School-Age Professional Credential Competencies and Indicators

Contents

Introduction

The competency standards are divided into **Competency Goals**, **Functional Areas**, **Developmental Context** and **Indicators for Assessment**.

- **Competency Goals** are statements of a general purpose or goal for behavior. There are six (6) goals.

- **Functional Areas** describe the major tasks or functions that a school-age professional must complete in order to carry out the Competency Goal. There are thirteen (13) Functional Areas.

- **Developmental Context** is a brief overview of relevant child development principles explaining each Functional Area.

- **Indicators** are examples of what you might observe the Candidate doing that demonstrate the Candidate is meeting the competency. This is not an exhaustive list.

Goal I: Establish and Maintain a Safe, Healthy Environment Conducive to Learning

FUNCTIONAL AREA 1: SAFE

The candidate maintains a safe environment to prevent and reduce injuries.

Developmental Context

One of the most essential services for school-age children is to ensure their safety and well-being. Indoor and outdoor areas should be free of dangerous conditions and materials. Adults should teach children about safety and comfort children when hurt.

Adults should be attentive and have the skills and knowledge to prevent injuries and to handle emergencies, accidents, and injuries appropriately when they occur. In a safe environment, children will learn gradually to protect themselves and look out for others.

Competencies and Indicators for Assessment

1-1. Prevents injury or harm to children.

- ☐ Conducts safety checks (daily and monthly, indoor and outdoor); removes or repairs unsafe items; keeps safety equipment in good condition; and maintains first-aid and safety supplies.
- ☐ Checks daily to see that equipment and supplies are cleaned up and stored appropriately.
- ☐ Arranges program space so there are clear traffic paths and exits.
- ☐ Arranges the environment so that children are visible to staff (at all times).
- ☐ Designates separate areas for quiet and active play to avoid congestion and collisions.
- ☐ Makes sure there is an accessible phone and in working order.
- ☐ Limits access to supplies and equipment for children who have not yet acquired the skills and judgment to use them safely.
- ☐ Intervenes immediately when children are involved in unsafe play.
- ☐ Follows a daily schedule that provides time for active and quiet play so that children do not get overtired and have accidents.
- ☐ Changes activities when children are too excited, angry, or tired to play safely.

1-2. Ensures that children are adequately supervised at all times.

- ☐ Supervises and interacts with children.
- ☐ Uses sign-in and sign-out procedure to ensure that children are supervised by staff or authorized family members.
- ☐ Maintains appropriate child-adult ratios and group sizes.
- ☐ Involves children in developing program's safety rules.
- ☐ Talks with children about potential hazards in the environment.
- ☐ Explains rules and procedures for sports and games before play begin.

1-3. Prepared to act quickly and calmly if an accident or injury should occur.

- ☐ Reminds children of safety rules and encourages them to remind each other.
- ☐ Posts emergency phone numbers, such as fire department, police and poison control.
- ☐ Maintains up-to-date emergency telephone numbers for all children.
- ☐ Emergency phone numbers for children are kept near the telephone.
- ☐ Explains and follows the correct procedures in case of an accident or an emergency.
- ☐ Protects and reassures children while conducting an emergency drill according to established procedures.
- ☐ Responds quickly and calmly to children in distress.
- ☐ Maintains a well-stocked first-aid kit.
- ☐ Takes first aid kit while on field trips away from the program site.
- ☐ Takes emergency contact information for each child, police, fire and poison control while on field trips away from the program site.
- ☐ Records injuries, accidents and illness on appropriate form to share with family and program.
- ☐ Teaches children proper procedures for using, cleaning and storing supplies and equipment.

FUNCTIONAL AREA 2: HEALTHY

Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Developmental Context

Good health involves sound medical and dental practices and good nutrition. Adults should model and encourage good health and nutrition habits with school-age children. Food should be nutritious, prepared carefully and served in a relaxed atmosphere.

Prompt care should be given to school-age children who are or become ill or hurt. School-age children need a clean environment that is properly lighted, and heated or cooled. Indoor and outdoor areas should be free of materials or conditions that endanger children's health. Care of the child's physical needs communicates positive feelings about his/her value and influences the child's developing identity and feelings of self- worth. Parents and providers should exchange information about children's physical health frequently.

