care and education experience</b> as documented on a résumé	3 years of <b>early care and education experience</b> as documented on a résumé	3 years of <b>early care and education experience</b> as documented on a résumé
<b>Professional Development</b>	<b>N/A</b>	<b>N/A</b>	Provided <b>professional development</b> for adults for at least 30 hours	Provided <b>professional development</b> for adults for at least 50 hours
<b>Permitted Training Levels</b>	Approved specialty area, Beginning Level only	1. Beginning Level 2. Intermediate Level (with having completed TFT II)	1. Beginning Level 2. Intermediate Level 3. Advanced Level (with having completed TFT III)	1. Beginning Level 2. Intermediate Level 3. Advanced Level

\* All degrees and coursework must be from an **institution accredited by a CHEA or USDE recognized agency.**

See the following page for details about these requirements. For more information about becoming a state-approved trainer, visit [www.training.decal.ga.gov](http://www.training.decal.ga.gov).

## Georgia Trainer Designation Definitions

**Adult Learning:** The adult learning requirement refers to training you have *received* in how *adults* learn and process information. Transcripts or documentation of other professional development training may be used to meet this requirement.

**Early Care and Education Experience:** A total of three years of experience as reported on a résumé must be supervised, may be paid or unpaid, and must involve children or programs serving young children from birth through age five. Experience counts as either (1) **Direct** only or (2) a combination of **Direct** and **Indirect**. Indirect only experience will not sufficiently meet the experience requirement.

**Direct Experience:** If using a combination of direct and indirect experience, **at least one year (12 months)** in either of the direct experience options below must be included:

- Experience working directly with groups of young children from birth through age five
- Director of a center or family day care home (*Involves working on-site directly with children and adults in a child care setting on a day-to-day basis*)

**Indirect Experience:** May be used only in combination with at least one year of direct experience. Indirect experience includes:

- Experience as a technical assistance provider from a state or federally approved project to provide technical assistance as:
  - Inclusion coordinator or education coordinator
  - Conducted observations/assessments using nationally recognized instruments (*Applicant must have received training on instruments utilized*)
  - Other TA experience to be reviewed by Georgia Training Approval
- Experience teaching High School/College/University level early childhood or child development specific course

**ECE/CD-Related Coursework:** Degrees outside of Early Childhood Education or Child Development must include at least 15 semester hours or 25 quarter hours in early childhood education or child development related coursework. (Documentation of a total of at least 225 clock hours focused on child development content, i.e., CDA training, ECE/CD curriculum training of more than 15 hour segments, etc. can be substituted for some or all of the 15 semester or 25 quarter hours of related coursework.) Trainer III may only use graduate-level coursework.

**Institution Accredited by a CHEA or USDE Recognized Agency:** Degrees are accepted from institutions which are accredited by agencies recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE). Accredited institutions and their accrediting agencies can be found at [www.ope.ed.gov/accreditation/Search.aspx](http://www.ope.ed.gov/accreditation/Search.aspx). A list of agencies recognized by CHEA or USDE can be found at [www.chea.org](http://www.chea.org) under “Recognition” and “CHEA and USDE Recognized Accreditors.”

**Professional Development:** Providing professional development to adults in the early childhood / child development field can include experience in supervisory roles, or as a trainer, co-trainer or part of a team approach to training, apprentice trainer, technical assistance provider, career advisor, or consultant. This experience should be documented on a current résumé.

**Specialty Trainers:** The Specialty Trainer option is available for professionals who do not meet the requirements for Trainer I, II, or III but may have qualifications to train in one of the specialty areas listed below. You must have a minimum of a Bachelor’s degree with **EITHER 1) a major/minor in a field related to the area that you are training as a specialty OR 2) a license or credential in the specialty area.** Approval for Specialty Areas is available in the following content areas: **Health and Safety; Special Needs/Inclusion; Social Work, Mental Health, and Family Services; Foods and Nutrition; Administrative Management of Programs;** and others as determined appropriate.

**Trainer Orientation:** The orientation is a short PDF presentation and online quiz that provides trainers with information about professional development and training in Georgia. To satisfy the orientation requirement, all applicants must read the material and answer questions that appear periodically throughout the presentation. You may access the orientation by creating an account at [www.training.decal.ga.gov](http://www.training.decal.ga.gov).

