Alaska's Early Care and Learning

Core Knowledge and Competencies

Alaska System for Early Education Development
Alaska's early childhood professional development system

SEED
System for Early Education Development

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1. Introduction

What are Core Knowledge and Competencies?

Welcome to Alaska's System for Early Education and Development (SEED) Core Knowledge and Competencies (CKC) document. This document is designed to provide information about what early childhood professionals who work with young children need to know, understand and demonstrate to best facilitate children's learning and development. It is also a resource document for early childhood professionals who work in administrative, policy, higher education, and teaching roles.

The CKC are designed to complement other systems that are related to and align with the early care and learning systems in Alaska to include family support services, home visiting, economic support, health and mental health.

2. About Alaska's Early Childhood Professional Development System

SEED: Alaska's Early Childhood Professional Development System

The Alaska System for Early Education Development, or Alaska SEED, is Alaska's early childhood professional development system for early childhood professionals in the field of early care and learning in Alaska. SEED is a statewide collaborative approach to professional development integrating and recognizing the needs of a diverse workforce. Alaska's integrated professional development system crosses sectors serving early childhood professionals working in direct and non-direct service roles including:

- Head Start and Early Head Start
- Child care programs in centers and homes
- Prekindergarten programs in community-based and school-settings
- Public school programs (K-3)
- Early intervention and special education services
- Home visiting programs
- Resource and referral agencies
- Higher education institutions
- State Departments of Education and Early Development and Health and Social Services
- Other early childhood care and learning partner agencies

SEED was formed in 2001 with funding from the Federal Department of Education and was originally managed by the University of Alaska Southeast in partnership with the Department of Education and Early Development. Now, **thread**, Alaska's Child Care Resource and Referral Agency, is the organizational home for Alaska SEED with funding from the State of Alaska Department of Health and Social Services.

SEED Professional Development Committee

In Alaska, the SEED Professional Development Committee (PDC), a cross-sector of early childhood stakeholders, oversees and guides the work of SEED to integrate, unite and advance the needs of Alaska's diverse workforce, including all early childhood sectors that serve children from pre-natal through 8 and their families.

The National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) jointly funded by the federal Administration for Children and Families, Office of Child Care and Office of Head Start identifies five key elements of an aligned professional development system. The SEED PDC utilizes these elements to guide Alaska's Professional Development Plan. They include: 1) Core and Competencies; 2) Career Pathways (SEED Career Ladder); 3) Professional Development Capacity; 4) Access to Professional Development; 5) Funding.

The SEED PDC recently added a sixth key element, Governance, in updating Alaska's Professional Development Plan for the Early Care and Learning Workforce which provides the framework for continued growth of a cross-sector professional development system in Alaska.

SEED has the following six goals for early childhood professional development in Alaska:

- The Core Knowledge and Competencies link to all training and are used by all professionals working with the children birth to age 8, including Infant/Toddler, School-age and Special Needs sectors.
- Support the establishment of educational standards for early care and learning professionals.

- Increase the quality of early education training as a part of the professional development system by linking to Trainer Training Registry.
- Develop and implement a continuum of supports to develop and retain qualified early care and learning professionals.
- There is sufficient blended funding to support professional development, wages and program quality incentives.
- Alaska SEED supports a collaborative approach to promote a sustainable professional development system that supports early care and learning services to improve outcomes for young children.

