



COLORADO CORE KNOWLEDGE AND STANDARDS



A GUIDE FOR EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT



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Introduction

It is with great pleasure that the Colorado Office of Professional Development presents the first revision of the *Colorado Core Knowledge and Standards: A Guide for Early Childhood Professional Development*.

The original Core Knowledge and Standards document was released in 1996 as the culmination of a three year project that included the following stakeholders:

- early childhood faculty from area vocational schools, community colleges, four-year colleges and universities, and graduate programs;
- parents of young children;
- the Colorado Departments of Education, Human Services, Public Health and Environment, Higher Education and the Colorado Community College System;
- representatives from professional organizations;
- private trainers and consultants; and,
- Governor Romer's Office

Dedication

The original project was coordinated by the late Louise J Keller, PhD. Her talents for organization and team-building, and her lifelong commitment to professional development were instrumental in forging the Colorado Core Knowledge and Standards: A Guide for Early Childhood Professional Development. It is therefore to Dr. Keller that this revised addition is dedicated.

The revisions are focused mainly on the following areas: strengthening early childhood mental health and maternal attachment items; incorporating the new research on brain development; updating language to reflect new research and evidence-based practice; and adding current references.

Acknowledgements

As with the original project, the Colorado Office of Professional Development solicited a broad range of stakeholders who provided expert consultation and writing of the Revised Colorado Core Knowledge and Standards: A Guide for Early Childhood Professional Development.

The Office of Professional Development is indebted to the committee members who gave their time and professional expertise to the working sessions. They volunteered countless hours that entailed thoughtful discussion and insight that you will see throughout the knowledge areas and standards.

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Special honors and thanks go to Sudy Opsahl, Associate Director, Colorado Office of Professional Development. Her ability to continue to move this work forward, her understanding of the complex issues of how children grow and thrive, and how educators can support this development was crucial to the completion of the revisions.

Purpose

The areas of core knowledge and standards provide a foundation for common information for agency administrators, instructors, trainers, students, and employees involved in the care and education of young children, and in peripheral occupations. Standards are divided into two levels related to the first two of six levels of credentialing for early childhood professionals. The knowledge and standards are identical for credit and non-credit learning.

A committee of stakeholders has developed criteria to approve early childhood training to be used by the Colorado Department of Human Services, Division of Child Care, to meet licensing rules and regulations. This system will approve training based on the eight sections of core knowledge contained in The Guide: Child Growth and Development; Health Nutrition, and Safety; Developmentally Effective Approaches; Guidance; Family and Community Relationships; Cultural and Individual Diversity; Professionalism; and Administration and Supervision.

The subsections entitled “Focus Areas of this Core Knowledge and Suggested Supporting Activities” are meant to serve as aids to instructors and trainers, and as tools for students and credentialing candidates to increase their knowledge and skills. The Activities are coded to meet the standards of either Professional Level I or Level II.

The primary users of The Guide are (1) Secondary and postsecondary instructors of Early Childhood Professions (ECP); (2) Colorado Department of Education Learning Cluster Coordinators; (3) Colorado Department of Human Services’ training staff; (4) Resource and Referral (Qualistar Early Learning) personnel; (5) Head Start and other early childhood program education coordinators and directors; and (6) workshop presenters.

The secondary users of The Guide are (1) Secondary and postsecondary students enrolled in the Early Childhood Education program (ECE); and (2) persons who seek non-credited training, that is training which is not associated with a formal academic program.

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1.1 Child Development Theories & Methods of Research, & Their Effects on Early Childhood Practices in the United States

Professional Standard, Level I:

Demonstrate knowledge of major historical and current child development theories and their effects on early childhood practices in the United States.

Professional Standard, Level II: Demonstrate knowledge of appropriate guidelines for applying theories to professional practices.

Focus areas of this core knowledge and suggested supporting activities:

1.1.A. Terms, definitions, and principles

- Define the following terms: theory, growth, development, maturation, prenatal, neonate, reflexes, cognitive development, motor development, sensory system, temperament, social development, emotional development, bonding, and attachment.
- Define the basic principles of child growth and development: direction growth, general to specific growth, individual differences in growth, optimal tendency in growth, sequential growth, and growth during critical periods.
- Describe the following growth factors: heredity and environment, nutrition, emotional state, gender, ethnic background, socio-economic status, health, glandular functioning, emotional regulation, brain development, prenatal care, and environment.

1.1.B. The theorists and theories of early childhood care and education, and their impact on the field.

- Trace the historical concepts of child growth and development.
- Describe how the concepts of early childhood theories have changed over time.
- Examine and describe selected theories of development, e.g., those of Erikson and Piaget, and their implications for professional practices.
- Discuss cautions used when applying theories that are culturally sensitive to the children being served.

1.1.C. Influences in a child's early years that affect his/her development.

- List influences that may affect a child's development.
- Investigate and describe how the following risk and protective factors affect development: biological, environmental, social, economic, and cultural.

1.1.D. Current research on early childhood development.

- Explain the major methods of child growth and development research.
- Research a current issue. Synthesize your findings and develop a plan to apply them to a practical workplace situation.

1.1.E. Methods of child study.

- List details of the process of gathering and using information from parents regarding the child's development.
- Explain the importance of confidentiality and objectivity when gathering information about children.
- Outline the importance of consulting professional resources before drawing conclusions about a particular child's individual differences in development.
- Compare and contrast experimental and naturalistic methods of child study, e.g., portfolio systems, parent interviews, child interviews, observations.
- Review and critique NAEYC's position on assessment of young children.
("Early Childhood Curriculum, Assessment, and Program Evaluation," 2003 joint position statement of NAEYC and the National Association of Early Childhood Specialists in State Departments of Education)
- Discuss appropriate uses of informal methods of child study, including journals, observations, interviews, and portfolios.
- Study and use various techniques of observation, e.g., running records, anecdotal records, event sampling, time sampling, charts, case studies, and developmental checklists.

1.1.F. Professional code of ethics.

- Obtain, review, and paraphrase NAEYC's Code of Ethics.
- Examine the potential ethical issues in the study or research of children.

1.2 Conception & Prenatal Development

Professional Standard, Level I:

Demonstrate knowledge of optimal prenatal development.

Professional Standard, Level II:

Demonstrate knowledge of heredity predispositions and environmental dangers that may hinder children's optimal development.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.2.A. The environmental influences on prenatal development.

- Describe the environment of the fetus.
- Identify and list diseases that impact the development of the fetus.
- Discuss the effects of substance use and abuse on the fetus.
- Examine how environmental influences (teratogens, e.g. stress, domestic violence, lack of social support, economic factors, lack of proper nutrition, and lack of prenatal care) can affect the growth and development of the embryo or the fetus.
- Find, summarize, and discuss a research study in the area of potential prenatal danger.

1.2.B. Prenatal development.

- Describe the three periods of prenatal development and those factors which influence the fetus, including nutrition, maternal experiences, and personal habits.
- Identify the sensitive periods in prenatal development.
- Examine why and how the embryo or fetus is particularly vulnerable during those stages of prenatal development.
- Describe and evaluate the common types of prenatal testing and the advantages and disadvantages of each type.

1.2.C. The heredity influences on prenatal development.

- Define heredity, genes, and chromosomes.
- State the purposes of genetic counseling.
- Explain why it is important for an early childhood professional to know each child's prenatal history.
- Identify and discuss the medical tests that can detect fetal malformations, genetic disorders, and disease.
- Investigate ways that diseases or genetic abnormalities are transmitted from parents to children.

1.3 Birth and the Neonate

Professional Standard, Level I:

Demonstrate knowledge of how the birth circumstances and characteristics of the neonatal stage of development influence the application of neonate care practices.

Professional Standard, Level II:

Demonstrate how to assist and provide needed developmentally supportive interactions to parents of both premature and full-term neonates.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.3.A. Birth.

- Describe the three stages of the birth process.
- Explain complications that may arise during the birth process.
- Tell how various methods of childbirth may affect the health and well-being of the mother and the neonate.

1.3.B. The neonatal stage.

- Outline the environmental changes/adaptations the neonate must make from fetus to newborn status.
- Explain the emotional factors that are important during the neonatal period, e.g., how bonding and attachment begin.
- Describe how the neonate demonstrates competency in sensory areas.
- Describe the process of perception.
- Investigate neonatal brain development research.
- Discuss how the various reflexive responses of the neonatal period protect and help the neonate adapt to the environment.
- Examine the effects of cultural and religious beliefs on neonatal health and care practices.
- Discuss how neonatal assessment tools, such as the APGAR and the Brazelton Scale, can help early childhood professionals and parents understand the status of the neonate's development.

1.3.C. Providing parental support.

- List ways to provide support for parents of neonates with special needs, including prematurity.
- Discuss the collaborative role of parents and early childhood professionals in guiding the neonate's development.

1.4 Growth & Development of the Infant

Professional Standard, Level I:

Demonstrate knowledge of physical/motor development, cognitive/language development, and social/emotional development of infants.

Professional Standard, Level II:

Demonstrate knowledge of how heredity, the environment, and sensorimotor progression affect the development of infants.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.4.A. Physical/motor development.

- Trace the sequential progression of the growth of infants.
- Explain the reasons for individual differences in rates of growth and development of infants.
- Define and distinguish between gross- and fine-motor skills.
- Describe how the infant's bone and muscle growth, as well as brain development, emotional development, and social development coincides with the development of gross- and fine-motor skills.
- Tell how the infant's brain and reflexive system develop to provide increasingly more complex skills.
- Identify the milestones of physical growth in the period of infancy.
- Compare individual uniqueness to norms of physical development of the infant.
- List and discuss factors that influence, as well as delay, motor development in infants.
- Examine several ways motor development can be supported, e.g., preparation of the environment and interactions with adults and children.

1.4.B. Cognitive/language development.

- Describe the simultaneous or sequential progression of language acquisition and the role of responsive relationships with the infant.
- Describe the sequential progression of cognitive acquisition and the role of responsive relationships with the infant.
- Explain why brain lateralization is important to language and cognitive development.
- Determine how infants use their senses to gather information about their environment.
- Explain the importance of responding appropriately to the critical periods of brain growth according to current research.

- State why infants' social interaction and social resources are essential to their cognitive development.
- Contrast Piaget's stages of cognitive development with current research, e.g., that of Bower, Wishart, and Siegler.
- Examine how cognitive development in infancy is closely tied to sensorimotor growth.
- Identify and discuss ways to provide sensorimotor experiences needed in order for the infant to develop cognitively.
- Research the benefits and/or challenges of simultaneous or sequential second language acquisition.

1.4.C. Emotional and Social development.

- Paraphrase Erikson's theory of infants' development.
- Explain bonding and attachment, according to Bowlby, Ainsworth, Main, Honig, et al.
- Explain the concept of stranger and separation anxiety and how infants display different responses to the stress.
- Explain the sequential process of emotional development (see Greenspan, et al).
- Explain the development significance of self-regulation.
- Investigate the sequential process of social development.
- Investigate the developmental stages of infant/adult interactions (see Bowlby).
- Analyze the importance of independent play and exploration.
- Discuss the affective behavior of the caregiver, and the impact of emotional responsiveness during infancy.
- Compare and contrast what is known about adult/child interactions within individual cultures.
- Determine how infant competence is enhanced by the development of attachment and good reciprocal relationships with adults.
- Compare and contrast at least two theories of temperament, e.g., those of Thomas, Chess, Buss, Seifer, and Plomin.