**Training for Trainers (TFT) I, II, III:** This requirement may be met with state-approved Training for Trainers courses, or you may substitute other trainings to meet this requirement as long as they meet specific content requirements. The content requirements can be found in the document titled “Training for Trainers Requirement,” which can be found under “Resources” at [www.training.decal.ga.gov](http://www.training.decal.ga.gov).

# Technical Assistance Providers

## for Early Care and Education and School-Age Care Programs

### Roles and Competencies

Effective technical assistance providers utilize the following consulting roles and successfully demonstrate the competencies for each role.

#### **ROLE - 1: Partner**

**Develops a respectful and trusting relationship with the client.**

1. Clarifies mutual roles and expectations with client.
2. Listens to client's needs and ideas in order to gain client's perspective.
3. Addresses client's readiness and commitment to take action.
4. Holds self and client accountable.
5. Uses reflective questioning with clients to reveal current practices and create greater awareness.
6. Upholds professional ethical standards including maintains confidentiality with clients.

#### **ROLE - 2: Needs Assessor**

**Gathers objective and relevant information in order to help the client determine needs, goals, and objectives.**

1. Uses variety of valid and reliable assessment strategies and tools (surveys, observations) to gather objective/accurate, complete, and relevant information.
2. Selects an appropriate assessment strategy and tool based on clients desired outcomes.
3. Analyzes assessment information to identify program strengths and weakness.
4. Translates assessment information into appropriate goals and actions in partnership with the client.
5. Uses program assessment to show progress toward goals; adjust plan of action as needed, and capture change over time.
6. Provides honest and non-judgmental feedback to clients.

#### **ROLE - 3: Facilitator of Change**

**Facilitates the process of change.**

1. Understands change models and the implications for individuals & organizations.
2. Has knowledge and understanding of the role of organizational culture and leadership, and the implications for client practices.
3. Facilitates client visioning and strategic planning.
4. Fosters collaboration and teamwork with the organization to establish buy in for change that produces measurable and sustainable outcomes.
5. Sets goals and tracks progress to achieve measurable, long term, and sustainable change.

**ROLE - 4: Joint Problem Solver**

**Works in collaboration with the client to identify and solve problems.**

1. Solves problems in the context of larger goals and systems.
2. Distinguishes between symptoms of problems and root causes when addressing issues.
3. Helps client set goals based on root causes versus symptoms when solving problems.
4. Partners with client in identifying and addressing barriers to achieving goals.
5. Revises action plan with client as needed.

**ROLE - 5: Trainer/Educator**

**Provides instruction, information, or other directed learning opportunities for the client.**

1. Assesses training needs and designs learning experiences based on client needs.
2. Uses principles of adult learning when designing and facilitating training and technical assistance strategies.
3. Effectively uses instructional methods and materials that are appropriate for the proposed learning objectives.
4. Identifies and measures outcomes of training and technical assistance strategies.

**ROLE - 6: Information Specialist**

**Is knowledgeable and serves as a content expert.**

1. Has formal education in early childhood education/development or related field.
2. Has knowledge of multiple early care and education standards and processes and the implications for client practices.
3. Has knowledge of the key components of business management and administration and the implications for client practices.
4. Remains informed about state and national trends.
5. Has knowledge of community resources and links client appropriately.

**ROLE - 7: Caseload Manager**

**Creates a systematic approach to managing technical assistance services.**

1. Effectively manages time in working with clients to ensure measurable outcomes.
2. Matches client need to level of service.
3. Identifies and addresses common needs among clients to maximize resources.
4. Creates a system for documenting service delivery and outcomes.
5. Uses documentation to provide quantitative and qualitative reports.



## About the Professional Development Competencies . . .

The goal of the Georgia Early Care and Education Professional Development Competencies is to promote quality learning experiences for professionals in early care and education in Georgia. The competencies address the question: "What should professionals who work with children ages birth through five and in after-school programs know and be able to do?" The competencies provide a framework with which professionals can evaluate their own training needs. Trainers can use the competencies to develop training that directly addresses individual needs.

Developed to support nationally recognized standards of excellence within the field of early care and education, the goals and indicators identify knowledge, skills, and abilities that a qualified practitioner should demonstrate. Competency goals and indicators are provided for the:

Early Care and Education Professional (ECE) - For those who work with children from birth through the age of five.

School-Age Care Professional (SAC) - For those who work with children from the age of five to early adolescence.

Program Administrator (ADM) - For those who work in administrative capacities in a variety of settings within the field.