The current Professional Development Plan can be accessed through the SEED website:
http://www.seedalaska.org/

SEED Registry and Career Ladder

One of the most critical elements to ensuring a successful system for early care and learning in Alaska is having the right information to paint a picture of the trends and needs of our workforce. A part of Alaska SEED is the SEED Registry, a member-based database for early childhood professionals to track and plan their own professional development as well as document and quantify professional accomplishments. The SEED Registry includes all those who work with young children and their families, including Head Start, Infant Learning Program, Before/After School programs, family and center-based child care professionals, child care directors, administrators, all teachers of children preschool through age 8, support staff and those who provide training for early educators. The SEED Registry tracks the workforce's ongoing education and training through the SEED database to:

- Document and quantify educational growth and accomplishments;
- Provide information to employers and parents about the early childhood professional credentials of staff working in all early care and learning settings through the SEED Career Ladder certificate;
- Provide critical information to legislators and policy makers about the trends of early childhood professionals working in the early care and learning field;
- Drive quality and accountability for early care and learning practitioners and programs;
- Bring increased recognition, professionalism and compensation to the early care and education field.

The Alaska SEED Career Ladder is a career pathway recognizing credit-based education and training for all early care and learning professionals. The Registry awards a SEED certificate to SEED Registry members verifying placement on the SEED Career Ladder. The Registry staff validates and evaluates credit-based professional development and specialized credentials for placement on the SEED Career Ladder.

Trainer and Training Approval System

The SEED Trainer and Training Approval System is a part of the SEED Professional Development System and the SEED Registry, administered by **thread**. The Trainer and Training Approval system provides quality assurance for early childhood trainers and training in Alaska

The trainer and training approval system ensures that training content reflects current research, aligns with the SEED Registry, Core Knowledge and Competencies and the Early Learning Guidelines, and is delivered in a way that reflects how adults learn.

Alignment Between Components of other Early Childhood Systems

- **Early Childhood Comprehensive Systems (ECCS)** project facilitates the building and implementation of statewide comprehensive systems of care that support family and community approaches to promoting positive early development and early school success for young children. The ECCS related goals are:

1. Early care and learning programs for children birth through age eight based on standards of best practice.
2. The early childhood workforce will be well-qualified and fairly compensated.

- **Learn & Grow**

    Learn & Grow, Alaska's Quality Recognition and Improvement System (QRIS), is a recognition system that advances the quality of early care and learning to foster the success of young children. Learn & Grow provides a framework for assessing, improving, and communicating the level of quality in early care and learning programs.

    The Learn & Grow standards of: 1) Relationships & Learning Environment; 2) Family Engagement; 3) Leadership & Management; 4) Health & Safety; and 5) Staff Qualifications and Professional Development, align with the Core Knowledge and Competency goals and standards.

3. About Core Knowledge and Competencies

Purpose and Definition

Early care and education settings are diverse, but the foundation of knowledge needed by all practitioners is at its core, the same. The Core Knowledge and Competencies are designed for all professional development levels and for all settings. Additional course work, credentials, endorsements and work experience can build on this foundation for increasing competence for all early childhood professionals.

- **Core knowledge:** the central concepts that adults who work with young children need to know and understand to facilitate children's learning and development.
- **Core competencies:** the central range of observable skills that adults who work with young children need to facilitate children's learning and development.

Together these "cores" create a foundation for the SEED Professional Development system by providing a road map for curriculum development, organizing and approving training and trainers, informing academic coursework, as well providing a basis for the levels on the SEED Career Ladder. Core Knowledge and Competencies create a common language that provides for early educator's learning outcomes and a tool to document skills throughout a practitioner's professional development. Additionally, Alaska's SEED System includes a cross sector approach that promotes movement within the field to increase overall retention as practitioners are prepared to work in more than one sector.

CKC define the desired content and skill areas for professional training and education. Systems must have the **capacity** to deliver these opportunities to the workforce and the ability to support **access** to training and education in order to increase knowledge and competence. Development of **CKC** should result in a workforce that makes progress on the **career pathway**, with increased **compensation and benefits**. Successful implementation includes supportive **workforce conditions** that allow for knowledge and skills to translate into improved practice and contribute to job satisfaction and retention (PDW Center).

Why are they important?