Competencies and Indicators for Assessment

2-1.   **Models habits that promote good health and nutrition, i.e. exercises and avoids the use of junk food, tobacco, alcohol, and other drugs, while with children.**

- ☐   Alert to signs of obesity and other eating disorders.
- ☐   Maintains a positive, relaxed atmosphere to reduce tension and stress.
- ☐   Helps children learn ways to recognize stress.
- ☐   Uses a flexible schedule so children can rest, relax, be active, and eat as needed.
- ☐   Washes hands often and encourages children to do the same. Always before and after food preparation or eating, after messy or outdoor activities, and after toileting and/or blowing nose.
- ☐   Checks the facility daily for adequate ventilation and lighting, comfortable room temperature, and good sanitation.
- ☐   Opens windows daily to let in fresh air (if applicable).
- ☐   Describes signs of possible maltreatment.
- ☐   Demonstrates understanding of the applicable laws and regulations related to child abuse and maltreatment.
- ☐   Is alert to children's behavior that may signal abuse or neglect.

2-2. **Provides healthy, nutritious and pleasant snack and food experiences.**

- ☐   Cleans and disinfects surfaces before using for food preparation or eating.
- ☐   Provides opportunities for children to plan, prepare, and serve meals and snacks.
- ☐   Offers self-serve snack so children can determine when, what, and how much to eat.
- ☐   Serves relaxed "family-style" meals and encourages children to try new foods.

2-3. Prepared to deal with common illness and allergies.

☐   Regularly observes children for signs of illness.

☐   Candidate is aware of all children's allergies and takes necessary
provisions.

2-4. Maintains and makes available supplies and resources that help children and families practice healthy habits.

☐   Provides resources on health and hygiene, such as magazines and books,
pamphlets, and visiting health officials.

☐   Keeps a supply of feminine hygiene products in the girl's bathroom and makes
sure girls know where they are.

☐   Places tissues, paper towels and soap with in children's reach.

FUNCTIONAL AREA 3: OUT-OF-SCHOOL ENVIRONMENTS

Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

Developmental Context

Children of all ages learn from their own experience and by imitation. Adults can guide and encourage children's learning by ensuring that the environment is emotionally supportive; invites active exploration, play and movement by children; supports a broad array of experiences. A reliable routine, together with a stimulating choice of materials, activities, and relationships, enhances children's learning and development.

Competencies and Indicators for Assessment

3-1. Interest areas to address simultaneous activities.

☐   Creates a variety of well-equipped, inviting, and responsive interest areas.

☐   Rotates interest areas or creates sub-areas to reflect changing skills and interests.

☐   Uses furniture, tape or floor covering to define interest areas.

☐   Locates interest areas so that quiet and noisy activities are separate, and children
do not get in one another's way and provide optimal concentration for areas that
require it.

☐   Locate interest areas near resources (such as light and water) that are used in
that area.

☐   Seeks children's ideas and suggestions for arranging the environment.

☐ Supports older children as they create spaces designated for their use only.

3-2. Space supports balance of activities.

☐ Offers a balance of simultaneous activity choices (active and quiet; indoor and outdoor; individual, small group and large group).

☐ Arranges for regular use of indoor and outdoor areas for large muscle play.

☐ Adapts environment, when necessary, to make it appropriate for children with special needs.

☐ Provides comfortable indoor and outdoor areas where children can be alone.

☐ Provides areas that are soft and comfortable for children to sit or lie down.

☐ Provides a quiet area with adequate lighting and where children can do homework.

☐ Provides appropriate materials (dictionaries, writing supplies, pencil sharpener, etc.) for homework assistance.

3-3. Materials address children's interests and abilities.

☐ Provides materials that reflect diversity and show no bias.

☐ Offers a variety of materials children can use in different ways.

☐ Provides materials that allow children to be successful and provide appropriate challenges to encourage continued growth.

☐ Offers a variety of materials and equipment to meet a wide range of skills.

☐ Promotes use of "real" materials and equipment to meet a wide range of skills.

☐ Provides materials that build on academic standards as well as interests children develop outside of the program.

☐ Observes, talks with, and listens to, and surveys children to determine their interests and abilities.

3-4. Schedules and routines.

☐ Provides sufficient time in the schedule for children to carry out their plans and do long term projects.

☐ Manages transitions so that children do not have to wait with nothing to do.