### Levels of Competence

A recommendation of a strategic planning committee in 1994-95, identified the need for training to be defined according to the needs of professionals. Because we know that individuals come to training with varied skills, knowledge, experience, and abilities, it was recommended that levels of training for each competency are needed to define training for the Beginning, Intermediate, and Advanced levels of competence.

Based on work completed by a committee in 1996-97, ECE, SAC, and ADM competencies were revised and structured in 2006-07 to define and suggest framework for training tailored to the professional depending on their needs. To support trainers of early care and education professionals, competencies and qualifications for trainers were revised to reflect requirements at the Trainer I, II, and III designations. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

In the Georgia Early Care and Professional Development system, core competencies are observable behaviors and represent a range of knowledge grouped into three levels of mastery:

- Beginning
- Intermediate
- Advanced

**Beginning** competencies are most appropriate for entry level professionals with little or no experience working with children or in some cases professionals who have been in the field for a while but are exposed to new topics, concepts, or information.

Beginning level mastery of the competency for the professional includes a basic knowledge or understanding and demonstration of developing skills. The professional is able to identify, describe, define, name, give examples, list, recognize, be familiar with, participate, etc. Professionals in the beginning of their career will most likely be an assistant teacher or in a similar role, working under supervision or with support of a more experienced professional.

Beginning level training is designed to facilitate learning focused on exposure of material, concepts, terms, information, etc. for the beginning professional or the introduction of new topics for more experienced professionals. Trainers qualified to design and deliver beginning level training meet at minimum the Trainer I requirements. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

**Intermediate** competencies are most appropriate for the professional that has a few years experience and some training, formal education, and/or relevant credentials. Intermediate level mastery of the competencies includes an expanding knowledge and application to demonstrate refining skills. The professional is able to apply, structure, communicate, implement, demonstrate, practice, find, use, etc. Intermediate career development stage professionals will most likely be working toward or be in lead teacher roles or beginning administrators and are well on their way toward mastering content knowledge and putting that knowledge into practice.

Training designed for the intermediate level assumes that the professional has mastered the beginning level competency. The professional has a basic understanding of the concepts and utilizes information in their everyday practice. The training should

focus on everyday application of sound developmentally appropriate practice—the how and why—and the articulation of their practice. The training should be an exercise in using abstractions in concrete situations. The abstractions could be theories, ideas, and principles that must be remembered and applied to the child care setting. Trainers qualified to design and deliver training at the intermediate level must have the experience and credentials to help other adults make the link between a basic knowledge of a concept, the application of developmentally appropriate practice and an articulation of the process. The trainer qualified to train at the intermediate level must meet at minimum the Trainer I (with Training for Trainers II) or Trainer II requirements. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

**Advanced** competencies are most appropriate for the seasoned professional that has considerable years experience and documentation of training, education, and/or relevant credentials. These professionals are most often in leadership or mentor roles as lead teachers, directors, administrators, etc. They thoroughly understand developmentally appropriate practice and have the ability to bring new resources and innovative practice to the program. Mastery of advanced level competencies reflects depth of knowledge, understanding, and extending skills to foster growth. The professional is able to assess, evaluate, design, interpret, take a leadership role, plan and implement, advocate, lead, etc.

Trainers for advanced competency instruction must qualify at the Trainer II (with Training for Trainers III) or Trainer III designation. The trainer at this level must utilize knowledge and skill to help professionals put elements together to form a whole, perform analysis and construct their own knowledge. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

## Professional Development Registry

The Professional Development Registry (PDR) is another component in the Professional Development System. Trainer and Training Approval ensure that professional development opportunities meet the requirements of the early care and education professional development system. The PDR enables individual ECE professionals to record, monitor, and verify their credentials. The PDR creates a unique profile that every ECE professional can use for job applications, career planning, and providing ongoing documentation of current status.

Georgia Pre-K teachers must possess specific credentials. The PDR will verify these credentials. The PDR will also inform the Pre-K roster system (PANDA) automatically of verified credentials. Teachers will be able to provide prospective employers with their individual profiles that verify their credentials so programs will be able to ensure highly qualified staff for Georgia Pre-K classrooms.

ECE professionals currently employed in Bright from the Start regulated programs are required to provide documentation of the successful completion of ten hours of state-approved training. The PDR will track that training. Teachers must provide documentation of ten PLUs or six semester hours of teaching field related coursework. The PDR will automatically update each profile, providing verified credentials when this information is submitted by the individual teacher. If the teacher obtains the PLUs through an approved trainer, the course information will automatically be captured, and additional information will not be required.