Core knowledge and competencies provide a fundamental and consistent set of knowledge and skill areas that are common to all roles working with children from birth to age eight. Adults working in early childhood make countless daily decisions that impact children's healthy development and learning. It is critical that these decisions be made based on nationally recognized standards of best practice. There are many benefits to having a clearly defined core body of knowledge and competencies:

- Enables those working in early childhood to understand child development in a cultural and comprehensive

context, which will result in better care and development of young children in Alaska, and quality programs for children and families.

- Enhances the profession of early care and education by requiring specialized knowledge, skills, and dispositions gained through education and ongoing professional development.
- Provides a framework for the preparation of those entering the field and the continued professional growth of those already working with young children and their families.
- Provides a helpful tool as individuals assess their own knowledge and skill levels, from entry level to mastery, and charts a course for professional development.

How were they developed?

The Core Knowledge and Competencies are based on what research and national professional organizations have indicated as the critical set of skills, knowledge and attitudes needed to work with young children and their families. In Alaska, the SEED Professional Development Committee has selected the National Association for the Education of Young Children (NAEYC) Teacher Standards, the Alaska Teaching Standards, and the Standards for Culturally Responsive Teaching in Alaska as a basis for the Core Knowledge and Competencies.

The Alaska Early Learning Guidelines (ELG's) provide guidance on what young children should know and be able to do at specific developmental stages. Alaska's Core Knowledge and Competencies link with the ELG's to ensure that early educators are prepared to foster children's learning across multiple domains. The ELG's serve as a source document, informing practitioners and parents about expectations for children's development and learning. Additionally, Alaska's Core Knowledge and Competencies are inclusive of DEC standards, Head Start Performance Standards, and the Council for Professional Recognition CDA Competency Standards, which are the national standards used to evaluate a caregiver's performance with children and families during the CDA assessment process. The six Competency Goals are:

I.   To establish and maintain a safe, healthy learning environment

II. To advance physical and intellectual competence

III. To support social and emotional development and to provide positive guidance

IV. To establish positive and productive relationships with families

V.   To ensure a well-run, purposeful program responsive to participant needs

VI. To maintain a commitment to professionalism

How are they used?

Core Knowledge and Competencies provide all who work within Alaska's early care and learning sectors a common set of standards upon which training, technical assistance, and post-secondary coursework can be designed and aligned.

The Core Knowledge and Competencies may be used by professionals working directly with young children as a self-assessment tool to identify gaps in competency areas where additional education or training is needed or used to document the skills used in working with young children and families. The CKC can also be used as a tool to support self-reflection and track progress as new skills are gained.

Credentials and Licensing

Alaska's Core Knowledge and Competencies can also be used to align with existing professional development credentials and licensing regulations. Tier 3 of the CKC includes the knowledge and skills comparable to a Child Development Associate (CDA) credential. Tier 3 also aligns with Levels 7 on the Alaska SEED Career Ladder if a practitioner has a current CDA credential.

Alaska's child care licensing regulations also have specific requirements and qualifications for caregivers working in various child care settings that align with the CKC. At the time Alaska's Core Knowledge and Competencies were being written, the Department of Health and Social Services proposed the adoption of regulation changes to child care facility licensing requirements, including child care centers, group homes or child care homes. For a copy of the current licensing requirements, please contact the Child Care Program Office.

Different ways the Core Knowledge and Competencies may be used:	
Caregivers/Teachers	• Assess level of knowledge and skill in the six content areas. • Identify specific areas of need for professional development (e.g., training/education).
Directors, Program Administrators	• Specify professional development (e.g., training/education) requirements for staff job descriptions. • Develop staff professional development (e.g., training/education) plans and policies. • Establish a salary scale based on levels of competency.
Trainers, Training	• Plan and organize professional development (e.g., Organizations training/education). • Promote professional development (e.g., training/education) opportunities.
Higher Education Faculty, Staff and Administrators	• Coordinate and design course content and facilitate articulation between institutions of higher learning. • Assess current program content to determine course development.
Federal, State and Local Agencies	• Develop and implement programs and funding that will enhance professionalism in the field of early care and education.
Parents	• Assess content knowledge of potential or current caregivers and teachers of their children.
Others	• Public and private investments, incentives and initiatives that encourage and facilitate professional competency. • Early childhood advocates educate parents, general public, policy makers about the need for and the impact of professional standards on the quality of early care and education.