☐ Schedule provides children opportunities to choose what they want to do.

3-5. Systematic storage plan and area.

☐ Stores materials that are used together, near each other.

☐ Displays materials on labeled shelves so children can choose what they want to do and return items when finished using them.

☐ Uses portable items such as baskets and carts to arrange materials in shared space.

☐ Involves the children in setting up and dismantling the environment in shared space.

☐ Provides sufficient space for children to safely store their belongings long-term projects or works in progress.

☐ Includes sufficient time for clean-up at end of morning, afternoon and full-day sessions.

Goal II: To Advance Physical and Intellectual Competence

FUNCTIONAL AREA 4: PHYSICAL

Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of school-age children.

Developmental Context

Physical development is an essential part of the total development of school-age children. Developing physically includes using large and small muscles, coordinating movements, and using the senses. Large-motor development includes strengthening and coordinating the muscles and nervous system controlling large motions using the arms, legs, torso, and or whole body. Small-motor development involves the ability to control and coordinate small, specialized motions using the eyes, mouth, hands, and feet. Adults should provide material, equipment, and opportunities for indoor and outdoor activities that encourage this development and recognize and respect the wide differences in individual rates of physical development.

Competencies and Indicator for Assessment

4-1. Space, time, materials, equipment to support physical development.

☐ Provides space and time for children to engage in active play every day.

☐ Provides a variety of materials and activities to challenge a wide range of physical capabilities.

☐ Provides activities, materials and equipment that allow all children to develop and maintain physical fitness.

☐ Provides activities, materials, and equipment to accommodate different fine motor skill levels.

4-2. Leadership and encouragement.

☐ Observes and records information about each child's physical strengths, interests and needs.

☐ Introduces children to games and activities that encourage physical development and cooperation.

☐ Introduces new games and activities regularly so children learn different ways to use their muscles.

☐ Encourages children when they are learning new skills and provides assistance upon request.

☐ Encourages children to make up and organize their own games.

☐ Encourages children to keep track of their own progress rather than comparing

themselves to others.

- ☐ Encourages children to use their large muscles in daily routines.
- ☐ Helps children develop an awareness of rhythm so they can coordinate their movements.
- ☐ Suggests ways children can coordinate movement of their large and small muscles.
- ☐ Makes sure that children take regular breaks from vigorous activity and drink plenty of water to prevent dehydration.

4-3. Planning developmentally appropriate activities.

- ☐ Plans and implements increasingly difficult activities in which large and small muscles are used and that promote development of physical skills used in sports and games.
- ☐ Provides alternatives so that children of different ages, sizes and abilities can all find ways to engage safely in active play and in activities that promote fine motor development.
- ☐ Provides relaxing activities and materials that fit together (i.e. puzzles, etc.) that encourage fine motor development.

FUNCTIONAL AREA 5: COGNITIVE

Candidate provides hands-on activities, experiences, and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of school-age children and support appropriate academic standards.

Developmental Context

Exploring and trying to understand the world is natural and necessary for school-age children's cognitive or intellectual development. As school-age children learn and grow, their thinking capacities expand and become more flexible. Fun activities – some that engage children in a process and others that encourage them to produce a product – help build children's thinking capacity. Adults should support and guide their process by responding to children's questions with information and enthusiasm and by using family routines and experiences as learning opportunities, and providing exposure to play, reading, writing, riddles and jokes, dance, drama, music, art, and science. Cognitive growth also requires healthy development in other area: consistent physical growth, secure emotional behavior, and positive social interaction.

Competencies and Indicators for Assessment

5-1. Encourages children to take charge of their own learning.

- ☐ Offers children space and time to develop and carry out their plans.
- ☐ Provides open-ended materials which children can explore and use in many different ways.
- ☐ Solicits, respects and accepts children's ideas, suggestions, and solutions.
- ☐ Follows a schedule that allows children to choose what they want to do and provides enough time for long-term projects (especially older children).

5-2. Helps children develop critical thinking and language skills.

- ☐ Talks to and questions children about what they are observing and learning.
- ☐ Offers a wide range of books and magazines that reflect children's diverse interests and reading abilities.
- ☐ Asks evaluative questions so that children learn to make judgments.
- ☐ Asks divergent questions to stimulate children's thinking of several possible solutions or ideas.
- ☐ Asks convergent questions to help children think about cause and effect or to make predictions.
- ☐ Encourages children's emerging sense of humor by suggesting they write and share riddles, jokes and limericks.