For more information about the Professional Development Registry, visit [www.pdr.decal.ga.gov](http://www.pdr.decal.ga.gov).

## Competency Development

In 1993, the Georgia Association on Young Children provided leadership bringing together leaders and stakeholders from all over the state to develop the competencies. The competencies were developed in 1994-95 and were revised in 2006. The development process included the input of numerous sources and guided by the following vision, mission, and agreed-upon principles:

### ***Vision***

A well-articulated and coordinated, statewide professional development system will prepare childhood care practitioners to provide high-quality early childhood and school-age programs to Georgia's children.

### ***Mission***

To implement a statewide professional development system that will enhance the skills and career opportunities for childhood care and education professionals and will support quality programs for Georgia's children.

### **Guiding Principles**

1. Quality childhood care and education is strongly linked to a constructive society and a productive economy that share in the cost, as well as the benefits, of quality care.
2. Delivery of quality childhood care and education is linked to a comprehensive and effective professional development system.
3. Planning for professional development includes an understanding that the care and the education of children are inseparable. There is no learning without care, and likewise, no care without learning.
4. A common core of shared knowledge, grounded in a sound, theoretical and philosophical base, is needed by all persons involved in childhood care and education.
5. Professional development includes the achievement of professional goals and fair compensation.
6. A recognized set of competencies is used to document and register professional development.
7. Professional development adheres to, but is not limited by, minimum regulations/requirements that govern childhood care and education.
8. Recognized quality standards are used to develop and evaluate training.
9. Bridges for articulation and transformation of credit are necessary for multiple career advancement opportunities to exist.
10. Training and educational opportunities are ongoing and accessible in terms of time, location, and cost.
11. Training and education programs are responsive and relevant to the variety of roles and program philosophies, adult learning styles, and educational and experiential backgrounds of practitioners, while incorporating a diverse scope of strategies and interactive processes.
12. Training and education programs address the broad diversity of children, families, and professionals, such as age, gender, disabilities, culture, race, and ethnicity.
13. Policymakers, legislators, businesses, parents, and the general public need to be educated about the benefits and costs of quality childhood care and education programs, in order to help build a diverse and consistent funding base of both public and private funds.

## **The 2006 Competencies Revision**

In 2006, a formal review process was established, and the competencies were revised to reflect current best practices and research. The review process included input from early childhood care and education professionals and leaders in Georgia through electronic surveys, focus groups, reviews of research and the systems of other states, and editing.

A formal review should take place every five years to ensure accurate and effective competencies for early care and education professionals in Georgia.

## **Acknowledgements**

### **Collaborative Leadership Team**

Martha Abbott-Shim, *Georgia Association on Young Children*

Tamara Ard/Joe Raymond  
*Georgia Academy*

Joy Blount./Sharon Breunig/RobinKahan  
*Georgia Department of Education*

Anne Bramlette  
*Georgia School-Age Care Association*

Jo Cato/Marsha Gates  
*Georgia Department of Human Resources  
Child Care Licensing Section*

Patricia Fountain  
*Cherokee Heights Child Development  
Center*

Annie Lacy  
*Family Day Care Provider*

Robert Lawrence  
*Head Start Collaboration Project*

Susan Maxwell/Julie Sharp/Susan Tauber  
*Georgia Child Care Council*

Pat Minish/Karen Shetterley  
*Georgia Child Care Training Network*

Mary Anne Pace-Nichols  
*University of Georgia Cooperative  
Extension*

Patt Stonehouse/Patricia Richard  
*Georgia Department of Technical and Adult  
Education*

Nancy Travis/Ruth Anne Foote  
*Georgia Child Care Resource and Referral Agencies*