Core Knowledge and Competencies inform one part of Alaska's larger Early Childhood System. An early childhood system includes three parts:

- The program that delivers early care and education services → program standards
- The people who receive the services → learning standards
- The people who provide the services → professional standards

To determine if quality services are being provided requires looking at all three parts. In Alaska, program standards begin with licensing regulations as the minimum and progress to accreditation standards. Accreditation is administered from various entities to include the National Association for the Education of Young Children, the National Association of Family Child Care, National After School Association, and others. The Environmental Rating Scales are another mechanism being widely used to assess program quality in many settings. Alaska's emerging Quality Recognition and Improvement System (QRIS), Learn & Grow, will provide additional program standards and more resources for building quality in the future.

Alaska's ELG's provide the essential information for examining learning standards for those who love, care for, and educate young children. Early Learning Guidelines are used by families and local communities; by states; and internationally by countries in order to strengthen and coordinate early childhood practices, programs and policies. Head Start, Infant Learning Programs and Public School Districts utilize learning standards to measure how children and their families are doing and how responsive programs are in meeting children's needs.

Alaska's Core Knowledge and Competencies are broad and can be tailored to support everyone working in the field of early care and learning whether they are classroom teachers, center-based and family child care professionals, Head Start/Early Head Start, ILP professionals, administrators, child care resource and referral staff, trainers, etc. Core Knowledge and Competencies are consistent with the National Association for the Education of Young Children (NAEYC) Standards, Division of Early Childhood of the Council for Exceptional Children (DEC), Federal Head Start Program Performance Standards, and the Child Development Associate (CDA) Credential Competency Standards.

There are multiple uses for this document that may include the following but are not limited to:

- Early childhood professionals working directly with children and families can use the Core Knowledge and Competencies to assess their current skills and identify areas to improve their practice.
- Administrators of early care and learning programs can use them to create staff orientation, develop job descriptions, training plans and staff evaluations.
- Higher education instructors can utilize them in planning and evaluating course content and as a framework for articulation and transfer agreements.
- Home visitors, including prevention and early intervention and mental health practitioners can utilize the CKC to guide their practice. CKC could also be used to develop effective hiring practices and training plans for staff.
- Alaska SEED will utilize the CKC as the foundation of the professional development system, including for trainer and training approval, training registration and tracking.
- State and Local Agencies could integrate the CKC into policies and regulations to support quality early care and education programs and services.

4. About this Document

Core Knowledge Areas

The core knowledge areas are the central concepts that adults who work with young children need to know and understand to facilitate children's learning and development.

Core Competencies

Levels of Competence refer to a range of observable skills and abilities that adults who work with young children need to facilitate children's learning and development.

Tiers of Competence

Alaska's Core Knowledge and Competencies document includes six standards or areas of competency. Each standard describes the knowledge and skills professionals need to work with children birth through age eight and their families. These six areas are:

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Their Families
4. Using Developmentally Effective Approaches
5. Using Content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

Each standard is divided into two to three subheadings that further articulate the knowledge and skill of that particular standard. Within each subheading are multiple competencies organized by tiers. The tiers of competency start with the basic skills necessary to enter the field and continue through an advanced tier of academic preparation and varied experience. The five tiers are cumulative. Tier 2 includes all the competencies of Tier 1 in any particular category. Tier 3 includes competencies in Tier 1 and Tier 2, and so on.

▶ **Tier 1** sets the foundation for early care and education and includes the basic knowledge and skills expected of a professional new to the field, or one who has been in the field with little opportunity for specialized training or education.