5-3. Encourage children to develop their inter- and intra-personal intelligences.

- ☐ Encourages children to make decisions and solve problems on their own, without adult assistance.
- ☐ Involves children in planning and evaluating the program's routines and activities.
- ☐ Provides opportunities for children to demonstrate their growing cognitive skills and apply them to new situations.
- ☐ Involves children in setting rules and establishing procedures for the program.

5-4. Taps into children's desire to explore adult skills to make and produce things.

- ☐ Provides opportunities for children to have hands-on experiences, to learn by doing. For example, sculpture, photography, dance, drama, etc.
- ☐ Provides opportunities for children, especially 8-12-year-olds, to participate in and learn about their community.
- ☐ Provides materials that allow children to pursue and develop new skills and special talents.

5-5. Balances children's academic needs with their need to relax, have snack, learn new skills, exercise, and develop social skills.

- ☐ The schedule offers a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills.

- ☐ Children are encouraged to do homework and exercise academic self- discipline as part of – but not the only element of the daily routine.

- ☐ Candidate responds to children's requests for assistance.

- ☐ Written plans show how some activities help children meet PA or national learning standards.

5-6. Candidate supports children's developing math skills.

- ☐ A wide range of games/ cards, building materials and measurement tools are available.

- ☐ Candidate provides activities daily that require the use of math in a creative and fun manner.

- ☐ There are materials that help children learn computation and estimation, measurement, relationships, data analysis, probability, geometry, etc.

5-7. Candidate helps children develop curiosity about science and the natural world.

- ☐ There are categorized materials on topics such as magnetism, static electricity, solar energy, and weather.

- ☐ There are materials that help children learn to classify, sequence, and understand cause and effect.

- ☐ Children have opportunities to explore natural science and the outdoor environment.

FUNCTIONAL AREA 6: COMMUNICATION

Candidate actively communicates with school-age children and provides opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

Developmental Context

Communication between people can take many forms, including spoken words or sounds, gestures, eye and body movements, and touch. Children need to understand verbal and nonverbal means of communicating thoughts, feelings and ideas. Adults can help school-age children develop their communication skills by encouraging communication and providing ample opportunity for children to listen, interact, and express themselves freely with other children and adults.

Competencies and Indicator for Assessment

6-1. Models communication skills.

☐ Listens attentively to what children have to say and shows respect for their ideas.

☐ Accepts children's use of slang and popular expressions while serving as a model for standard use of language.

☐ Uses the different languages spoken by children and their families to enrich the program's language environment.

☐ Most communication is not for the sole purpose of giving direction or disciplining.

6-2. Provides materials that encourage language development/development of communication skills.

☐ Encourages children to read and write for pleasure, not because they must complete assigned work.

☐ Provides props, costumes, and other materials that encourage dramatic play. Making up skits, and puppetry.

☐ Stocks an area with materials that encourage writing such as pens, pencils, paper, bookbinding materials, and computer, if available.

☐ Provides (or arranges for use of) audio and videotape equipment children can use to record their storytelling, plays, skits, music and other creations.

☐ Includes books, magazines and reference materials in the quiet area in response to children's interests and exposes them to new ideas and topics.

☐ Includes reading and writing materials in all interest areas (for example, pencils and paper in the science and nature area) so children can record the results of their experiments.

☐ Encourages children to share folklore, oral traditions, stories, songs, and books that reflects their family cultural backgrounds.

☐ Offers materials and activities that respond to children's individual and developmental skills and interests.

6-3. Opportunities for children to develop and use communication skills in all activities.

☐ Uses knowledge of developmental stages to promote communication.

☐ Keeps in touch with the elementary school attended by children in the school-age program to find out what materials and activities the program can offer to build on or enrich the experiences offered in school.

☐ Uses group meetings as opportunities for children to share their ideas, raise concerns, and discuss solutions.

- ☐ Helps children find the words to express their ideas.

- ☐ Teaches children communication skills they can use throughout their lives.

- ☐ Helps children plan and implement special interest clubs that use or explore communication skills (e.g. publishing a newspaper, planting a garden, discussing favorite books, or learning about television production).