Dee Woodward  
*Georgia Department of Human Resources Child and Family Services*

Amy Hobart  
*Planning Grant Project - GAYC*

### **1993-94 Development**

Linda Adams, *Morris Brown College*

Jannis Barber, *Childtime Childcare, Inc*

Rene Betz, *Professional Training Center*

Clarence Billups, *Georgia Head Start Association*

Nancy Bright, *Americus City Schools*

Eve Bogan, *Babies Can't Wait-DHR*

Anne Bramlette, *Georgia School-Age Care Association*

Jean Brown, *Family Day Care Provider*

Marion Brown, *Augusta Technical Institute*

Sandy Byrd, *Georgia Association for Family Day Care*

Mady Chrismond, *Columbus Day Care & Child Development Center*

Iris Cobb, *Randolf County After-School Child Care*

Mick Coleman, *Department of Child & Family Development/UGA*

Connie Craft, *Georgia Child Care Leadership Forum*

Janice Cuevas, *Georgia Child Care Association*

Sallie Devero, *Macon Technical Institute*

Tracey Dickson, *Save the Children*

Pat Fountain, *Cherokee Heights Child Development Center*

Rose Gabriel, *Gabriel and Associates*

Peggy Gallagher, *Georgia State*

Linda Grant, *Georgia School-Age Care Association*

Donna Grice, *Camden County Board of Education*

Janice Haker, *Georgia Association on Young Children*  
Kelly Hanke, *Foundations For Learning*

Lisa Haverty, *Haverty Holly*

Gloria Henderson, *Georgia Child Care Association*

Shirley Herrington, *Herrington Day School*

Amy Hobart, *Planning Grant Project – GAYC*

Anne Hoffman, *Druid Hills Child Development Center*

Tracey Horton, *Georgia School-Age Care Association*

Yvonne Jeffords, *Resource and Referral*

Cynthia Jones-Blazia, *McIntosh Trail ECD Council*

Kay Kelly, *Extended Day Program Dougherty County Schools*

Lynn A. Manfredi/Petitt, *Lynn's NET*

Heather McCabe, *REACH*

Marian Melton, *Camp Fire Boys & Girls*

Mary Miller, *Decatur Recreation Department*

Pat Minish, *Georgia Association on Young Children*

Debbie Moritz, *Valdosta Lowndes County YMCA*

Pat Nodine, *Gainesville College*

Mary Anne Pace-Nichols, *Cooperative Extension Service/UGA*

Beth Parr, *St Luke's Child Development Center*

Elizabeth Powers, *Early Childhood Administrative Consultant*

Sandra Ramsey, *Georgia Association for Family Day Care School-Age Family Day Care*

Patricia Richard, *Albany Technical Institute*  
Barbara Saffold, *YWCA*

Bill Selmon, *Butler Street YMCA*

Karen Shetterley, *University of Georgia Continuing Education*

Wesley Shorter, *Randolf County Head Start*

Crystal Sirmans, *Resource and Referral*

Linda Smith, *St. Anne's Day School and Enrichment Program*

Clinton Taylor, *Child Development Center*

Randy Taylor, *Open City, Inc.*

Stephanie Thomas, *Community Schools Superintendent Columbus Consolidated Government*

Marcia Thompson, *Fayette Co. BOE After-School Program*

Mary Lou Upchurch, *Carrollton Board of Education*

Janice Vogt, *Ashford Dunwoody YMCA*

Jerry Walker, *Project KITE*

Joe Webb, *Gainesville-Hall Co. Boys Club*  
Beth Webb-Woods, *Sheltering Arms*

Tony Welch, *Westbrood YMCA*

Lynn White, *National Child Care Association*

Susie Wilcher, *Washington County Head Start*

Sandy Williams, *Greater Atlanta Christian School*

### **2006 Revision**

Diane Bales, *University of Georgia Cooperative Extension*

Nick Craft, *Georgia Child Care Association*

Jennifer Dunn, *Child Care Resource and Referral - Athens*

Rose Gabriel, *Gabriel & Associates*

Janice Haker, *Bright from the Start: Georgia Department of Early Care and Learning*

Victoria Hawkins, *Child Care Resource and Referral – Augusta*

Ellery Hill, *MACCDA*

Amy Hobart, *Consultant*

Tracey Horton, *Georgia School Age Care Association*

Gary Larson, *Flint River Tech*  
 Sherry Lowery, *Dekalb Technical College*  
 Lynn A. Manfredi-Petitt, *Lynn's NET*  
 Pat Minish, *Georgia Association on Young Children*  
 Stephanie Moss, *Babies Can't Wait*  
 Lisa Polk, *Georgia Child Care Association*  
 Pam Runkle, *Georgia Child Care Resource and Referral Association*  
 Sarah Sailors, *University of Georgia Center for Continuing Education*  
 Karen Shetterley, *University of Georgia Center for Continuing Education*  
 John Shores, *University of Georgia Center for Continuing Education*  
 Anita Smith, *University of Georgia, Department of Child and Family Development*  
 Mercedes Smith, *Georgia School Age Care Association*  
 Pat Sullivant, *Quality Care for Children*  
 Hilda Tompkins, *Georgia Department of Training and Adult Education*  
 Beth Webb-Woods, *Sheltering Arms*  
 Holly Higgins Wilcher, *Georgia Child Care Training Approval, UGA*  
 Debbie Wilkes, *Phoenix Early Care & Educational Consulting, Inc*

