Course Level and Learning Objectives/ Competency Alignment

The goal of alignment between course level and learning objectives is to assure coursework obtained from the PD Registry can be linked to specific competencies under each Standard Area. The expectation is that the chosen objectives will be addressed within the course to an extent that the participant can demonstrate competency at the course level selected in the chosen objectives.

- Instructors should use this document to align their learning objectives to the correct course level.
- The objectives chosen for a course must align with the chosen course level when entering or renewing a course.
- If multiple objectives are chosen with different aligned course levels, the instructor may choose the highest course level aligned.
  - If course level C1 is selected, all objectives must also be C1
  - If course level C2 is selected, there will be mostly C2 objectives with some C1 objectives possible.
  - If course level C3 is selected, there will be mostly C3 objectives with some C1 and C2 objectives possible.
- For every hour of professional development, only select 1-2 objectives. For example, if a training is two-hours, 2-4 objectives will be selected in total.

COURSE LEVELS:

C1: Knowledge Acquisition: At this level course participants understand the content and can describe how it relates to daily practice. Courses should align to learning objectives/competencies indicated at the C1 level below.

C2: Knowledge Application: At this level course participants are expected to not only understand content but also apply newly learned competencies within the allotted course time and implement within their daily practice once the course is completed. Courses should align to learning objectives/competencies indicated at the C2 level below.

C3: Critically Examine/Evaluate At this level course participants are expected to reflect upon daily practice to assess what is working, to analyze what may need to be adapted for better outcomes, and to explore the reasons impacting the outcomes. Participants at this level become competent in evaluating policy and practice to make positive change (or continuous quality improvement (CQI)) within their settings. Courses should align to learning objectives/competencies indicated at the C3 level below.

Standard Area 1 Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, and emotional, and linguistic domains, including bilingual/multilingual development.

Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains (C 1)

Identify critical aspects of brain development including executive function, learning motivation, and life skills (C 1)

Identify biological, environmental, protective, and adverse factors that impact children's development and learning (C 1)

Know the importance of social interaction, relationships, and play (C 1)

Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains (C 1)

Describe brain development in young children including executive function, learning motivation and life skills (C 1)

Describe how biology, environment and protective and adverse factors impact children's development and learning (C 1)

Describe how social interaction, relationships and play are central to children's development and learning (C 1)

Analyze and synthesize the theoretical perspectives and research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains (C 3)

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

Identify how each child develops as an individual (C 1)

Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers, and children in early school grades (C 2)

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Identify individual characteristics of each child through family and community relationships, observation, and reflection (C 1)

Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices (C 2)

Describe ways to learn about children (e.g. through observation, play, etc.) (C 1)

Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural, and linguistic variations of young children (C 1)

Evaluate, make decisions about, and communicate effective ways to learn about children (e.g. through observation, play, etc.) (C 3)

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

Identify family, social, cultural and community influences on children's learning and development (C 1)

Identify structural inequities and trauma that adversely impact young children's learning and development (C 1)

Know that quality early childhood education influences children's lives (C 1)

Describe the theoretical perspectives and core research base that shows that family and societal contexts influence young children's development and learning (C 1)

Describe how children's learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics (C 1)

Describe how structural inequities and trauma adversely impact young children's learning and development (C 1)

Describe how quality early childhood education influences children's lives (C 1)

Analyze, and synthesize the theoretical perspectives and research base that shows that family and societal contexts influence young children's development and learning (C 3)

Explain how and why quality early childhood education influences children's lives (C 1)

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally, and linguistically responsive, supportive, and challenging for each child (C 2)

Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender, and others) to intentionally support the development of young children (C 2)

Use available research evidence, families' knowledge, and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child (C 3)

Standard Area 2 Family–Teacher Partnerships and Community Connections

2a: Know about, understand, and value the diversity of families.