- ☐ Arranges the environment so there are places where children can work, play, and talk in small groups.

- ☐ Plans field trips and special activities to expand children's language skills and interest.

- ☐ Asks open-ended questions to encourage children to think and express their ideas.

- ☐ Observes children's nonverbal cues (e.g. body language, dramatic play, drawings, and stories) and uses the cues to ask questions about their ideas and feelings.

6-4. Introduces more complex communication skills such as assertiveness, conflict resolution, and refusal skills as children develop a grasp of more basic skills.

- ☐ Helps children express their feelings and discuss their problems verbally rather than use aggression to solve problems.

- ☐ Introduces children to brainstorming as a problem-solving tool.

FUNCTIONAL AREA 7: CREATIVE

Candidate provides opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas in individual ways and to express their creative abilities.

Developmental Context

All school-age children are imaginative and have creative potential. They need opportunities to develop and express these capacities. Creative play serves many purposes for children in their cognitive, social, physical, and emotional development. Adults should support the development of children's creative impulses by respecting creative play and by providing a wide variety of activities and materials that encourage spontaneous expression and expand children's imagination.

Competencies and Indicator for Assessment

7-1. Models and offers leadership for creative thinking and projects.

- ☐ Encourages children to take risks, learn from their experiences, and try again.

- ☐ Values the characteristics that make each child a unique individual.

- ☐ Accepts and values each child's unique creative expression and encourages children to express their ideas and feelings.

☐ Utilizes community resources to expose children to a variety of creative experiences.

☐ Offers activities that introduce new ideas and allow children to develop and carry out their own plans.

☐ Models creativity by sharing his or her interests, taking risks and solving problems.

☐ Candidate helps children try out new things in a spirit of discovery and curiosity.

7-2. Creates an environment that encourages children's creativity.

☐ Arranges the environment so children can spread out, explore, and be messy.

☐ Provides open-ended materials with which children can do many things.

☐ Surrounds children with examples of creative work.

☐ Offers materials that allow children to explore subjects and interests introduced at school and through experiences, such as field trips.

☐ Stores materials and equipment where children can easily select, replace, and care for them without adult assistance.

☐ Provides sufficient storage space for projects and creations which cannot be completed in one day.

☐ Allows creations to stay in place for several days so children can continue using them and possibly expand on them.

☐ Provides sufficient time in the daily schedule for children to make plans and carry them out.

☐ Follows a daily schedule that includes long blocks of time when children are free to organize their own games and activities without adult involvement.

7-3. Introduces children to new, creative processes, ideas, and activities.

☐ Calls attention to sensory experiences.

☐ Extends children's dramatic play.

☐ Plans a variety of cultural activities that introduce children to the art (e.g. drama, dance, music, literature, film, painting, drawing, and sculpture).

7-4. Encourages children to develop creative abilities.

☐ Asks a variety of questions that encourage children to think about things in new ways.

☐ Helps children understand that it takes hard work and practice to develop their talents.

- ☐ Helps children to use both convergent and divergent creative thinking.
- ☐ Helps children develop specific skills that can help in their creative work.
- ☐ Respond to children's ideas for projects and activities.

Goal III: Support Social and Emotional Development and Provide Positive Guidance

FUNCTIONAL AREA 8: SELF

Candidate provides physical and emotional security for each child and helps each school-age child know, accept, take pride in himself or herself and develop a sense of independence.

Developmental Context

All children need a physically and emotionally secure environment that supports their developing self-knowledge, self-control, and self-esteem, and at the same time encourages respect for feelings and rights of others. Knowing ones' self includes knowing about ones' body, feelings, and abilities. It also means identifying ones' self as a girl or boy and a member of the family and larger cultural community. Accepting and taking pride in ones' self comes from experiencing success and being accepted by others as a unique individual. Self-esteem develops as children master new abilities, experience success as well as failure, and realize their effectiveness in handling increasingly challenging demand in their own way.

Competencies and Indicators for Assessment

8-1. Respects individuality of children.

- ☐ Observes children to identify what makes them unique and lets them know their individuality is valued.
- ☐ Shows children in many ways that they are appreciated, valued, and enjoyed.
- ☐ Works with colleagues to make sure each child receives the individual attention he or she needs.
- ☐ Allows children to choose what they want to do and to choose not to participate in an activity.
- ☐ Helps children learn about and appreciate a variety of cultures and ethnic groups, including their own.
- ☐ Makes no bias remarks nor tolerates bias remarks by others.