1.4.D. Socio-cultural aspects of infant development.

- List and discuss socio-economic and cultural factors, and caregiver practices that may affect infant development.
- Examine stress factors in the lives of adult caregivers and how these factors may affect the infant.
- Determine why teen parents and other adult caregivers need information about child development.
- Examine programs that include child development classes and parent education that support parents and caregivers.

■ Level II activity

SECTION 1.0 Child Growth and Development

1.4.E. The influence of environmental factors on infant development.

- Explain how various environments may affect the responses of the infant.
- Develop ways to provide appropriate physical spaces for the infant's safety and health needs at various levels of development.
- Create ways to prepare the environment to support all domains of the infant's development.
- Research how an individual infant's temperament may be influenced by the environment and adult interactions.
- Determine ways to create an age, individual, and culturally appropriate environment for infants.
- Investigate the safety and developmentally effective qualities of materials, experiences, and equipment for infants.
- Study and discuss how a caregiver's ability to synchronize his/her interactions with the infant's social/emotional cues influences the infant's development.

1.5 Growth & Development of the Toddler

Professional Standard, Level I:

Demonstrate knowledge of physical/motor development, cognitive/language development, and social/emotional development of toddlers.

Professional Standard, Level II:

Demonstrate knowledge of how a variety of factors influences the development of toddlers and their sense of self (autonomy).

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.5.A. Physical/motor development.

- Explain physical development milestones including the sequence of gross- and fine-motor skills that occur in the toddler period.
- Explain how the physical/motor development of toddlers affects their mobility, motor skills, and relationships.
- Explain how the responsiveness of adults influences physical/motor development.
- Investigate how the development of the brain and nervous system affects the toddler's sensorimotor development.

- Compare individual differences to norms of physical/motor development of the toddler and the genetic and/or environmental factors that may affect these differences.
- Discuss how the physical/motor, cognitive, and social skills affect the achievement of developmentally appropriate toilet learning.
- Discuss how toddlers indicate gender and body awareness.

1.5.B. Cognitive/language development.

- Paraphrase theories of how toddlers develop concepts and scripts, according to Piaget, Vygotsky, Nelson, and Watson, as well as current researchers.
- Describe the simultaneous or sequential progression of second language acquisition.
- Describe the development of language skills, comprehension, production, and their relation to the beginnings of literacy, according to Chomsky, Brown, Snow, Gonzalez-Mena, et al.
- Identify the patterns of communication and language unique to the toddler stage of development.
- Explain how the responsiveness of adults influences cognitive and language development.
- Analyze how the toddlers' increasing memory skills influence cognitive development and learning.
- Research theories of toddlers' symbolic thought, problem-solving, concept of time, awareness of consequences, and pretending.
- Research the benefits and/or challenges of simultaneous or sequential second language acquisition.

1.5.C. Emotional and Social Development.

- Paraphrase theories of emotional and social development of toddlers, e.g., those of Erickson, Brazelton, Izard, and Piaget, as well as current research.
- Explain how the responsiveness of adults influences social and emotional development, including the role of limit setting.
- Explain the stages of emotional development and social development of toddlers.
- Identify ways that toddlers indicate their struggle with independence and separation, and with conflict and shame.
- Describe the toddlers' development of internalized and expressed emotions such as: guilt, pride, shame, and embarrassment.
- Describe how awareness of others changes during the toddler years and contribute to the development of pro-social behavior including empathy.
- Explain why giving toddlers choices assists in their emotional and/or social development.

- Level II activity

SECTION 1.0 Child Growth and Development

- Discuss the development of, and factors influencing, a sense of self (autonomy) in toddlers.
- Study and describe how the individual toddler's sense of self (autonomy) affects his/her behavior.
- Examine why play and social interaction is important to the social development and emotional development of toddlers.
- Investigate the stages in the development of play, according to Parten, Howes, Vygotsky and Piaget.
- Evaluate examples of how toddlers demonstrate levels of play, using Parten's categorizations.
- Investigate how offering choices to toddlers serves to enhance the toddlers' social and emotional development, as well as the adult/child relationship.

1.5.D. Socio-cultural aspects of toddler development.

- Explain how the responsiveness of adults influences socio-cultural development.
- Describe the role of modeling in the toddler's understanding of social norms and routines.
- Explain how culture may influence caregiving practices and toddler individual and group behavior, e.g. values, communication, attitudes, styles.
- Develop criteria for creating a culturally responsive environment for toddlers.
- Discuss how economic conditions affect toddlers' development and socio-emotional functioning.
- Examine the influence of economic conditions on families and on their behaviors, e.g., research of Payne.

1.5.E. Developmentally effective approaches for toddlers.

- List what adults can do to create an enriching environment that promotes and supports the toddler's well-being and development in all domains.
- Select strategies to promote play that contributes to the toddler's development.
- List appropriate toddler activities that foster different types of play.
- Relate the importance of individual understanding and response to differences in development, including application to toddlers with special needs.
- Analyze the importance and impact of developmentally effective approaches.
- Determine strategies for supporting toddlers' developing sense of self (autonomy).
- Examine developmentally effective guidance strategies that promote self regulation, problem-solving, and relationship building.
- Discuss ways to facilitate the many transitions that toddlers experience in their daily lives.

1.6 Growth and Development of the Preschooler

Professional Standard, Level I:

Demonstrate knowledge of physical/motor development, cognitive/language development, and social/emotional development of preschoolers.

Professional Standard, Level II:

Demonstrate knowledge of how a variety of factors influence the development of preschoolers and their self-concept.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.6.A. Physical/motor development.

- Identify milestones of physical development, including the sequence of gross and fine motor skills, in preschoolers.
- Paraphrase the theories of the preschooler's physical development, e.g., those of Gesell, et al.
- Explain how the responsiveness of adults influences physical/motor development.
- Compare individual differences to norms of physical/motor development of the preschooler and the genetic and environmental factors that may influence these differences.
- Discuss recent research findings that indicate the need to focus on physical fitness for preschoolers.

1.6.B. Cognitive/language development.

- Explain brain development research as it relates to the preschooler.
- Define characteristics of the language skills of preschoolers, e.g., according to Brown, Chomsky, Vygotsky, Gonzalez-Mena, Stephen Krashen, Jim Cummins, Patton Tabors, James Crawford, and current research.
- Describe how the preschooler demonstrates major concepts: classification, conservation, ordering, space, and causality, acquired at the preschool stage of cognitive development.
- Describe the effects of cultural and socio-economic factors on language development.
- List and describe guidance strategies, e.g. offering applicable choices, limit setting, logical and/or natural consequences, etc., which are consistent with the cognitive development of preschoolers.
- Explain how the responsiveness of adults influences cognitive and language development.

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- Compare and explain theories of cognitive development, e.g., those of Hunt and Piaget.
- Compare and contrast language acquisition, according to Chomsky, Vygotsky, Brown, Hart and Risley, and current research.
- Research the benefits and challenges of simultaneous or sequential second language acquisition.

1.6.C. Emotional and social development.

- Explain the theories of emotional and social development for the preschooler, e.g., those of Erikson, Kagan, and current research.
- Define the elements of a responsive relationship, including the role of limit setting, offering applicable choices, and follow through.
- Describe the development of self-concept in preschoolers, e.g., Maslow, Rogers, and Glasser.
- Outline how preschoolers develop social awareness, including gender roles and extended social roles, e.g., Freud, Piaget, and Erikson.
- Paraphrase theories of moral development, specifically the sense of right and wrong, e.g., those of Gilligan, Kohlberg and Piaget.
- Identify guidance strategies consistent with emotional development of preschoolers.
- Explain how the responsiveness of adults influences emotional and social development and the development of more effective social skills.
- Investigate stages of friendship development, according to Asher, Renshaw, Hymel, and current research.
- Discuss how you would assist a child with behavioral challenges, including withdrawal behaviors and acting out, to develop pro-social skills.

1.6.D. Socio-cultural aspects of preschooler development.

- Describe the role of adult modeling in the preschooler's understanding of social norms and routines.
- Explain how culture may influence caregiving practices and preschooler's individual and group behavior, e.g., values, attitudes, communication styles, sexual identity, and gender roles.
- Propose criteria for creating a culturally responsive environment for preschoolers.
- Tell how economic conditions affect preschoolers' development and socio-emotional functioning.
- Examine the influence of economic conditions on families and on their behaviors, e.g. Payne, and current research.

1.6.E. Play and creativity.

- Describe the characteristics of the developmental stages of play (see Parten, et al.).
- Explain the relationship of pretend/symbolic play to cognitive and language development.
- Relate social skill development to activities and play opportunities in the preschool environment.
- Analyze the relationship between physical development and play.
- Assess the social skills a child may be learning in the various stages of play.
- Examine the role of creativity in the preschooler's development, e.g., Kellogg, Piaget, and current research.
- Discuss how preschoolers use objects and define roles in their dramatic play.

1.6.F. Developmentally effective approaches for preschoolers.

- List some suggestions for working effectively with preschoolers in language/literacy development.
- Identify what adults can do to create an enriching environment that promotes the cognitive, physical, emotional, and social well-being of preschoolers and supports development in all domains.
- Explain how classroom equipment and arrangement of space address the major areas of development.
- Explain the importance of process versus product for a preschooler.
- Describe the kinds of interactions that establish positive relationships with children.
- Determine how adults can foster development of creativity in preschoolers through activities and play opportunities.
- List and discuss materials, furniture, and equipment appropriate for the preschooler that would foster creativity.
- Determine strategies for facilitating play and a child's sense of purpose, e.g. how a child can be a contributing member of the group.
- Investigate strategies to facilitate transition: activity to activity, from home to preschool setting, within program levels, and from preschool to elementary school.
- Discuss the value of implementing developmentally effective approaches with preschoolers and how they are utilized in the classroom.
- Compare and contrast the value of interaction concepts such as "being present with children", teachable moments, direct instruction, facilitating learning, etc.

1.7 Growth & Development of the Primary-age Child

Professional Standard, Level I:

Demonstrate knowledge of physical/motor development, cognitive/language development, social development, and emotional development of primary-age children.

Professional Standard, Level II:

Demonstrate knowledge of how creative self-expression and problem solving affect the development of primary-age children.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.7.A. Physical/motor development.

- Identify fundamental gross motor skills refined during this period.
- Describe the primary-age child's fine motor skills at various ages.
- Tell about the role of sports and games in the primary-age child's development including the perception of and importance of rules.
- Compare and explain individual uniqueness to norms of physical development for primary-age children.

1.7.B. Cognitive/language development.

- Define Piaget's "5 to 7 shift" and the stage of concrete operations.
- List concepts that the primary-age child is able to comprehend, e.g., mathematical concepts, information processing and cognitive science.
- Identify language development characteristics of the primary-age child, e.g., syntax, vocabulary, and pragmatics.
- Link language/communication development with cognitive development.
- Paraphrase and contrast recent ideas about cognitive development, i.e., metamemory, metacognition, and metacommunication, with those of Piaget, Chi, Koeski, Beddard, and Price.
- Contrast approaches to literacy acquisition, e.g., phonemic awareness, isolated skill development, and invented spelling.
- Discuss why fostering creativity in music, art and creative movement is important to primary-age children.
- Explain the stages of language acquisition and issues that accompany them for second language learners.

1.7.C. Emotional and social development.