#### **1996-97 Competencies Levels Development**

Elaine Collins, *Consultant*  
 Marsha Gates, *Georgia Department of Human Resources*  
 Pat Minish, *Georgia Association on Young Children*  
 Pat Nodine, *Gainesville College*  
 Anita Payne, *Consultant*  
 Beth Webb-Woods, *Sheltering Arms*

#### **2006-07 Competencies Levels Development**

Diane Bales, *University of Georgia Cooperative Extension*  
 Rhonda Canerday, *University of Georgia, Georgia Child Care Training Approval System*  
 Nick Craft, *Georgia Child Care Association*  
 Jennifer Dunn, *Child Care Resource and Referral - Athens*  
 Rose Gabriel, *Gabriel & Associates*  
 Janice Haker, *Bright from the Start: Georgia Department of Early Care and Learning*  
 Victoria Hawkins, *Child Care Resource and Referral – Augusta*  
 Ellery Hill, *MACCDA*  
 Amy Hobart, *Consultant*  
 Tracey Horton, *Georgia School Age Care Association*  
 Gary Larson, *Flint River Tech*  
 Sherry Lowery, *Dekalb Technical College*  
 Lynn A. Manfredi-Petitt, *Lynn's NET*  
 Pat Minish, *Georgia Association on Young Children*  
 Stephanie Moss, *Babies Can't Wait*  
 Lisa Polk, *Georgia Child Care Association*  
 Pam Runkle, *Georgia Child Care Resource and Referral Association*  
 Sarah Sailors, *University of Georgia Center for Continuing Education*  
 Karen Shetterley, *University of Georgia Center for Continuing Education*  
 John Shores, *University of Georgia Center for Continuing Education*  
 Anita Smith, *University of Georgia, Department of Child and Family Development*  
 Mercedes Smith, *Georgia School Age Care Association*  
 Pat Sullivant, *Quality Care for Children*  
 Hilda Tompkins, *Georgia Department of Training and Adult Education*  
 Beth Webb-Woods, *Sheltering Arms*

Holly Higgins Wilcher, *Georgia Child Care Training Approval, UGA*

Debbie Wilkes, *Phoenix Early Care & Educational Consulting, Inc*

#### **1996 Trainer Competencies**

Terrie Buckner, *La Petite Training Center*  
 Trudy Friar,  
 Marsha Gates, *Child Care Licensing, DHR*  
 Amy Hobart, *GAYC*  
 Robin Kahan,  
 Tricia Kelly-Lynch,  
 Pat Nodine, *Gainesville College*  
 Kim Nottingham,  
 Beth Webb-Woods, *Sheltering Arms*

#### **2006 Trainer Competencies/Level Matrix**

Linda Adams, *Mercer University*  
 Lisa Belliston, *Quality Care for Children*  
 Nick Craft, *Georgia Child Care Association*  
 Rose Gabriel, *Gabriel & Associates*  
 Janice Haker, *Bright from the Start: Georgia Department of Early Care and Learning*  
 Jay Lamont Harris, *Georgia Quality*  
 Gary Larson, *Flint River Tech*  
 Bisa Lewis, *Ideal Consultants*  
 Sheila Lewis, *Sunshine House*  
 Pat Minish, *Georgia Association on Young Children*  
 Melissa Roney, *Kids R Kids International*  
 Michelle Pittman, *Creative Learning Training & Consulting*  
 Karen Shetterley, *University of Georgia*  
 Beth Webb-Woods, *Sheltering Arms*  
 Debbie Wilkes, *Phoenix Early Care & Educational Consulting*

For more information concerning professional development for early care and education, contact **Bright from the Start: Georgia Department of Early Care and Learning** (<http://dec.al.ga.gov/>) or **Georgia Training Approval** at ([www.training.dec.al.ga.gov/](http://www.training.dec.al.ga.gov/)).