▶ **Tier 2** includes **Tier 1** plus the knowledge and skills attained through training that meets CDA guidelines and includes at minimum 3 of the 8 CDA content areas up to 3 EC credits.

▶ **Tier 3** includes **Tiers 1 and 2** plus knowledge and skills equivalent with a Child Development Associate credential up to18 EC credits.

▶ **Tier 4** includes **Tiers 1, 2, and 3** plus knowledge and skills commensurate with an associate degree up to a bachelor's degree in early childhood education or child development or a degree in an unrelated field with up to 30 EC credits.

▶ **Tier 5** includes **Tiers 1 through 4** plus knowledge and skills commensurate with an advanced degree in early childhood or child development or a degree in an unrelated filed with 30 EC credits.

SEED Career Ladder

The SEED Career Ladder provides a pathway articulating advancement in the early care and learning profession. It provides a common system for everyone working in this field. Alaska's career ladder has twelve levels from entry to Ph.D. It includes a parallel career ladder for those working in the early intervention field. The SEED Professional Development Committee has established an alignment between the Core Knowledge and Competencies and the SEED Career Ladder:

CKC Tiers 1-5	SEED Career Ladder Levels 1-12
Tier 1: Sets the foundation for early care and education and includes the basic knowledge and skills expected of a professional new to the field, or one who has been in the field with little opportunity for specialized training or education.	**Level 1:** Working or learning in the early childhood and/or school-age profession **Level 2:** 24 hours SEED-approved training with a High School diploma, GED, or the equivalent **Level 3:** 40-hours SEED-approved training OR 1 SEED EC related field credit
Tier 2: Includes **Tier 1** plus the knowledge and skills attained through training that meets CDA guidelines and includes a minimum of 3 of the 8 CDA content areas up to 3 EC credits.	**Level 4:** 80 hours of SEED-approved training OR 2 EC related field credits **Level 5:** 120 hours of SEED-approved training OR 3 EC related field credits
Tier 3: Includes **Tiers 1 and 2** plus knowledge and skills equivalent with a Child Development Associate credential up to 24 EC credits.	**Level 6:** Current CDA OR 6 EC related field credits OR Alaska Early Childhood Family Child Care Credential **Level 7:** 12 EC related field credits OR Alaska Early Childhood Center Administrator Credential **EI/ILP Track:** Developmental Associate I: Current CDA, current PAT credential, or 12 EC credits AND completion of applicable sections Part C Credential **Level 8:** 24 EC related field credits **EI/ILP Track:** Developmental Associate II: AA Degree in related field without licensure AND completion of applicable sections of the Part C Credential
Tier 4: Includes **Tiers 1, 2, and 3** plus knowledge and skills commensurate with an associate degree up to a bachelor's degree in early childhood education or child development or a degree in an unrelated field with up to 30 EC credits.	**Level 9:** AA Degree in EC or related field OR BA Degree in unrelated field with 12 EC related field credits **EI/ILP Track:** Developmental Specialist I: BA Degree in related field with current certification or licensure OR AA degree in a related field with current licensure AND completion of the Part C Credential **Level 10:** BA Degree in EC or related field OR BA Degree in unrelated field with 12 EC related field credits **EI/ILP Track:** Developmental Specialist II: BA degree in related field with current certification or licensure AND completion of the Part C Credential
Tier 5: Includes **Tiers 1 through 4** plus knowledge and skills commensurate with an advanced degree in early childhood or child development or a degree in an unrelated field with 30 EC credits.	**Level 11:** MA Degree in EC or related field OR MA Degree unrelated field 30 EC related field credits **EI/ILP Track:** Developmental Specialist III: MA Degree in related field with current certification or licensure AND completion of the Part C Credential **Level 12:** Doctorate in EC or related field OR Doctorate in unrelated field with 30 EC related field credits **EI/ILP Track:** Developmental Specialist IV: Doctorate in related field with current certification or licensure (as required) AND completion of the Part C Credential

5. Core Knowledge and Compentencies Standards

Standard 1:	Promoting Child Development and Learning

A. How Children Develop

B. Understanding Influences on Child Development

C. Building Appropriate and Responsive Environments

Promoting Child Development and Learning

Early childhood professionals are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

A. How Children Develop

Tier 1 Competencies:

☐ Recognizes that development occurs in a continuum.