- Describe the functions that peers/friends serve for primary-age children.
- Illustrate the impact of the primary-age child's expanding social world on his/her development.
- Identify the changing roles of family members, siblings, and peers in the primary-age child's social development.
- Explain moral development of the primary-age child, according to Erikson, Kohlberg, Piaget, Kagan and current research.
- Examine characteristics of the primary-age child's self-concept.

1.7.D. Socio-cultural aspects of primary-age children's development.

- List the socio-cultural factors that affect behavior of the primary-age child.
- Outline the factors that contribute to social development, e.g., socio-cultural context, the nature and quality of child-adult relationships, and increasing social interactions.
- Describe how economic conditions affect the primary-age child's development and social/emotional functioning.
- Develop criteria for creating a culturally responsive environment for primary-age children.

1.7.E. Problem-solving and creative expression.

- Define the role of play and indicate play preferences for the primary-age child and how play can affect creative expression.
- Examine the functions of peers for the primary-age child, as he/she learns to solve problems.
- Discuss the merits of cooperative vs. competitive play for the primary-age child.
- Determine how adults can foster positive peer relationships among primary-age children as they engage in problem-solving activities.
- Explore how adults can assist primary-age children in adapting social rules and games for development appropriateness, as a problem-solving activity.
- Discuss the importance of primary-age children being given opportunities to make choices and decisions to facilitate their learning to become independent.
- Create and/or research developmentally appropriate problem-solving activities.
- Brainstorm effective means of providing developmentally appropriate opportunities for the primary age child to creatively express him/herself.

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- Examine the relationship between exploration and experimentation, and the development of divergent thinking in the primary-age child.

1.7.F. Developmentally effective approaches for primary-age children.

- Identify indoor activities and outdoor space needs for the primary-age child.
- Select and paraphrase various guidance approaches for the primary-age child according to age the appropriateness of physical, cognitive, emotional, and social needs.
- Describe an environmental plan that addresses the developmental needs of a primary-age child.
- Locate materials and equipment that will facilitate the development of primary-age children.
- Explore the use of technology for primary-age children in various settings including, but not limited to computers.

2.1 Ensuring the Physical Health and Well-being of Infants, Toddlers, Preschoolers, and Primary-age Children to Promote Optimal Physical, Dental, Emotional/Social, and Cognitive/Language Growth

Professional Standard, Level I:

Demonstrate knowledge of universal precautions.

Professional Standard, Level II:

Demonstrate knowledge of an environment and procedures that prevent illness and promote children's health and well-being.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

2.1.A. National, state and local regulations, standards, procedures, policies, and practices that promote and protect young children's physical and dental health.

- List and explain necessary immunizations as recommended for children's various ages by the American Academy of Pediatrics or the Colorado Department of Public Health and Environment.
- Show the importance of proper oral hygiene and routine, preventive dental care, as recommended by the American Dental Association.
- Define requirements for the administration of medication, including parent's written permission, physician's written order, pharmacy-labeled container, appropriate storage, RN training, and properly completed medication log (see Rules Regulating Child Care Centers issued by the Division of Child Care, Colorado Department of Human Services).
- Compare and contrast CPR techniques for infants with those for older children.
- Demonstrate knowledge of First Aid practices.
- Identify universal health precautions and procedures.
- Name the symptoms of common childhood infections, diseases, and life-threatening illnesses.
- Identify and explain common food intolerances and other possible allergens, and appropriate action steps.
- List examples of early childhood health practices that can be promoted in the early childhood environment.
- State the method and necessity of contacting the health department when a communicable disease is present in the child care program.

- Identify and demonstrate standard hand-washing techniques, disinfectant procedures of diapering areas, and other mandated universal health protection procedures.
- Check the regulations regarding the availability, age, and condition of first-aid supplies.
- State the requirements regarding health and safety environmental practices. (See Rules Regulating Child Care Centers issued by the Division of Child Care, Colorado Department of Human Services).
- Develop an early childhood hygiene plan, including instructions in routine care and preventive practices.
- Analyze a current, written health record for completeness, i.e., health evaluation by an approved health care resource completed within 6 months prior to enrollment, immunization record, list of current medications, emergency contact information, list of persons authorized to call for a child, information on allergies and other pertinent chronic conditions, and developmental issues (see Rules Regulating Child Care Centers issued by the Division of Child Care, Colorado Department of Human Services).
- Examine physical space and arrangement of equipment for compliance with the Americans with Disabilities Act of 1992 and with Section 504 of the Rehabilitation Act of 1973.
- Formulate a certified training plan for pediatric first-aid training (including emergency management of choking for infants and for older children).
- Create a policy for attendance of ill children and adults, including the procedure for parent notification, use of emergency numbers, and protection of well children.
- Discuss written policies for providing medical attention or services to children and adults.
- Analyze an infant, toddler, preschool, and primary-age program, listing the components that provide for the health and well-being of the children.
- Assess an early childhood program using an environment rating scale for compliance with state licensing requirements and/or the Colorado Quality Standards.

2.1.B. Developmental issues that affect young children's health and emotional well-being.

- List the physical and psychological conditions which might adversely affect young children's health and emotional well-being.
- Evaluate and determine the children's daily health status, including emotional well-being, using developmentally appropriate charts, forms, and practices.
- Examine how role modeling health practices serves to enhance a child's learning experience and healthy habits.

2.1.C. Community resources for promoting children's health and emotional well-being.

- Tell about developmentally appropriate health education that focuses on teaching children to be responsible for their own health and emotional well-being.
- Identify developmentally effective curricula that focus on teaching children to be responsible for their own health and emotional well-being.
- Locate and identify resources for developmentally effective activities that promote health, including emotional well-being.
- Propose and explain appropriate field trips and in-house presentations by community partners that promote health including emotional well-being, e.g. resiliency, esteem building, stranger awareness, abuse prevention, etc.
- Locate and use a variety of diverse health-oriented pictorial materials.
- Identify dental resources in the community.
- Determine and compile lists of community resources for referral of young children and their families.
- Formulate and implement health education activities, in collaboration with parents and appropriate practitioners, which meet the health needs of individual children, e.g. dental, medical, psychologist, social worker, dietitian, etc.
- Research resources to evaluate the supplemental food programs available locally, e.g., Women, Infants, and Children, local food banks and distribution centers, Commodity Supplemental Food Program, food stamps, etc.
- Develop a process for professional consultations for a child's dietary needs.
- Study and discuss resources for promoting the growth and development of a child who might be at risk.

2.2 Meeting the Nutritional Needs of Young Children to Promote Their Physical, Social, Emotional, and Cognitive Development

Professional Standard, Level I:

Demonstrate knowledge of the nutritional needs of young children for optimal physical, social, emotional, and cognitive development.

Professional Standard, Level II:

Demonstrate knowledge of policies and practices needed to supply infants, toddlers, preschoolers, and primary-age children with adequate nutrition.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

2.2.A Food storage and handling.

- Identify safe and sanitary food handling practices.
- List types of food contamination and poisoning.
- Develop a schedule and method for cleaning, food storage, handling, and preparation areas.
- Generate a policy for routine inspections of food storage, handling, and preparation areas, in accordance with the guidelines established by the Colorado Department of Public Health and Environment.
- Develop a system for the monitoring of food during transportation.

2.2.B. Meal and snack preparation.

- Locate a sample cycle menu plan for young children and check it for compliance with Child and Adult Care Food Program (CACFP) regulations.
- Discuss situations where individual considerations would need to be taken for meal planning for cultural, family preferences or children with special needs.
- Explain how proper nutrition is important for dental health including periodontal health.
- Create meal service plans, in collaboration with parents and appropriate professional personnel that meet Child and Adult Care Food Program (CACFP) regulations.
- List age appropriate portions for each food group as set by Child and Adult Care Food Program (CACFP) regulations.
- Design meal service plans that implement special dietary restrictions and cultural requirements.
- Compile resources for safe and simple cooking activities that are appropriate for toddlers, preschool-age children, and primary students.
- Discuss methods and techniques for including all children in mealtime preparation.

2.2.C. Nutrition education.

- Write an educational plan to instruct young children in healthy food selection.
- Illustrate and make use of a plan to engage children in nutritious meal and/or snack preparation.
- Discuss the relationship of child nutrition to physical, social, emotional, and cognitive development.
- Discuss benefits of breast feeding and breast milk.
- State and discuss the essential nutrients, recommended quantities, and their functions.
- List strategies to encourage families to adopt healthy nutritional habits.
- Examine and discuss the USDA's Food Group Systems, i.e., My Pyramid.
- Explore the various components of the FDA regulated food labels and the benefits/shortcomings of food labeling.
- Make a chart sorting food into categories based on the concepts of moderation and adequacy.
- List strategies to encourage families to adopt healthy nutritional habits.
- Search for resources which provide examples of types and quantities of food children may bring from home. Distribute the findings to parents.
- Research strategies to promote continued breast feeding, i.e., lactation lounge, proper storage, scheduling, resources for supplies and education, etc.
- Evaluate the relationship between a lack of proper nutrition to behavioral and emotional challenges.

2.2.D. Mealtime considerations.

- Explain the relationship of infant feeding to bonding and physical, cognitive, and emotional development.
- Account for the need for feeding on demand for infants.
- Offer suggestions for feeding/mealtimes as vocabulary expansion opportunities for young children.
- Explain the importance of appropriate size of chairs, tables, and eating utensils in relationship to the development of young children.
- Discuss eating patterns and habits and the interrelationship of adult modeling and interaction.
- State reasons that show family-style meals promote children's self-help and positive eating habits.

2.3 A Safe Environment that Prevents or reduces Injuries to Children and Fosters Optimal Growth and Development through Opportunities for Play, Exploration, and Learning

Professional Standard, Level I:

Demonstrate knowledge of routine care and maintenance of materials and equipment, and of risk management.

Professional Standard, Level II:

Demonstrate knowledge of the effects of routines and physical environment (including space, lighting, and arrangement) on a child's behavior and safe development.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

2.3.A. Safe, developmentally effective learning materials and equipment.

- Select and name learning materials that are safe, washable, and too large for infants and toddlers to swallow.
- Identify learning materials and equipment for sturdiness and durability, as well as for safe surfaces and edges.
- Select and restate a policy for facilitating children learning the rules and regulations for the safe use of equipment and materials.
- Adopt maintenance and repair schedules for learning materials and equipment.
- Identify and discuss materials and equipment which provide a variety of developmentally effective learning experiences.
- Compare and contrast learning materials that are intended for independent play with learning materials that are designed to be supervised.
- Discuss developmentally appropriate (i.e. age, individual, and disability appropriate) child restraint devices in vehicles.

2.3.B. Safe Practices.

- List and implement provisions for a safe arrival and departure process for all children, allowing for parent-staff interaction.
- Review and practice safety management procedures, including an appropriate emergency evacuation plan.
- Restate and expand upon an accountability procedure that is implemented when a child is lost.
- Choose various types of safety infractions and/or incidents to discuss.

■ Level II activity

SECTION 2.0 Health, Nutrition & Safety

- Explain the safe positioning of mobiles so that infants may see them, but not reach them, including when the mobiles need to be removed.
- Find and practice fire prevention and an evacuation plan.
- Identify and practice a plan of preparedness and action in case of a tornado or other weather emergency.
- Identify the procedure for appropriate storage and administration for all medications.
- Create an accountability procedure which is implemented when a child fails to arrive at the program.
- Discuss the written agreements between parents and providers for sign-out policies which allow older, primary students to leave the program independently.
- Develop and discuss accident and incident forms.
- Develop and discuss the written agreement between parents and providers for field trips.
- Compile a list of resources for safety education in the home; distribute the list to parents.
- Create and evaluate natural disaster and other emergency plans including fire, weather, terror threats, etc.
- Review and summarize CDHS regulations regarding transportation.
- Explain the developmental appropriateness/effectiveness of field trips for different age groups.
- Identify and outline a field trip safety plan.
- Analyze how keeping a child physically safe may negatively influence his/her physical/motor and cognitive development.