8-2. Helps children identify, plan, and pursue their own interests and talents.

- ☐ Identifies children's interest through observation, surveys, and conversation.
- ☐ Offers a wide variety of activities that do not limit children's options because of individual differences.
- ☐ Provides children with time and resources needed to pursue their interests or master a skill.

8-3. Provides opportunities for children to experience success.

☐   Encourages children to see and acknowledge their own progress and successes.

☐   Lets children know they are cared for by offering a gentle physical or nonverbal contact – a hug, a touch, a smile.

☐   Uses genuine praise and recognition to acknowledge children's efforts and accomplishments.

☐   Helps children gain the skills they need to complete a task so they can overcome fear of failure.

☐   Helps children develop real life skills needed to become competent adults.

8-4. Encourages children to solve their own problems.

☐   Intervenes only when it seems they can't find a solution or when someone might get hurt.

☐   Helps children deal with setbacks by accepting their feelings and failures and responding respectfully.

☐   Listens carefully to children and takes their concerns seriously without interrupting, judging, or giving unasked-for advice.

8-5. Involves children in activities that allow children to learn positive social skills.

☐   Involves children in program's daily operations and weekly chores (responsibilities).

☐   Allows children to use their growing independence in safe and age- appropriate ways.

☐   Offers competitive sports and games that help children learn to value fairness, cooperation, and personal growth.

☐   Helps children gain the perspective of others.

☐   Provides opportunities for children to develop citizenship and leadership skills.

FUNCTIONAL AREA 9: SOCIAL

Candidate helps each school-age child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among school-age children and adults.

Developmental Context

Children need to develop social skills that help them work and play cooperatively and productively with other children and adults. To do this, children need to feel secure themselves, value other people, and enjoy positive social interaction. Valuing diversity is a social skill that staff

must model for children as well as seek out opportunities to help children increase their own sense of belonging and better understand the diversity of the world around them.

Competencies and Indicators for Assessment

9-1. Facilitates children's learning of social skills through environmental experiences, intentional teaching and role modeling.

- ☐ Observes and listens to learn how each child relates to others in the program.
- ☐ Observes and assists children who have difficulty being accepted by their peers.
- ☐ Identifies their own feelings, when appropriate, to model acceptable ways to express feelings.
- ☐ Models positive ways to interact with people of all ages and backgrounds.
- ☐ Accepts children's feelings while helping them learn to control their actions.
- ☐ Encourages children to value what makes each person a unique individual.
- ☐ Provides enough time in the schedule for self-selected activities so children can decide with whom they would like to be.
- ☐ Provides books that help children deal with their feelings about friendship, conflicts, ethnic diversity and, similar topics.
- ☐ Allows children plenty of time to talk to each other and to the staff.
- ☐ Sets up an area that encourages children to socialize (e.g. soft furniture, music, magazines, and books).
- ☐ Provides a variety of props and prop boxes that encourage children to explore their social world through dramatic play.

9-2. Builds sense of community among children and staff.

- ☐ Involves children in establishing rules that encourage use of social skills.
- ☐ Provides opportunities for children to belong to groups.
- ☐ Uses group meetings to solve problems that involve the other children.
- ☐ Plans multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor.
- ☐ Encourages children to help each other.
- ☐ Accepts children's need to establish their own identities as they use slang and create a culture separate from adults.

9-3. Helps children feel part of larger community.

- ☐ Offers opportunities for children to be involved in the community.
- ☐ Invites community members to share their special knowledge and skills with children.

FUNCTIONAL AREA 10: GUIDANCE

Candidate provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.

Developmental Context

Knowing what behavior is appropriate or acceptable in a situation is an important skill. Children develop this understanding when consistent limits and realistic expectations of their behavior are clearly and positively defined. Understanding and following simple rules can help children develop self-control. Children feel more secure when they know what is expected of them and when staff and parents' expectations realistically take into account each child's development and needs.

Competencies and Indicators for Assessment

10-1. Creates an environment of respect.