Identify and understand diverse characteristics of families and the many influences on families (C 1)

Identify stages of parental and family development (C 1)

Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives (C 1)

Identify that children can thrive across diverse family structures and that all families bring strengths (C 1)

Describe the theoretical perspectives and core research base on family structures and stages of parental and family development (C 1)

Describe the theoretical perspectives and core research base about the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives (C 1)

Explain why it is important to build on the assets and strengths that families bring (C 1)

Analyze and synthesize the theoretical perspectives and research base family structures and stages of parental and family development (C 3)

Analyze and synthesize the theoretical perspectives and research base of the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives (C 3)

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Identify the importance of having respectful, reciprocal relationships with families (C 1)

Recognize families as the first and most influential "teachers" in their children's learning and development (C 1)

Affirm and respect families' cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting (C 2)

Identify effective strategies for building reciprocal relationships and use those to learn with and from family members (C 1)

Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values, and goals into account (C 2)

Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers (C 2)

Use strategies to support positive parental and family development (C 2)

Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety, and developmentally appropriate practices (C 2)

Use a broad repertoire of strategies for building relationships to learn with and from family members (C 2)

Engage families as partners for insight into their children for curriculum, program development, and assessment, and as partners in planning for children's transitions to new programs (C 2)

Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible (C 2)

Contribute to setting-wide efforts to initiate and sustain respectful, reciprocal relationships with families and caregivers (C 3)

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Use a broad repertoire of strategies for building reciprocal relationships, with a particular focus on cultural responsiveness, to learn with and from family members (C 2)

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Identify types of community resources that can support young children's learning and development and to support families (C 1)

Partner with colleagues to help assist families in finding needed community resources (C 2)

Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance (C 2)

Support young children and families during transitions between classrooms and/or other early learning settings to help ensure a continuum of quality early care and education (C 2)

Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance (C 3)

Collaborate with early learning settings in the community to support and advocate for a continuum of quality early care and education that ensures successful transitions (C 3)

Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns) (C 2)

Standard Area 3 Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative, and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

Identify the central purposes of assessment (C 1)

Understand that observation and documentation are central practices in assessment (C 1)

Understand assessment as a positive tool to support young children's learning and development (C 1)

Describe the theoretical perspectives and core research base regarding the purposes and use of assessment (C 1)

Describe how assessment approaches should be connected to the learning goals, curriculum, and teaching strategies for individual young children (C 1)

Describe the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas (C 1)

Analyze and synthesize the theoretical perspectives and research base regarding the purposes and uses of assessment (C 3)

Explain why assessment approaches should be connected to the learning goals, curriculum, and teaching strategies for individual young children (C 1)

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

Identify common types of assessments that are used in early learning settings (C 1)

Identify the components of an assessment cycle including the basics of conducting systematic observations (C 1)

Describe the structure, strengths, and limitations of a variety of assessment methods and tools (including technology-related tools) used with young children (C 3)

Describe the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations (C 1)

Explain components of an assessment cycle including making decisions on "who, what, when, where, and why" in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching (C 2)

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

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Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed (C 1)

Support the use of assessment related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice (C 2)

Identify that assessments must be selected or modified to identify and support children with differing abilities (C 1)

Identify legal and ethical issues connected to assessment practices (C 1)

Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data (C 3)

Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed (C 3)

Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts (C 2)

Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities (C 3)

Describe the limitations of various assessment tools and minimize the impact of these tools on young children (C 3)

Analyze data from assessment tools to make instructional decisions and set learning goals for all children (C 3)

Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed (including high stakes assessments used for more than informing practice) (C 3)

Explain the research base and theoretical perspectives behind harmful uses of biased or inappropriate assessments Explain the developmental, cultural, and linguistic limitations of various assessment tools; recognize the circumstances under which use of these tools may be inappropriate (including the use of their results); minimize the impact of these tools on young children; and advocate for more appropriate assessments (C 3)

Analyze data from assessment tools to make instructional decisions and set learning goals for children, differentiating for all children including those who are exceptional learners (C 3)

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Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data as well as support others on the teaching team in doing so (C 3)

Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals, and policymakers (C 3)

3d: Build assessment partnerships with families and professional colleagues.

Partner with families and other professionals to support assessment-related activities (C 2)

Support young children as part of IFSP and IEP teams (C 2)

Initiate, nurture and be receptive to requests for partnerships with young children, their families, and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children (C 2)

Work with colleagues to conduct assessments as part of IFSP and IEP teams (C 2)

Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs (C 2)

Demonstrate ability to skillfully communicate with families about the potential need for further assessment/supports when this information may be difficult for families to hear (C 2)

Standard Area 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

Establish positive and supportive relationships and interactions with young children (C 2)

Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture, and languages to the early learning setting (C 1)

Support a classroom culture that respects and builds on all that children bring to the early learning setting (C 2)

Describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children (C 1)

Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting (C 2)

Analyze and synthesize the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children (C 3)

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills (C 1)