2.3.C. Environment and space.

- Draw and explain a floor plan which incorporates clear pathways for children to move from one area to another without disturbing other children's activities.
- Draw and explain a floor plan which allows for pathways of sufficient width both to meet licensing regulations and to accommodate the equipment of those with disabilities.
- Check the outdoor play area for protection against access to streets.
- Select and explain a policy regarding admitting and monitoring strangers to the child care setting.
- Identify potentially hazardous electrical threats (e.g., electrical cords and uncovered outlets) to young children and discuss corrective action.
- Outline a plan to ensure that children are appropriately dressed for specific/various indoor and outdoor activities.
- Identify and document potential safety hazards pertinent to various groups/populations of children.

- Describe rationale for correcting safety hazards and taking appropriate action.
- Outline an educational plan to instruct young children about safety hazards.
- Identify a procedure for safe storage of personal items.
- Determine a schedule which allows different age groups of children to use the same space (indoor and outdoor) at different times.
- Create a floor plan that is conducive for effective supervision of children.
- Divide space into safe, identifiable areas which encourage active involvement, initiative, responsibility, creativity, and a child's growing sense of autonomy.
- Discuss ways to provide an environment which is predictable, yet flexible.
- Analyze and discuss physical modification of the learning environment to meet the needs of children with disabilities.
- Discuss the importance of appropriate lighting, temperature control and ventilation.
- Compile and distribute a list of poisonous plants, toxic chemicals, and fire hazards.
- Examine and evaluate indoor and outdoor equipment and space for safety.
- Determine which animals are appropriate and inappropriate in child care programs.

2.3.D. Activities.

- Propose a plan for routine cleaning, sterilizing, and maintaining learning materials and equipment.
- Explain and utilize rules for safe interactions for all children.
- Describe the importance of constant supervision.
- Create a variety of opportunities to develop skills that promote safe interactions and activities.
- Assess a daily routine/schedule for balance of active/quiet, rest/sleep, adult-directed, and child-initiated times to promote a safe learning environment.
- Analyze and evaluate the importance of fully preparing the environment daily for children, prior to their arrival.

2.3.E. Child abuse and neglect.

- Identify indicators of child abuse/neglect, including the overt and subtle indicators of: neglect, physical and sexual abuse, emotional abuse, abuse/neglect.
- Locate and put into your own words the laws and state-mandated procedures for documenting and reporting a suspected incidence of child abuse or neglect even if it is done anonymously.
- Review center policies and procedures on documenting and reporting suspected child abuse or neglect.

SECTION 2.0 Health, Nutrition and Safety

- List and role play reporting procedures for child abuse.
- Determine how to provide a supportive environment for all children including victims of child abuse or neglect.
- Examine the types of abuse, including neglect, and their effects on the child, family, and staff.
- Review and evaluate current literature and resources dealing with child abuse and neglect.
- Identify local child abuse resources and discuss their adequacy, potential, and limitations.
- Research and compile a list of possible support systems for parents.
- Discuss and weigh the ethical and legal issues involved when dealing with young children who may be or have been abused.
- Study and discuss factors that increase and/or decrease the risk of abuse and/or neglect.

3.1 Developmentally Effective Approaches: An Overview

Professional Standard, Level I:

Demonstrate knowledge of developmentally effective approaches as related to age, the individual, and family culture.

Professional Standard, Level II:

Demonstrate knowledge of the four guidelines for constructing and implementing developmentally effective approaches: curriculum, adult-child interactions, relations between the program and the family, and the observation and developmental assessment of young children according to NAEYC guidelines currently in use.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.1.A. Sources of information on Developmentally Effective Approaches (DEA).

- Review the National Association for the Education of Young Children, *Developmentally Appropriate Practice in Early Childhood Programs*, Revised Edition, Editor Sue Bredekamp, 1997.
- Read and review the Colorado Department of Human Services' Child Care Rules and Regulations.
- Evaluate a program using "Section B. Curriculum" of the Colorado Quality Standards for Early Childhood Care and Education Services, November 1994.

3.1.B. Rationale for DEA in early childhood programs, birth through age eight.

- Read NAEYC's position statement on DEA. Write a rationale statement for developing programs to meet the needs of children, rather than expecting children to adjust to a specific program.

3.1.C. Developmentally effective (age, culture, and individual) approaches.

- Describe the look, feel, and sound of a developmentally effective learning environment.
- Examine strategies and techniques used in observing children.
- Define, discuss, and analyze the concept of developmental effectiveness in three dimensions: age, culture and the individual.
- Observe, record, and compare age effective activities in two different early childhood programs.
- Observe, record, and compare culturally effective activities in two different early childhood programs.

- Observe, record, and compare individual effective activities in two different early childhood programs.
- Recognize and discuss that curriculum is based upon the child's total development and the staff's ability to integrate that knowledge into the learning experiences which are provided.
- Observe a DEA early childhood program and identify three activities which are developmentally effective to the functioning level of one child. Determine the effectiveness of these activities.

3.1.D. The Developmentally Effective Learning Environment.

- Locate and observe a program using DEA. Observe the staff, physical environment, learning centers and activities, and indicators of parent involvement. Summarize your experience.
- Discuss the importance of developmentally effective curriculum being designed from the view that each child is unique with his/her own personality, learning style, and family background.

3.1.E. Developmental Assessment of Children.

- Describe the best practices, according to NAEYC, in the assessment of young children.
- Explain the use and limitations of standardized instruments in early childhood programs.

3.1.F. Program Elements.

- Locate and review a child's developmental learning plan.
- Determine how the learning plan is implemented by a collaborative team, including teaching staff, family members, specialists and/or others requested by the family or program.
- Obtain a daily schedule for a child. Through observation, tell if it provides a balance of activities in several different dimensions (See Standard B-4, 4a and 4b of the Colorado Quality Standards).
- Explain how a child's family impacts his/her learning behavior.
- Obtain and critique a program's philosophy and goals for children served.
- Observe two children and analyze any differences that may exist in their learning behaviors.
- While at a program, randomly check print material for cultural responsiveness, inclusive of multi-racial, non-sexist, and non-stereotyping pictures, and document findings.
- Determine how parents are included in the philosophy and goals of a program.

3.2 Guidelines for Developing and Implementing Developmentally Effective Approaches

Professional Standard, Level I:

Demonstrate knowledge that curriculum is based upon the child's total development in the family and the community, as well as upon the program's ability to integrate that knowledge into the learning experiences which are provided.

Professional Standard, Level II:

Demonstrate knowledge of ways to modify curriculum to meet a child's needs.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.2.A. NAEYC's guideline for developing and implementing DEA: curriculum, adult-child interactions, relations between home and the program, and the observation and developmental assessment of young children.

- Read and outline NAEYC's material (Bredenkamp, 1997) regarding guidelines (pp. 16-22).
- Observe and identify developmentally appropriate practice that is dependent upon a partnership among the family, community, and the program. Explain the effect of this involvement on a child's ability to function and develop.
- Describe the importance of parent involvement in an early childhood program.
- Obtain and critique sample learning plans for young children with special needs. Determine whether or not the plans meet guidelines for developmentally effective approaches.
- Examine and critique several group learning plans for young children. Determine if the plans meet guidelines for developmentally effective approaches and examine ways to modify the plans to meet a child's specific needs.
- Develop ways to modify curriculum to meet a child's needs.

3.3 Developmentally Effective Approaches for Children, Birth to Age Three Years

Professional Standard, Level I:

Demonstrate knowledge of developmentally effective approaches for children, birth to age three years.

Professional Standard, Level II:

Demonstrate knowledge of how social relationships in the context of routine activities are part of the child's developmental learning experiences, in the areas of gross- and fine motor development, cognitive and language development, social development, emotional development, and aesthetic development.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.3.A. Unique characteristics and needs of children, birth to age three years.

- Explain how infants and toddlers learn by experiencing their environment through relationships, their senses, and by physically moving around.
- Visit an infant and/or toddler program and list the activities observed that help enhance a sense of self-esteem and autonomy.
- Observe groups of infants and toddlers in developmentally effective early childhood programs and identify how they use their senses and engage with others.
- Describe interactions, materials, and activities that are developmentally effective for children, birth to age three years.
- Chart the developmental progression of a young infant, a mobile infant, and a toddler. Record the differences in their behavior. Based on your findings, what environmental modifications would you make for these children? With whom would you discuss these changes if you were on the staff?
- Visit an early childhood program. Identify developmentally effective approaches for infants and young children.
- Examine the basic caregiving activities that are part of infant and toddler programs.
- Determine the social, emotional, cognitive, and physical learning that takes place and the skills that are being acquired during social relationships in the context of routine activities.
- Define and discuss self-esteem and autonomy. Relate these concepts to the emotional care and nurturing of infants and toddlers.

3.3.B. Selection of appropriate materials/equipment.

- Examine how you would create a socially, emotionally, cognitively, and physically safe and healthy learning environment for infants and toddlers, based on your knowledge and observation of those age groups.
- Review and discuss the Colorado Quality Standards for Early Childhood Care and Education Services, Standard B5b-c: Developmentally appropriate materials and equipment for infants and toddlers.”

3.3.C. State standards and NAEYC accreditation criteria for children, birth to age three years.

- Tell how a responsive and nurturing early childhood professional stimulates and enhances a child’s development.
- Observe and analyze how developmentally effective approaches determine child-adult interactions, ratio, and staff qualifications. Examine Colorado’s standards for early childhood programs, i.e., Colorado Department of Human Services’ Child Care Rules and Regulations and the Colorado Quality Standards for Early Childhood Care and Education Services. Examine the NAEYC accreditation criteria.

3.3.D. Determinants of program quality.

- Describe how adult-child interactions, curriculum, family involvement, and assessment influence program quality.
- Explain how developmental assessment affects program development and implementation.
- Obtain and review the Colorado Quality Standards for Early Childhood Care and Education Services, Standard B-7A through B-10, which identify adult-child interactions.
- Discuss how social relationships in the context of routine activities influence pro-social development in infants and toddlers.
- Determine the elements of a prepared environment for infants and toddlers and how it contributes to quality.
- Describe what is meant by an integrated system of language development and literacy and how this approach can be facilitated in early childhood programs.
- Visit a program to observe staff involvement in implementing content that is integrated into meaningful activities. Examine and discuss observations.

3.3.E. Continuity of programs and child transition.

- Investigate ways in which transition can be eased for families as a child moves from one program to another.
- Explore and discuss the factors which facilitate and enable continuity between programs.
- Determine how participation by staff members in professional organizations can benefit parents and children.

3.4 Developmentally Effective Approaches for children, ages Three through Five Years**Professional Standard, Level I:**

Demonstrate knowledge of developmentally effective approaches for children, ages three through five years.