- ☐ Involves children in setting limits with children.
- ☐ Speaks with children in same tone and respect used with adults.
- ☐ Redirects children from inappropriate to appropriate behavior (for example, from play wrestling in the quiet area to playing a game in the gym).
- ☐ Considers the possible reasons for the children's behavior.
- ☐ Discusses children's misbehavior in private conversations.
- ☐ Offers assistance to children who are out of control.
- ☐ Provides creative outlets for expressing strong feelings.
- ☐ States directions and reminds children of rules in positive terms.
- ☐ Uses genuine positive praise when children use appropriate behavior.
- ☐ Fosters respect by prohibiting name calling, bullying, and other emotionally harmful interactions.
- ☐ Never uses harsh, sarcastic, or demeaning language or tone of voice with children, staff or families.

10-2. Uses positive problem solving and problem prevention methods.

- ☐ Allows children to experience the natural and logical consequences of their behavior.

☐ Listens to and accepts children's angry feelings while helping them understand the consequences of expressing those feelings inappropriately.

☐ Models appropriate ways to express negative feelings.

☐ Works with parents to help a child with a problem express his or her feelings in acceptable ways.

☐ Talks to children about their day at school, their friends, their concerns, and their feelings.

☐ Arranges the environment to encourage appropriate behavior (for example, creating clear traffic patterns, so children don't get in each other's way) and eliminates safety hazards.

10-3. Helps children develop and practice positive conflict resolution techniques.

☐ Teaches children how to use conflict resolution techniques to resolve their differences.

☐ Gives children opportunities to handle their disagreements without adult assistance.

☐ Holding group meetings during which children can raise concerns and grievances and work together to solve problems.

10-4. Follows a daily schedule that allows freedom within structure.

☐ Plans some games and activities that encourage cooperation rather than competition.

☐ Involves children in planning activities and selecting materials and equipment.

☐ Limits children's exposure to violence, i.e. electronic games, television, movie selections, etc.

☐ Explains written discipline policy that is shared with parents.

Goal IV: Establish Positive and Productive Relationships with Families

FUNCTIONAL AREA 11: FAMILIES

Candidate maintains an open, friendly and cooperative relationship with each school-age child's family, encourages their involvement in the program, and supports the school-age child's relationships with his or her family, respects the diversity of family structures and understands that children develop within the context of their families and culture.

Developmental Context

Today's families take many different forms. Each family has primary responsibility for its own children, and parents may share this responsibility for their children with others. The parents and the school-age practitioner become partners who communicate respectfully and openly for mutual benefit of the children, family, and the practitioner. School-age practitioners also recognize that parenthood is a developmental process and can support parents in this role.

Competencies and Indicators for Assessment

11-1. Demonstrates understanding it is important to establish a relationship with child's parents/family.

- ☐ Encourages families to visit program at any time.
- ☐ Provide an orientation for new parents/families so they can get to know staff and learn what children do each day.
- ☐ Shares information about him or herself with families to help them feel comfortable with the person who is caring for their child.
- ☐ Learns the names of family members and something about them to build trust.
- ☐ Shows respect for diversity in family make up and structure.
- ☐ Demonstrates respect for families and their input.
- ☐ Maintains confidentiality about all children and families.
- ☐ Makes an effort to get to know all of the parents in the program.

11-2. Develops a system of regular communication with parents and families.

- ☐ Holds parent-staff conferences to share information about each child's progress and to plan for the future.
- ☐ Uses a variety of communication strategies to inform parents and families about the program.
- ☐ Recognizes that parental/family involvement is not restricted to formal meetings but happens at every point of interaction.
- ☐ Shares interesting, positive information about each child's' day.

☐ Asks families to share information about their child's interests (at intake and periodically updating) and uses this information to individualize the program.

☐ Gives families information about their child's routines; for example, that the child didn't eat a snack.

☐ Holds regularly scheduled parent meetings and informal family events at times that are convenient for most family members.

11-3. Encourages parent/family involvement.

☐ Offers a variety of ways to participate in the program to accommodate parents' and families varied schedules, skills and interests.

☐ Lets families know their contributions are appreciated.

☐ Involves families often in making decisions about their child's activities and the program.

☐ Suggests ways to coordinate the child's program and home experiences.

11-4. Works constructively with parents to resolve behavior issues.

☐ Meets privately with parents when there is as issue or problem with a child's behavior, avoiding sharing negative information in front of other staff, parents, or children.