Use teaching practices with young children that are appropriate to their C of development, their individual characteristics, and the sociocultural context in which they live (C 2)

Describe the theoretical perspectives and core research base about various teaching strategies used with young children (C 1)

Use teaching practices that incorporate the various types and stages of play that support young children's development (C 2)

Use teaching practices that support development of young children's executive function skills (C 2)

Analyze and synthesize the theoretical perspectives and research base on various instructional practices used with young children (C 3)

Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the C of development, individual characteristics and interests, and sociocultural context of young children (C 3)

Design, facilitate and evaluate teaching practices that incorporate the various types and stages of play that support young children's development (C 3)

Design, facilitate and evaluate teaching practices that support development of young children's executive function skills (C 3)

4c: Use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Use developmentally appropriate, culturally, and linguistically relevant teaching practices to facilitate development and learning and classroom management (C 2)

Apply knowledge about age Cs, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines (C 2)

Use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant teaching approaches to facilitate development, learning and classroom management (C 2)

Guide and supervise implementing effective teaching practices and learning environments (C 3)

Standard Area 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

Identify the central concepts, methods, tools of inquiry, structure and resources related to Approaches to Learning Through Play (C1)

Identify the central concepts, methods, tools of inquiry, structure and resources related to Language and Literacy Development (C1)

Identify the central concepts, methods, tools of inquiry, structure and resources related to Mathematical Thinking and Expression (C1)

Identify the central concepts, methods, tools of inquiry, structure and resources related to Scientific Thinking and Technology (C1)

Identify the central concepts, methods, tools of inquiry, structure and resources related to Social Studies Thinking (C1)

Identify the central concepts, methods, tools of inquiry, structure and resources related to Creative Thinking and Expression (C1)

Identify the central concepts, methods, tools of inquiry, structure and resources related to Health, Wellness and Physical Development (C1)

Identify the central concepts, methods, tools of inquiry, structure and resources related to Social and Emotional Development (C1)

5b: Understand pedagogical content knowledge— how young children learn in each discipline —and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn (C 1)

Describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions (C 2)

Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas (C 1)

Analyze and synthesize the theoretical perspectives and research base undergirding pedagogical content knowledge (C 3)

Analyze models of engaging young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas (C 3)

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Identify early learning standards relevant to the state and/ or early learning setting (C 1)

Support implementation of curriculum across content areas for birth- age 8 settings (C 2)

Support implementation of curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-age 8 settings (C 2)

Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings (C2)

Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas (C 2)

Support the implementation of curriculum across content areas for K-3 settings (C 3)

Select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in birth-five settings (C 3)

Support implementation of curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in K-3 settings (C 2)

Analyze the content in an integrated curriculum across content areas for birth-age 8 settings (C 3)

Standard Area 6 Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

Identify as a committed professional in the early childhood education field (C 1)

Be a member of a professional early childhood education organization (at the local, state, or national C) (C 2)

Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities, and colleagues (C 1)

Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting (C 2)

Describe the distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole (C 1)

Describe the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities, and colleagues (C 1)

Describe the basics of how public policies are developed (C1)

Take responsibility for increasing the stature of the early childhood field (C 3)

Analyze and synthesize the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and

assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities, and colleagues (C 3)

Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national, or global levels (C 2)

6b: Know about and uphold ethical and other early childhood professional guidelines. Early childhood educators have a compelling responsibility to know about and uphold ethical guidelines, federal and state regulatory policies, and other professional standards because young children are at a critical point in their development and learning and because children are vulnerable and cannot articulate their rights and needs.

Identify the core tenets of the NAEYC Code of Ethical Conduct and abide by its ideals and principles (C 1)

Practice confidentiality, sensitivity and respect for young children, their families, and colleagues (C 2)

Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities (C 2)

Identify the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations (C 1)

Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas (C 3)

Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/designation in the profession (C 3)

Facilitate the use of the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas (C 3)

Explain the background and significance of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations (C 1)

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

Apply proper grammar, spelling, and usage of terms when communicating with young children, families, and colleagues equivalent to the expected C of a U.S. high school graduate (C 2)

Supports communication with families in their preferred language (C 2)

Use clear and positive language and gestures with young children (C 2)

Use a positive, professional tone to communicate with families and colleagues (C 2)

Use appropriate technology with facility to support communication with colleagues and families, as appropriate (C 2)

Conduct sensitive, challenging conversations with young children, their families, and colleagues (C 2)

6d: Engage in continuous, collaborative learning to inform practice.

Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children (C 2)

Participate in and act on guidance and reflective supervision related to strengths and areas for growth (C 2)

Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team (C 3)

Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines (C 2)

Identify the theoretical perspectives and research base related to continuous and collaborative learning and leadership (C 1)

Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting (C 3)

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Regularly reflect on teaching practice and personal biases to support each child's learning and development (C 3)

Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues (C 3)

Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry (C 3)

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Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues (C 3)

Standard Area 7 Health and Safety

7a: Understand the importance of physical health and safety in creating environments that support young children's learning and development.

Identify policies and procedures that ensure all children's maximum healthy participation within the classroom (C 1)

Identify and follow sanitation practices that reduce the spread of germs (C 2)

Identify essential health habits and provide daily opportunities for physical fitness activities (individually, age, and ability appropriate) for children that help them develop and maintain physical fitness (C 2)

Develop and implement individualized plans that meet the health-related needs of children, by collaborating with families and other professionals (C 2)

Describe the importance of and assist in the completion and maintenance of health information for children in the classroom (C 2)

Identify and follow relevant laws and regulations related to child supervision practices to protect children and minimize risk (C 2)

Describe and apply the procedures for reporting Identified health and safety risks in the environment (C 2)

Arrange indoor and outdoor classroom environments that are physically safe and meet regulatory/safety requirements (C 2)

Identify key components of an effective emergency preparedness plan (C 1)

Identify and follow current laws, regulations, and professional obligations to report suspected child abuse and neglect (C 2)

Explain policies and procedures that ensure all children's maximum healthy participation within the classroom (C 1)

Evaluate policies and procedures to ensure all children's maximum healthy participation within the classroom (C 3)

7b: Understand and implement healthy nutrition practices that promote young children's learning and development.

Describe the dietary needs associated with age-related development and ways to accommodate children's and families' special needs and preferences, following what families practice at home (C 1)

Describe and apply safe food handling procedures (C 2)

Identify ways to ensure the provision of nutritious meals that meet required guidelines and accommodate children's and families' special needs and preferences, following what families practice at home (C 1)

Describe safe, healthy, and enjoyable feeding and mealtime experiences, following what families practice at home (C 1)

Identify ways to ensure the provision of nutritious meals that meet required guidelines and accommodate children's and families' special needs and preferences, following what families practice at home. Educate and raise awareness with families about the importance of nutrition for optimal child development (C 2)

7c: Understand and support the connection between staff mental health and effective teaching practice.

Develop self-care habits for one's own well-being and to be better able to build responsive relationships with children, families, and others (C 2)

Seek ongoing support and guidance when feeling stressed and overwhelmed (C 2)

Use reflective practice to understand own emotional response to work with children and families (C 3)

Access health, social services and/or community supports for personal well-being (C 2)

7d: Understand and support the connection between child and family mental health and positive learning experiences and environments.

Encourage families to communicate their needs and seek ongoing support when feeling stressed and overwhelmed (C 2)

Engage in active listening and reflective practice when working with children and families (C 2)

Assist families in accessing health services, social services and/or community supports for family well-being (C 2)

K8 Program Organization and Administration

8a: Understand and apply the components of effective program management.

Describe the components of effective program management (C1)

Explain components and process to develop a strategic plan (C1)

Describe financial tools, processes and policies necessary to make sound fiscal decisions within programs (C1)

Use financial tools, processes and policies necessary to make sound fiscal decisions within programs (C2)

Analyze financial tools, processes and policies necessary to make sound fiscal decisions within programs and develop plans for continuous quality improvement (C3)

8b: Understand and implement strategies to support effective staff.

Describe supports and resources to develop highly effective staff (C1)

Implement supports and resources to develop highly effective staff (C2)

Analyze available supports and resources to develop highly effective staff and develop plans for continuous quality improvement (C3)

Describe labor laws, ethical and legal considerations, relevant regulations related to human resource business practice (C1)

Follow applicable labor laws, ethical and legal considerations, relevant regulations related to human resource business practice (C2)

Evaluate human resource policies for ethical, legal, and regulatory implications and develop plans for continuous quality improvement (C3)

8c: Understand and implement marketing strategies, including technology-based strategies to sustain and build program impact.

Describe business marketing strategies (C1)

Apply business marketing strategies (C2)

Evaluate marketing strategies currently used and develop plans for continuous quality improvement (C3)

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