Professional Standard, Level II:

Demonstrate knowledge of how social relationships in the context of routine activities are part of a child’s developmental learning experience and knowledge of the importance of developmentally effective activities and experiences in the family, program, and community in the areas of gross- and fine motor development; cognitive and language development; social, emotional, and moral development; and aesthetic development.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:**3.4.A. Unique characteristics and needs of children, ages three to five years.**

- Explain how three to five year olds learn by experiencing their environment through relationships, their senses, and by physically moving around.
- Visit a program for three to five year olds and list the activities observed that help enhance a sense of self-esteem and autonomy.
- Observe groups of three to five year olds in developmentally effective early childhood programs and identify how they use their senses and engage with others.
- Describe interactions, materials, and activities that are developmentally effective for children, ages three to five years.
- Chart the developmental progression of a three year old, four year old, or a five year old child. Record the differences in their behavior. Based on your findings, what environmental modifications would you make for these children? With whom would you discuss these changes if you were on the staff?
- Visit a program for ages three to five years. Identify developmentally effective approaches for three to five year old children.
- Examine the basic care-giving activities that are part of programs for three to five year olds.
- Determine the social, emotional, cognitive, and physical learning that takes place and the skills that are being acquired during social relationships in the context of routine activities.

SECTION 3.0 Developmentally Effective Approaches

- Define and discuss self-esteem and autonomy. Relate these concepts to the emotional care and nurturing of children ages three to five years.

3.4.B. Selection of effective materials/equipment.

- Examine how you would create a socially, emotionally, cognitively, and physically safe and healthy learning environment for three to five year old children, based on your knowledge and observation of those age groups.
- Review and discuss the Colorado Quality Standards for Early Childhood Care and Education Services, Standard B-5b to B-5c: Developmentally appropriate materials and equipment for children ages three to five years.”

3.4.C. State standards and NAEYC accreditation criteria for children, three through five years.

- Tell how a responsive and nurturing early childhood professional stimulates and enhances a child’s development.
- Observe and analyze how developmentally effective approach determines child-adult interactions, ratio, and staff qualifications. Examine Colorado’s standards for early childhood programs, i.e., Colorado Department of Human Services’ Child Care Rules and Regulations and the Colorado Quality Standards for Early Childhood Care and Education Services. Examine the NAEYC accreditation criteria.

3.4.D. Determinants of program quality.

- Describe how adult-child interactions, curriculum, family involvement, and assessment influence program quality.
- Explain how developmental assessment affects program development and implementation.
- Obtain and review the Colorado Quality Standards for Early Childhood Care and Education Services, Standard B-7a to B-10, which identify adult-child interactions.
- Discuss how social relationships in the context of routine activities influence pro-social development in children.
- Determine the elements of a prepared environment for 3 to 5 year olds and how these elements contribute to quality.
- Describe what is meant by an integrated system of language development and literacy and how this approach can be facilitated in early childhood programs.
- Visit a program to observe staff involvement in implementing content that is integrated into meaningful activities. Examine and discuss observations.

3.4.E. Continuity of programs and child transition.

- Investigate ways in which transition can be eased for families as a child moves from one program to another.
- Explore and discuss the factors which facilitate and enable continuity between programs.
- Determine how participation by staff members in professional organizations can benefit parents and children.

3.5 Developmentally Effective Approaches in the Primary Grades for Children, Ages Five through Eight Years

Professional Standard, Level One:

Demonstrate knowledge of developmentally effective approaches as related to age, culture and individual.

Professional Standard, Level Two:

Demonstrate knowledge of the five guidelines for constructing and implementing developmentally effective approaches: curriculum, child-child interactions, staff-child/youth interactions, relations between the program and the family, and observation and evaluation of the program.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.5.A. Sources of Developmentally Effective Approaches information.

- Review the National School Age Care Alliance’s Standards for Quality Primary-age Care, Editor Janette Roman, 1998.
- Outline the Colorado Department of Human Services’ Rules Regulating School-age Child Care Centers and child care homes.
- Evaluate a program using the School Age Care Environment Rating Scale (Harms, Jacobs, White).

3.5.B. Developmentally effective (age, culture, and individual) approaches.

- Examine observation strategies and techniques.
- Define, discuss, and analyze the concept of developmental effectiveness in three dimensions: age, culture, and individual.
- Observe, record, and compare age effective activities in two different primary-age/ youth programs.
- Observe, record and compare individually effective activities in two different primary-age/youth programs.
- Observe, record, and compare culturally effective activities in two different primary-age/youth programs.

■ Level II activity

Level I activity □

SECTION 3.0 Developmentally Effective Approaches

- Recognize and discuss that curriculum is based upon the child's /adolescent's total development and the staff's ability to integrate that knowledge into the experiences which are provided.
- Observe a primary-age/youth program and identify three activities which are developmentally effective for the functioning level of the children/youth. Determine the effectiveness of these activities.

3.5.C. The developmentally effective setting.

- Locate and observe a program using developmentally effective approaches. Observe the staff, physical environment, activities, and parent involvement. Summarize your experience.
- Discuss the importance of developmentally effective activities designed from the view that each child/youth is unique with their own personality, learning style, and family background.

3.5.D. Program.

- Explain how a child's family can have an impact on his/her behavior.
- Obtain and critique a program's philosophy and goals for children/youth served.
- Observe two children/youth and analyze any differences that may exist in their behaviors.
- While at a program, randomly check print material for cultural responsiveness inclusive of multi-racial, non-sexist, and non-stereotyping pictures, and document findings.
- Determine how parents can be included in the philosophy and goals of a program.

3.6 Appropriate Assessment

Professional Standard, Level I:

Demonstrate knowledge of terms such as screening, informal and formal assessment, evaluation, and testing.

Professional Standard, Level II:

Demonstrate knowledge of informal assessment procedures and an awareness of community resources for formal diagnostic procedures.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.6.A. Assessment.

- Define screening, informal and formal assessment, evaluation, and testing.

- Contact your local school district, a children's hospital, an interagency assessment team, or a private practitioner to determine which terms they use and their applications.
- Compare and contrast informal assessment strategies.
- When possible, study a formal diagnostic instrument and observe its administration.
- Investigate the strategies for accessing community resources for diagnostic procedures.

3.7 Developmentally Effective Approaches and Children Experiencing Developmental Variations and/or Physical Challenges

Professional Standard, Level I:

Demonstrate knowledge of the Individualized Family Service Plan (IFSP), the Individualized Education Plan (IEP), and other planning methods for accommodating children's needs.

Professional Standard, Level II:

Demonstrate knowledge of an awareness of early identification through screenings and community resources.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.7.A. Terminology.

- Define and describe planning methods, IFSP, IEP, ADA, IDEA, and section 504.
- Explain how sensitivity to the child's needs enables an early childhood professional to develop a program that is responsive to the family and the community.

3.7.B. Overview.

- Identify variations in children's development that may be recognized in early childhood settings.
- Paraphrase NAEYC/DEC's policy on inclusion. Why is integrating children experiencing developmental variations and/or physical challenges into the mainstream considered important for all children¹
- Explain the implications of the Americans with Disabilities Act (ADA), IDEA, and Section 504.
- Describe some of the characteristics or behaviors of gifted young children.
- List coping strategies for families with children who have developmental variations and/or physical challenges.

SECTION 3.0 Developmentally Effective Approaches

- Respond to the following statement: “The inclusion of young children with special needs and disabilities necessitates a team approach.”
- Develop a statement that explains how inclusion helps all children.
- In your Local Education Agency (LEA) investigate services available to support the child, family, and program’s staff, e.g., Child Find, Community Center Boards, Pediatricians, and Health Department.
- Compare two comprehensive screening tools.

¹*Division for Early Childhood, Department of Exceptional Children: Position on Inclusion, adopted April 1993, endorsed by NAEYC April 1994. (See NAEYC Position Paper book.)*

3.7.C. Family Involvement.

- Identify the benefits brought by family involvement in the planning and implementation of IEP’s and IFSP’s.
- Develop practice samples of written IFSP’s or IEP’s. Review the documents and assess for effectiveness.
- Explain the statement: “Caregivers work in partnership with parents, communicating daily to build mutual understanding and trust and to ensure the welfare and optimal development of the infant. Caregivers listen carefully to what parents say about their children, seek to understand parents’ goals and preferences and are respectful of cultural and family differences.” (NAEYC’s Developmentally Appropriate Practice in Early Childhood Programs - Revised Edition, Editor Sue Bredekamp, p. 80).
- Develop a guide to community resources for parents in your area.
- Develop a plan to increase parents’ understanding of developmental processes and the ability to advocate for their children.

3.8 Approaches for Developing Emotional and Social Competency

Professional Standard, Level I:

Demonstrate knowledge regarding interactions and activities that promote a safe, secure environment and encourages pro-social behaviors in children.

Professional Standard, Level II:

Demonstrate knowledge of how to provide children with skills to develop a sense of connectedness and belonging with other children and adults, resolve conflicts, and solve challenges they incur.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.8.A. Social and Emotional Competency

- Explain ways to engage children in every day conversations and interactions.
- Identify a wide range of feelings and how to effectively express them with others.
- Define milestones and characteristics of social and emotional development.
- Recognize the influence of physical settings, schedules, routines and transitions on children and the importance of adapting these factors as necessary to support children’s development and learning.
- Model pro-social behavior for children and encourage its age appropriate use, e.g., positive outlooks, healthy social habits, encouragement.
- Plan activities that foster children’s social-emotional development.
- Analyze and articulate current theories and research on promoting social development, while being responsive to family and culture.
- Research patterns of behavior and contexts for unique behaviors.
- Determine patterns of behavior before implementing specific interventions or guidance techniques.
- Develop a plan to request assistance from a mental health specialist to meet the exceptional social and/or emotional needs of children and families.
- Demonstrate knowledge of creating a rich environment of relationships.
- Examine how children develop meaningful and expressive connections with others, what specifically facilitates safe attachment, and what the outcomes are of young children experiencing relationships.
- List other fields that contribute to children’s holistic health, e.g., early education therapists, directors, pediatricians, and describe their roles.
- Investigate stressors that impact social and emotional health and ways to mitigate that stress in both self and children.
- Articulate the process in developing and maintaining successful family partnerships that support young children’s social and emotional needs.
- Create a plan for early care and education settings to prioritize self-wellness and professional development opportunities for staff.

4.1 The Foundations of Guidance

Professional Standard, Level I:

Demonstrate knowledge of a variety of guidance theories and a range of guidance techniques.

Professional Standard, Level II:

Demonstrate knowledge of the relationship of guidance to the development of young children and the value of helping children learn self-regulation skills.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

4.1.A. Guidance theorists and approaches.

- Outline views of developmentalists, behaviorists, and maturationists.
- Describe different parenting styles, including authoritative, authoritarian, permissive, and indulgent.
- Define responsive relationship.
- Identify external factors that would affect a child's behavior.
- Discuss pro-active techniques of guidance, e.g., responsive relationship, redirection, positive reinforcement, encouragement, logical consequences, clear limits, and modeling.
- Explain how external factors in a child's life necessitate individual guidance approaches, such as changes in home life, changes in caregiver, abuse, neglect, hunger, overburdened parents and/or caregiver.
- Develop a written personal philosophy of guidance in early childhood care and education.
- Analyze the foundations of a responsive learning community.

4.1.B. Direct Guidance.

- Observe situations that give examples of pro-active guidance; report your findings.
- Explain the importance of observing and recording children's behavior objectively.
- Study children's behavior using a variety of methods and techniques of observation and recording.
- Determine strategies, responsive to children's needs that can be incorporated into daily practices, e.g. understanding natural development providing a balance of challenge and success, engaging children in purposeful activities.