☐ Works with parents and families to develop a team approach and strategies to work effectively with the child.

☐ Responds to families' questions and waits to be asked before giving advice.

☐ Helps parents and families develop their own strategies for handling difficult behavior.

11-5. Serves as a resource to families.

☐ Surveys families' needs and interests and provides appropriate workshops and resources.

☐ Recognizes when parents and families are under stress and offers additional support.

☐ Introduces families to others who live in the same neighborhood and have children of similar ages.

☐ Notifies a supervisor when it seems that families need professional help.

Goal V: Ensure a Well-Run Purposeful Program Responsive to Participant Needs

FUNCTIONAL AREA 12: PROGRAM MANAGEMENT

Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.

Developmental Context

Running an effective program requires a systematic and responsive approach. A systematic approach means that the Candidate can determine the needs of the program, families and children; can make plans based on those needs; and can keep accurate records of needs, plans, and practices. Such an approach should be applied to keeping records of attendance, health status, and required forms. It should include specific plans for meeting the needs of children and coordinating communication among involved adults through written information, meetings with parents and resource persons, and frequent informal discussions.

Competencies and Indicators for Assessment

12-1. Engages parents and families in developing the program.

- ☐ Asks parents and families for information about their child's interests and abilities.
- ☐ Shares observation information with families and encourage them to help their children grow and develop.
- ☐ Uses parent/family surveys and open-ended questionnaires to collect information about children and to evaluate the program.

12-2. Works with staff to ensure program excellence.

- ☐ Participates in regular staff meetings.
- ☐ Conducts periodic joint observations to ensure accuracy.
- ☐ Provides substitute staff with adequate information about the program.
- ☐ Discusses observation records with colleagues when planning for individuals and groups.
- ☐ Appreciates and uses the strengths of other team members.
- ☐ Meets and talks with colleagues and the supervisor to provide input on program issues.

12-3. Develops a responsive high-quality program.

- ☐ Involves children in planning and evaluating the program.

☐ Changes aspects of the program to address individual cultures, interests, needs, and abilities.

☐ Conducts periodic surveys to identify children's interests and to encourage them to evaluate the program.

☐ Identify shared interests and help children form clubs to explore them.

☐ Use creative thinking and problem-solving skills in planning.

☐ Coordinate with the appropriate resources within the program as well as in the community.

12-4. Demonstrate understanding of program policy.

☐ States program policies and procedures and/or knows where to find them.

☐ Follows the program's system for accurate and timely record keeping.

☐ Answers parents' and families' questions about program policies and procedures; refers to the supervisor when appropriate.

12-5. Manages business operations.

☐ Completes management tasks according to a schedule.

☐ Administers the program, budget, and personnel appropriate to the staff position.

Goal VI: Maintain a Commitment to Professionalism

FUNCTIONAL AREA 13: PROFESSIONALISM

Candidate makes decisions based on knowledge of school-age development theories and practices, promotes quality in school-age services, maintains confidentiality at all times, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of school-age children and families.

Developmental Context

Professionals working with school-age children and their families make decisions based on knowledge of school-age development, appropriate school-age activities, and family life, and demonstrate a commitment towards quality programs for school-age children. The professional school-age staff member continues to set new goals and takes advantage of professional development or educational experiences that will help her/him to grow more competent. Recognizing that the way they relate to one another directly affects the quality of school-age programs and sets an example for children. Adults in school-age settings work to resolve issues and problems among themselves cooperatively and respectfully. They also work together to educate the community at large about the needs of school-age children. The staff member should develop relationships with other school-age professionals and establish a network for information support.

Competencies and Indicators for Assessment

☐ Regularly participates in professional development opportunities, such as conferences, workshops or course work, addressing personal growth.

☐ Has an ongoing professional development plan.

☐ Increases knowledge of current findings, best practices and other information related to providing high quality care for school-age children by reading professional journals, magazines, newsletters, etc.

☐ Belongs to a professional organization.

☐ Assists and becomes involved in other program staff's credentialing process.

☐ Keeps in touch with the school attended by children in the school-age program and finds out what materials and activities the program could offer to build on or enrich the experience offered in school.

☐ Creates ways to connect with communities.

☐ Serves as a mentor.

☐ Advocates for quality school-age programs.