- Examine the relationship of pro-social guidance to each of the following:
 - a. Communication
 - b. Adult-child ratio
 - c. Modeling
 - d. Curriculum adaptations
 - e. Adult attitudes, beliefs, and values

4.1.C. Indirect Guidance.

- Define indirect guidance.
- Explain how the environment (e.g., space, light, fresh air, room arrangement, daily preparation, work climate, daily routines, transitions and schedules) affects the behavior of children and staff.
- Examine how external factors may influence the need for different guidance techniques.

4.1.D. Responsive Care.

- Define responsive care.
- Observe and analyze a caregiver's interactions with a child, and identify responsive care.
- Investigate different guidance techniques used for children from birth through school-age, including children with disabilities and chronic conditions.

4.2 Child Guidance: Discipline and Communication

Professional Standard, Level I:

Demonstrate knowledge of communication techniques for guiding young children.

Professional Standard, Level II:

Demonstrate knowledge of effective approaches to guiding young children toward self-direction and self-regulation.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

4.2.A. Discipline.

- Define and explain discipline and punishment.
- Describe expectations of discipline that are developmentally effective for infants, toddlers, preschoolers, and primary-age children.
- Explain the importance of appropriate responses to children's behavior.
- List the various ways of helping parents and staff respond to children's differing behavior with peers.

SECTION 4.0 Guidance

- Observe and record a group of children at play. Compare and contrast problem-solving techniques used by children and early childhood professionals.
- Examine examples of developmentally effective approaches to guidance for each age group: infants, toddlers, preschool, and primary age.
- Contrast discipline, guidance, and punishment.

4.2.B. Verbal communication.

- Define the characteristics of verbal communications (e.g., voice, style, tone, and volume) as it relates to guidance.
- Identify words and phrases used for guiding young children.
- Discuss various verbal communication guidance techniques.
- Develop and demonstrate the use of verbal communication as a tool for conflict resolution and self-direction.
- Select a characteristic of verbal communication (e.g., voice, style, volume, and tone) and discuss how it impacts children.

4.2.C. Non-verbal communication.

- Describe how body language is used as a means of positive or negative communication.
- List examples of positive non-verbal communication techniques.
- Develop observation skills in recognizing non-verbal communication techniques.
- Investigate the role non-verbal communication plays in guidance and problem-solving.

4.2.D. Group dynamics.

- Explain factors that may influence behavior in a group setting.
- Evaluate techniques used to promote pro-social relationships within a group.

4.3 Guidance: The Role of Staff

Professional Standard, Level I:

Demonstrate knowledge of the role that staff plays in facilitating the development of self-regulation and self-discipline in children.

Professional Standard, Level II:

Demonstrate knowledge of positive responses, modeling, and prompting techniques used to facilitate positive interactions within the environment.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

4.3.A. Understand the range of adult responses that support the development of children's internal control of their own behavior.

- Locate and read sections pertaining to “guidance and the role of staff” in the Colorado Quality Standards (B-7a-B-7c), Colorado Department of Human Services’ Minimum Rules and Regulations, and NAEYC’s Developmentally Effective Approach.
- Identify direct guidance techniques that influence the development of self-regulation and self-discipline in children.
- List examples of modeling, redirection, positive reinforcement, encouragement, clear limits, logical consequences, stress reduction strategies and responsive relationships for the development of self-regulation in children.
- Explain the importance of consistency in guidance situations.
- Discuss positive responses that support the development of children.
- Identify attuned practices adults can use to create and maintain emotionally responsive connections with children, e.g., check in daily with child.
- Investigate factors that may result in a negative self-image among children.
- Discuss factors that may influence the treatment of children in guidance situations (e.g., gender, developmental characteristics, age, and individual circumstances of the child).
- Observe the self-regulation abilities of the adults in the environment and how these correlate to the children’s abilities to self-regulate.
- Examine current research on developing responsive relationships and pro-social skills, e.g., Wittmer & Peterson, Bailey.
- Analyze practitioner values and biases that influence guidance approaches and techniques and the direct treatment of children.

SECTION 4.0 Guidance

- Evaluate strategies used in parent-teacher conferences to discuss and explain appropriate and effective guidance techniques.

4.3.B. Understand strategies for promoting children's social and emotional development in the context of pro-social and self-regulating skills.

- Describe two conflict resolution strategies appropriate for young children.
- Identify the value of teaching children to deal with their conflicts.
- Identify the characteristics of a reciprocal relationship, e.g., child-child, child-teacher.
- Explain the importance of teaching children pro-social skills.
- List social courtesies/manners that children learn through role modeling and role play.
- Observe how children develop socially and emotionally through their play and interactions.
- Discuss factors that may inhibit adults from teaching children to deal with their conflicts.
- Analyze adult behaviors that promote reciprocal relationships with children e.g., responding to children's cues such as hunger, active listening, respecting their needs.
- Investigate specific strategies that lead to the development of pro-social skills.
- Analyze the application of appropriate strategies to help children understand and modulate their emotions.
- Compare how adult supportive and non-supportive responses affect children's behavior.

4.4 Team Approach to Guidance

Professional Standard, Level I:

Demonstrate knowledge of organizing teams and of fostering partnerships.

Professional Standard, Level II:

Demonstrate knowledge of team roles and responsibilities in problem-solving for guidance purposes.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

4.4.A. Teamwork.

- Identify the members of a team and the purposes of a team approach.
- Explain advantages and disadvantages of the team approach for guiding young children and assisting parents.

- Design a team that includes professionals, community members, children, staff, and parents. State the purpose of the team and classify the roles and responsibilities of its members.
- Analyze the effectiveness of the team approach in various guidance situations.

4.4.B. Teamwork as a problem-solving mechanism.

- Review problem-solving models and adapt one to a simulated dispute.
- Analyze appropriate and effective problem-solving strategies in child, parent, and/or staff behavioral issues.

4.4.C. Teamwork as a guidance technique.

- Explain the rationale for promoting the use of specific guidance strategies to team members.
- Discuss how parents and staff benefit from guidance-oriented meetings.

5.1 The Foundations of the Family System in the United States

Professional Standard, Level I:

Demonstrate knowledge of family structures in meeting the needs of its members.

Professional Standard, Level II:

Demonstrate knowledge of how the family system has impacted individual thought and early childhood practices for infants, toddlers, preschoolers, and primary-age children.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.1.A. The historical, philosophical, and social foundations of the family system in America.

- Define family.
- Identify types of family structures.
- Analyze the impact, strengths and challenges of various family structures in meeting the needs of its members.

5.1.B. The impact of “parenting” theories on the family system.

- Identify the role of mothers, fathers, and other primary care givers in the child’s life.
- Examine the research on the impact of specific and essential roles of fathers and mothers and how those roles are uniquely different.
- Analyze the impact of “parenting” theories and literature on the family system in the United States, e.g., Spock, Brazelton, White, Perry, Macaby, Martin, Bronfenbrenner, and Sameroff.
- Discuss the challenges that families may face and the impact on early childhood practices.
- Analyze the risk and resiliency factors and the importance of caring adults in a child’s life.

5.1.C. Sources and types of family stress and their impact on children.

- Examine possible sources and types of stress and/or disconnects that families may experience.
- Investigate and discuss the possible consequences of family stress on young children.

5.2 The Dynamics, Roles, and Relationships among Families, Communities, and Early Childhood Professionals

Professional Standard, Level I:

Demonstrate knowledge of how significant groups can contribute to the well-being of the family and to the achievement of specific goals through partnerships and collaborative efforts.

Professional Standard, Level II:

Demonstrate knowledge of the legal and social responsibilities of the early childhood professional.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.2.A. Appreciation of the family as the most important influence on their child’s learning, success, and well-being and ways to involve families and utilize this rich resource.

- Explain valuing the family as their child’s most valuable teacher.
- Describe how to utilize the family as a major resource to the program.
- List and describe ways families can become involved as partners in all aspects of the program.
- Develop a process for on-going family-staff relationships to achieve the best results for the child, the family, and the program.
- Analyze the institutional and individual barriers to family-staff relationships.

5.2.B. Family challenges involved in caring for children with special needs or disabilities.

- Survey families of children with special needs to identify the families’ challenges and goals. Compile and summarize findings.
- Determine any challenges that impact families’ ability to access developmentally effective systems of care for their young children (e.g. health, education, therapeutic services).

5.2.C. The impact of the early childhood care and education setting on the family system.

- Illustrate the effect of developmentally effective approaches on parenting styles or techniques.
- Analyze how different early childhood programs may or may not meet families’ needs.

SECTION 5.0 Family and Community Relationships

5.2.D. The extended family, institutions (commercial, recreational, educational, social, religious, and medical), and other groups that comprise the “community.”

- Assess the concept of the early childhood program being an integral part of the “community”, and impacting the lives of many families.
- Analyze the impact of the broader definition of community on the child and on the early childhood setting.

5.2.E. The importance of early childhood professionals using a team process that solicits participation from and collaborates with family and the greater community.

- Locate and explain “Family-Staff Partnership,” (Standard C-1 through C-5) in the Colorado Quality Standards.
- Use the evaluation forms from the Colorado Quality Standards while observing in an early childhood setting. (Standard C-1 through C-5).
- Examine the dynamics of team composition and the process of goal-setting to help ensure collaboration.
- Discuss the dynamics of the team process in relation to different family structures, and social and cultural backgrounds.

5.2.F. The dynamics of relationships formed between children within an early childhood setting.

- Interpret the different relationships observed among children in a group.
- Discuss how pro-social relationships can be encouraged and enhanced among children in a group.
- Compare various responses to gender differences in a learning environment.

5.2.G. The legal requirements for family involvement.

- Discuss legal responsibilities (e.g., enrollment contracts, waivers, and individualized learning plans) in relation to self, program, and others.
- Analyze a legal challenge involving a family that an early childhood professional might encounter.

5.3 Effective Communication in Building Relationships

Professional Standard, Level I:

Demonstrate knowledge of effective communication skills when dealing with children, families, staff, other professionals, and community helpers.

Professional Standard, Level II:

Demonstrate oral and written communication skills that reflect cultural competence and children’s individual needs.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.3.A. Recognition and knowledge of communications models.

- Identify and explain specific communication models, e.g., humanistic and “win-win.”
- List and describe the common components of different communication models, including the role of listening.

5.3.B. The impact of effective and ineffective communication skills when dealing with diverse populations, e.g., families, children, staff, and contracted specialists.

- Arrange to attend and observe two family conferences to determine if the concerns of the family were respected, if the curriculum and the child’s progress were communicated effectively, and if the early childhood professional supported the family in decision-making.
- Analyze several media sources for effective communication which pertain to the following topics: parental rights, cultural competence, and staff relations.
- Investigate the impact of bias, parental rights, and communication techniques on the family/staff relationship.
- Research the concepts of family-centered versus program-centered communication with families.
- Recognize the difference between “power over” and “power with” in relationships with families.

5.3.C. The dynamics, roles, and range of relationships among families, communities, and early childhood professionals.

- Review and critique an informal discussion between an early childhood professional and a parent.
- Identify and explain specific techniques that can be used by an early childhood professional to enhance communication and community relations.

SECTION 5.0 Family and Community Relationships

- Analyze and discuss individual perceptions of what was communicated by the parties involved in the above discussion.
- Research the connection between a successful program and quality relationships with families.

5.4 Resources Which Support Children and Families

Professional Standard, Level I:

Demonstrate knowledge of processes for evaluating appropriate resources for families.

Professional Standard, Level II:

Demonstrate the ability to select resources that will assist a family in achieving a specific goal for their child.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.4.A. Categories of resources.

- Identify categories of resources that include accessibility, cost, types and quality of service, versatility, and consumer friendliness.
- Research categories of resources from the community, e.g., food, safety, shelter, clothing, medical and dental care, transportation, and mental health services.
- Compile a directory of community resources for children and families regarding basic physiological and security needs.

5.4.B. The role and importance of a comprehensive support system for children and families.

- Identify a variety of community agencies and services which offer assistance in working with families and children.
- Review the literature to identify exemplary programs in the state and the community that provide services for families, as well as for young children.
- Investigate the unique responsibilities of, and resources available, in caring for children with special needs or disabilities.
- Interview a family and document what steps they went through to access diagnostic procedures.
- Research the implementation of the resource provisions required in early childhood settings by IDEA, ADA, and Section 504.

5.4.C. The influence of familial norms, and socio-economic variables on the use and non-use of available resources.

- Provide examples to illustrate influences on resource utilization by families.
- Identify barriers that get in the way of families using resources.
- Develop strategies to assist families and staff in overcoming barriers.

6.1 The Recognition of Diversity in Society

Professional Standard, Level I:

Demonstrate awareness of the various types of cultural diversity existing within society.

Professional Standard, Level II:

Demonstrate knowledge of how personal values, attitudes, beliefs, and biases impact relationships.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

6.1.A. The historical, philosophical, and social foundation of cultural and individual diversity in America and in the world.

- Identify and define respectful terms used in multicultural dialogue.
- Review the foundations for understanding culture and diversity in society.
- Research and discuss the following topics:
 - a. The historical experiences of one cultural group in the United States.
 - b. The philosophical perspectives that led to discrimination against specific groups in the United States.
 - c. Social factors that restrain or limit the cultural competence of individuals and/or groups.
- Review factors/ideas of major theorists and social leaders that impact beliefs and practices in the early childhood profession.

6.1.B. The socialization process.

- Identify race, ethnicity, gender, economic status and children with disabilities.
- Document and explain the impact of each of these categories of socialization in an early childhood setting.
- Review and paraphrase the literature on the impact of social class on self-esteem and child development.
- Analyze the barriers to the socialization process.

6.1.C. The recognition of personal biases and their impact upon one's ability to care for all children equitably.

- Explain how negative stereotypes prevent children's healthy development and ill-equip them to interact effectively.
- Examine and summarize the different values, beliefs, and forms of bias that staff members bring to an early childhood setting.

- Research developmentally effective strategies (using play and concrete learning materials) that will shape or modify the attitude and/or behaviors of young children toward diversity. Include race, ethnicity, gender, social class, and special needs in early childhood settings.

6.2 Family Involvement in Early Multicultural Learning

Professional Standard, Level I:

Demonstrate awareness of how the family can help young children understand and appreciate different cultural traditions.

Professional Standard, Level II:

Demonstrate knowledge of how parents and other family members can be resources in multicultural learning

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

6.2.A. The identification of the family unit and its role and importance to the young child.

- Define family.
- Identify types of family units.
- Analyze family structure in meeting the needs of their members.
- Discuss the role of the family in sharing one's cultural heritage and its value.
- Address implications for the young child when the learning environment (setting) negates the home's influence.

6.2.B. The enlistment of parents' help and support in identifying appropriate meaningful goals and activities for family involvement in multicultural learning.

- Illustrate how the staff can be involved in parents' cultural awareness and gain their support and involvement.
- Identify strategies for working with children whose family's cultural traditions and beliefs do not allow them to participate in certain activities.
- Plan and implement an orientation meeting for parents in which the importance of the multicultural curriculum and activities is explained. Examine and document the responses of parents attending the meeting.
- Outline a plan for an enrollment meeting with families to determine their goals for their child and how they can be involved in sharing their culture with the children.

SECTION 6.0 Cultural and Individual Diversity

6.2.C. The development of multicultural curriculum in which family members take part.

- Explain how the learning environment and curriculum can reflect and affirm all family cultural traditions and heritage.
- Review and explain the Colorado Quality Standards for Early Childhood Care and Education, Section B-7h, regarding respect for cultural diversity.
- Identify and assess materials and activities that can increase staff's, families' and children's multicultural awareness.

6.2.D. The role of family as resource persons.

- Describe the implications of children developing ideas about other cultures as early as three years of age.
- Meet with families to assess and discuss cultural resource items (e.g., magazine pictures, family games, dramatic play props, family experiences, stories, and artifacts) they can share with young children.
- Research and discuss the importance of including family members (both nuclear and extended) to share their fields of expertise. Ask culturally diverse parents to find areas of similarity.
- Examine the role that family plays in the early development cited above.
- Plan and implement ways in which families, as resources, can ensure that respectful attitudes are formed.

6.3 An Anti-bias Curriculum in Early Childhood Programs

Professional Standard, Level I:

Demonstrate knowledge of the criteria for evaluating a curriculum's anti-bias content.

Professional Standard, Level II:

Demonstrate knowledge of how to infuse anti-bias awareness throughout all content areas of the developmentally effective early childhood curriculum.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

6.3.A. The recognition and incorporation of diversity into developmentally effective approaches.

- Review and explain the theoretical basis for a developmentally effective approach.
- Identify and review the research on patterns of interaction between adults (teachers/staff) and culturally diverse children. Paraphrase these findings.

- Observe and report incidents that illustrate the perpetuation of gender stereotypes by early childhood staff.
- Observe and report incidents that illustrate the perpetuation of familial stereotypes by early childhood staff.
- Compare and contrast selected traditions that are different from those of the majority culture, or a common experience with a different cultural meaning. Discuss new awareness gained from this exercise.
- Discuss the role of cultural competence in developmentally effective approaches.

6.3.B. The practice of adaptation and infusion of developmentally effective curriculum with a culturally competent perspective.

- Become familiar with and develop strategies to implement the principles set forth in NAEYC's anti-bias handbook written by Derman-Sparks.
- Describe the different developmental progressions for children in forming identity and individuality, and the impact these progressions can have on curriculum design.
- Use an evaluation checklist to check existing materials for inclusion and cultural competence.
- Research and discuss how to infuse cultural competency into curriculum design and implementation.
- Research and synthesize current literature on the significance of ethnic, family, racial, linguistic, religious, and gender identity in childhood.
- Strategize methods for incorporating the above findings into the curriculum.
- Develop an in-service staff professional development program with an early-childhood expert in cultural competency.
- Conduct a study group using Janet Gonzales-Mena's model of curriculum for multicultural education.

6.3.C. The inclusion of young children who have special support needs in one or more of the developmental domains.

- Find and paraphrase Parts B and H of The Individuals with Disabilities Education Act (IDEA, 2004) and the position of NAEYC on the inclusion of young children with disabilities.
- Explain how children with disabilities and their peers have more similarities than differences in their development.
- Explain the importance of inclusive settings.
- Determine the rationale and value for inclusive settings and legislation.
- Compile a list of experts in early childhood intervention, including the family, and analyze their roles in supporting children and their programs.

SECTION 6.0 Cultural and Individual Diversity

- Discuss possible issues around children with disabilities who are also diverse in at least one other area.
- Interview professionals to determine what interventions provide age-appropriate and individually appropriate services. Prepare a written report on these findings.

7.1 The Foundations of the Early Childhood Profession

Professional Standard, Level I:

Demonstrate knowledge of the scope of the early childhood care and education profession.

Professional Standard, Level II:

Demonstrate knowledge of early childhood care and education in relation to historical and current early childhood education philosophy and practice.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.1.A. The historical, philosophical, and social foundations of the early childhood profession.

- Define the profession of early childhood care and education.
- Recognize and correctly use key concepts of the early childhood profession, such as growth, development, relationship, family involvement, inclusion, guidance, cultural competency, assessment, and developmentally effective approaches.
- Identify the various roles found within the early childhood care and education profession.
- Outline the historical, philosophical, and social foundations of the early childhood profession.
- Analyze the impact of the foundations of the early childhood profession on current professional thought and practice.

7.2 Public Impact on the Early Childhood Profession

Professional Standard, Level I:

Demonstrate knowledge of the federal, state, and local standards, policies, regulations, and laws which impact young children, programs, and early childhood professionals.

Professional Standard, Level II:

Demonstrate knowledge of compliance of early childhood settings using a variety of regulatory and quality standards.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.2.A. Federal/state/local standards, policies, regulations, and laws, as well as relevant past and pending legislation.

- Identify federal/state/local standards, policies, regulations, and laws.
- Assess an early childhood program using standards from professional organizations and/or from federal/state/local regulatory agencies.
- Applying the Colorado Quality Standards, evaluate an early childhood program.

7.2.B. Standards of professional organizations.

- Identify and paraphrase the mission statements of national and state early childhood professional organizations.
- Evaluate and discuss the standards of early childhood professional organizations.

7.2.C. Issues, innovations, and trends in early childhood education.

- Develop a personal position on current public policy based on issues, innovations, and trends in early childhood care and education.

7.3 Early Childhood Ethics and Codes of Conduct

Professional Standard, Level I:

Demonstrate knowledge of NAEYC's "Code of Ethical Conduct and Statement of Commitment."

Professional Standard, Level II:

Demonstrate knowledge of how to apply the ideals and principles of NAEYC's "Code of Ethical Conduct and Statement of Commitment" to situations in the delivery of service to young children, families, community, and society.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.3.A. Standards of ethical behavior and codes of conduct.

- Identify and paraphrase standards of ethical behavior and codes of conduct.
- Using the "Code of Ethical Conduct," identify and evaluate ethical dilemmas, then apply the appropriate ethical ideals and principles to each dilemma.

7.3.B. Ethical issues and dilemmas in the early childhood profession.

- Obtain and review literature on ethical behavior in the early childhood profession.
- Assess ethical and policy issues related to educational, social/emotional, and health services for young children and their families (e.g. child denied enrollment due to educational, social/emotional, and/or health special needs).

7.4 Early Childhood Professional Development

Professional Standard, Level I:

Demonstrate knowledge of the value of early childhood professional development and career options.

Professional Standard, Level II:

Demonstrate knowledge of accessing or creating resources for career development and planning.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.4.A. Career development, i.e., professional development options and choices.

- Identify quality professional development options and choices.
- Develop, implement, and evaluate an individual professional development plan.
- Create, evaluate and implement a quality personal professional development plan.

7.4.B. Literature, activities, policies, and positions of professional organizations.

- Identify and describe literature, activities, policies, and positions of professional organizations.
- Evaluate the impact of current public policies on the early childhood field and more specifically, on your career and professional development (e.g. changes in rules and regulations).

7.5 The Collaborative Team Process

Professional Standard, Level I:

Demonstrate knowledge of the importance of the collaborative team process in working with young children, families, colleagues, and the community.

Professional Standard, Level II:

Demonstrate knowledge of the principles and strategies necessary for an effective collaborative team process.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.5.A. A process for effective partnerships with families, other professionals, and community representatives in the delivery of education and services.

- Define some of the key elements of the collaborative process, such as listening, empathizing, and creating attainable options.
- Develop a set of guidelines for working effectively within groups.

7.5.B. Principles for effective collaborative processes.

- Identify and explain appropriate principles and processes for collaboration, as they relate to young children, families, colleagues, and the community.
- Determine strategies to implement a collaborative team process in an early childhood program.
- Synthesize the principles and processes of collaboration, working with other professionals and the family, to develop a child's individualized learning plan.
- Reflect on your own values, beliefs, and attitudes and how the impact your teaching and interactions with families.

7.6 Early Childhood Advocacy

Professional Standard, Level I:

Demonstrate knowledge of organizations that advocate for early childhood professional, families, and programs.

Professional Standard, Level II:

Demonstrate knowledge of how to advocate for early childhood professionals and quality programs for young children and families.

SECTION 7.0 Professionalism

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.6.A. Contemporary literature on advocacy and advocacy groups and activities.

- Define early childhood advocacy.
 - Identify and describe advocacy groups, their activities, and contemporary literature on advocacy.
 - Participate in two activities which enhance advocacy for early childhood professionals, young children, and families. Compare and contrast your experiences.
 - Analyze the effectiveness of the Colorado Quality Standards as an advocacy tool.
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7.6.B. Strategies to address economic issues, and to enhance the professionalism and working environment of the early childhood field.

- List current efforts to enhance the status and working environment of early childhood professionals, using journals and materials obtained from professional organizations, e.g., Center for the Child Care Workforce.
- Develop strategies to use in advocating for the enhanced professionalism of the early childhood field

8.1 Administration of Early Childhood Programs

Professional Standard, Level I:

Demonstrate knowledge of the legal and other regulatory systems which guide Colorado's early childhood programs.

Professional Standard, Level II:

Demonstrate knowledge of planning, developing, and evaluating an early childhood program.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

8.1.A. The systems which govern Colorado's early childhood programs.

- Identify the legal and other regulatory systems which govern Colorado's early childhood programs.
- Explain specific applications of Colorado's legal and other regulatory systems to early childhood programs.

8.1.B. Labor, anti-discrimination, e.g., ADA, confidentiality, and other laws which affect early childhood programs.

- Explain the importance of working with legal counsel regarding the laws affecting custody issues, confidentiality, labor and anti-discrimination laws, liability issues, health rules, and the basics of contracts.
- Outline appropriate hiring practices, including the processes for application and interview.
- Review the law regarding mandated reporting of suspected child abuse.
- Evaluate a legal situation that might be encountered by an early childhood program and prepare an action plan to address the situation.
- Investigate the law regarding mandated reporting of suspected child abuse and NAEYC's Position Statement on the Prevention of Child Abuse.

8.1.C. Marketing.

- Identify the impact impressions make on consumers of early care and education and the role of the professional as an ambassador to the field.
- Research and evaluate different marketing strategies.
- Develop a marketing profile, including a needs assessment, target population, and cost analysis.

8.1.D. Administrative practices.

- Paraphrase the requirements and importance of recordkeeping for various topics, such as organizational records about budget, organizational plans, registration, children's development, and personnel.
- Distinguish between the types of records that are kept for legal reasons and those that are set up to help the program function smoothly.
- Propose a checklist for an enrollment interview e.g., enrollment forms, the name of the party responsible for payment, health policies, tuition fees and payment schedules, and program schedule.
- Create a program-focused professional development plan.
- Develop a quality improvement plan for a program referencing resources such as: Colorado Quality Standards, Qualistar Early Learning Ratings, Environmental Rating Scales, Model Work Standards, Program Administration Scale and NAEYC Accreditation Criteria.
- Compare and contrast two policies on the process of enrolling children, and how best to group children in the most developmentally effective manner.

8.1.E. Facility management and operation.

- Establish and implement procedures to monitor and correct any building problems in order to comply with all codes, such as fire, health, building, zoning, and licensing regulations.
- List policies and procedures for maintaining safe equipment and security practices.
- Design and explain a floor plan to ensure effective use of space and code compliance.
- Create cost-effective equipment and supply orders for one classroom (i.e. infant, toddler, preschool, or school-age) in a start-up program.

8.1.F. Classroom management.

- Identify the roles of teaching staff in maintaining an optimal early care and learning environment.
- List events that may impact the daily routine of a learning environment.
- Evaluate all aspects of managing an early care and learning environment, including the daily schedule, curriculum design, group size, staff-child ratios and enrollment practices.
- Investigate behavioral issues that impact an early care and learning environment.
- Research strategies for effectively and respectfully responding to behavioral issues.
- Examine how diversity enriches early care and learning practices.

8.1.G. Organizational, vision, and mission development.

- Define the organizational structure of a program.
- Interpret a program's existing mission statement and explain it to staff and parents.
- Research processes for developing an applicable mission statement for an early childhood organization.
- Analyze strategies for establishing and implementing organizational goals and objectives.
- Develop a mission statement and management strategies based on teamwork, ongoing evaluation, and strategic planning processes.
- Compare and contrast a variety of business structures, including financial leadership, public entities, for- and non-profit corporations, sole proprietorships, and partnerships.

8.1.H. Financial Management.

- Describe the financial issues which may affect a program.
- Analyze a variety of budget formats.
- Research sources of funding within corporations, foundations, and the government.
- Discuss the connection between program policy/practice and the budget.
- Investigate and discuss fee schedules, including registration, tuition, and field trips.
- Describe the cost and coverage, including restrictions, of liability insurance for early childhood programs.
- Determine and discuss other sources of revenue and support for the program, such as donations, philanthropy, and special program grants.
- Develop a salary schedule which allows for a compensation system that rewards the staff for increased knowledge and skills.
- Create a budget which provides realistic salaries more appropriate for the staff as they increase skills and professional knowledge.
- Create a fee schedule which supports the budget.
- Create a revenue sheet which supports the expense side of the budget, including fees as well as other sources of revenue.
- Assess types of fundraising campaigns.
- List and discuss detailed procedures for administering the following: billing, reimbursement, receipts, fiscal reports, and petty cash.
- Research insurance policies needed to provide child care services, e.g. general liability, property coverage, auto coverage, workman's compensation, professional liability, etc.

8.1.I. Program development and evaluation.

- Describe the unique characteristics of a quality program.
- Interview directors of two early childhood programs to compare and contrast their educational curricula, children's routines, field trip procedures, and menus to determine developmentally effective approaches in meeting the needs of children.
- Research appropriate assessment techniques for infants, toddlers and preschool children.
- Research appropriate assessment techniques for English language learners.
- Obtain and review three different child assessment instruments. Using current child development research, discuss the strengths and weaknesses of the instruments.
- Evaluate the methods used by families, staff, and the director for assessing a program.
- Investigate different types of quality assessments for programs such as Qualistar Ratings, Environment Rating Scales, NAEYC Accreditation, NAFCC Accreditation, National AfterSchool Association Accreditation, Program Administration Scale, etc.

8.1.J. Personnel practices.

- Review a policy that presents the value of staff staying home when ill, similar to the policy regarding children staying home when ill.
- Contrast the job descriptions from three different sources for the same position.
- Prepare and critique interview questions for an early childhood care and education position that adhere to legal guidelines and are culturally appropriate.
- Interview three child care professionals about their on the job experiences.
- Research the efficacy of Reflective Supervision, mentoring, and coaching in productive supervision practices.
- Create a staff schedule for one full day classroom of 10 infant/toddlers or 20 preschool children the meets staff to child ratios at all times and provides staff breaks as required by law.
- Compare a director's experience with staff termination with effective practice.
- Develop a staff orientation session which promotes program goals.

SECTION 8.0 Administration and Supervision

8.1.K. Community resources and referrals for professionals, children, and families.

- Identify the agencies/resources that provide services or referrals to children, families, and professionals.
- Generate a list of local agencies that provide services for a specialized need, e.g., Sudden Infant Death Syndrome (SIDS), Attention Deficit Disorder (ADD), child or spousal abuse, parenting, job loss, affordable health care, and elder care.

8.2 Leadership, Supervision, and Staff Development

Professional Standard, Level I:

Demonstrate knowledge of early childhood staff and professional issues.

Professional Standard, Level II:

Demonstrate knowledge of planning, implementing, and evaluating a program of personnel management and staff development.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

8.2.A. Models of supervision, mentorship, retention practices, and staff development.

- Review NAEYC's position statements (<http://www.naeyc.org/about/positions.asp>) on Nomenclature, Salaries, Benefits, and the Status of the Early Childhood Profession. Based on the information, explain best practices for reaching the goal of enhancing the self-image and public perception of early childhood professionals.
- Determine a supervisory plan for staff inclusive of orientation, ongoing support, annual evaluation, required training, termination, and exit interview.
- Compare and contrast top down management with Reflective Supervision.
- Discuss how to encourage and promote professional development activities, e.g., observing and giving feedback, communicating expectations, mentoring, and modeling appropriate behavior with children, families, and staff.
- Develop a plan with the staff for mentoring.

8.2.B. Interpersonal dynamics and communication strategies.

- Identify and explain the interpersonal dynamics and communication strategies which foster positive and respectful relationships with families, staff, administration, other professionals, and the community.
- Develop a plan for implementing effective communication principles into the structure of the organization.
- Design a staff meeting that would maximize staff time.

8.2.C. Ethical Conduct.

- Explain ethical responsibilities of co-workers, employers, and employees using NAEYC's Code of Ethical Conduct and Statement of Commitment.
- Explore how staff members with diverse backgrounds in the supervisory process, i.e. culture, age, gender, ability, and other variables, can strengthen and benefit a program.
- Offer several solutions to an ethical dilemma discussed in a professional early childhood journal, list serve, or periodical.
- Determine a strategy to educate the board/owner if it is found that a licensing rule is not being adhered to.

8.2.D. Advocacy.

- Define advocacy as it relates to children, families, and early childhood professionals.
- List local, state, and national organizations that promote advocacy for children, families, and early childhood professionals.
- Compare and contrast the differences between advocacy and lobbying.
- Analyze the roles an early childhood professional can play in advocating for young children.
- Compare the missions of advocacy organizations, e.g., Worthy Wage Campaign, NAEYC, Smart Start Colorado Office of Professional Development, Colorado Coalition for the Medically Underserved, and Qualistar Early Learning.
- Compare the missions of lobbying organizations, e.g. Colorado Children's Campaign, Colorado Coalition for the Medically Underserved.
- Conceive an advocacy event that includes the details of the event, marketing, cost, collaboration with other professionals, and delegation of duties.
- Research legislation affecting children and their families.

8.3 Team Involvement

Professional Standard, Level I:

Demonstrate knowledge of how to work collaboratively within a team model.

Professional Standard, Level II:

Demonstrate knowledge of the administrative role in facilitating the team process.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

8.3.A. Role and responsibilities of teams and their members.

- Define the function of a team and each member in the team.
 - Identify situations that necessitate a team approach.
 - Develop an organizational chart for an early childhood setting.
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8.3.B. Strategies for assessing and meeting team building needs.

- Plan a team building activity.
 - Explain how clear and respectful communication is integral to team building.
 - Analyze tools that identify team members' strengths and weaknesses, such as group activities and personality profiles. Examples: Kiersey Temperament Sorter and the Myers-Briggs Type Indicator (MBTI).
 - Compare and contrast the effects of different communication styles, i.e. verbal, non-verbal, written, and graphic.
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8.3.C. Interpersonal processes and dynamics of teams.

- List events that may affect team dynamics.
- Research the processes of team dynamics.
- Investigate how to use information about individual communication styles and personality characteristics from tools (such as Kiersey Temperament Sorter or Myers-Briggs Type Indicator) to positively impact team building.

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