☐ Recognizes that children respond to situations differently.

☐ Identifies basic developmental milestones of children prenatal through middle childhood.

☐ Identifies and defines developmental domains (physical, cognitive, social/emotional, and communication).

☐ Identifies several ways that children are different from adults in learning, thinking, behavior, and needs.

☐ Defines temperament and the role it plays in how children respond to people and the environment.

☐ Describes the role of play and exploration in children's overall development.

☐ Recognizes the importance of observing and documenting children's development.

Tier 2 Competencies:

☐ Explains how findings from brain development research apply to early care and education practices.

☐ Can identify the major theories and theorists of child development.

☐ Adapts care and education to children's changing needs.

☐ Describes the sequence of communication development.

☐ Describes the sequence of physical development, including gross and fine motor skills.

☐ Describes the sequence of cognitive development in children, including language and communication.

☐ Describes the sequence of social and emotional development in children.

☐ Distinguishes between typical and atypical development, recognizing that there is a range of ages at which children acquire skills.

☐ Documents through child observation and screening any risk factors, delays or disabilities that may indicate a need for special services.

Tier 3 Competencies:

☐ Explains the physical, social/emotional and cognitive differences of children as relates to the children in their care.

☐ Explains social and learning styles of children and various ways children learn.

- ☐ Explains current theories and ongoing research in early care and education as it applies to the children in their care.
- ☐ Uses observation strategies to analyze children's play, interests and actions and record developmental changes.
- ☐ Monitors children's health status and intervenes appropriately when it impacts their behavior, interaction and learning.
- ☐ Names a variety of practices that support brain development in infants and toddlers and chooses appropriate practices within the program.

Tier 4 Competencies:

- ☐ Applies major theories and interrelationships across developmental areas of early care and education.
- ☐ Integrates information from observation, including recordings on growth and development.
- ☐ Integrates information on growth, development, and learning patterns of individuals and groups and applies to practice.
- ☐ Identifies strengths, needs, and interests of each child and develops strategies to support each child's growth and development.
- ☐ Share information with families about the general principles of child growth and development.
- ☐ Demonstrates knowledge of inclusive philosophy and practices.

Tier 5 Competencies:

- ☐ Articulates, applies, analyzes, and evaluates current theory, research and policy on child growth and development.
- ☐ Uses observation and assessment tools in communication with families.
- ☐ Communicates major theories, research and issues relevant to child growth and development to families in a way that is meaningful.

B. Understanding Influences on Child Development

Tier 1 Competencies:

- ☐ Defines adult-infant attachment and explains how it is important in supporting exploration and later development.
- ☐ Describes the relationship between fulfilling children's basic needs and its impact on growth and development.
- ☐ Understands that children's families and other social environments play important roles in supporting and shaping development.
- ☐ Respects and accepts cultural differences, including family values and strengths, and the positive effects those differences may have on behavior and development.
- ☐ Recognizes that stress resulting from trauma, abuse, neglect, poverty, and other factors impacts children's development and behavior in individual ways.

Tier 2 Competencies:

- ☐ Demonstrates knowledge of the effects of biological and environmental factors on development.
- ☐ Describes different patterns of attachment and the ways that adult interactions support the development of healthy attachment relationships.
- ☐ Identifies characteristics of people and environments that promote and support development.
- ☐ Describes specific ways that stress due to trauma, abuse, neglect, poverty, and other factors impacts children's development and behavior.

- ☐ Acknowledges that children can demonstrate their cultural knowledge and capabilities in many ways.

Tier 3 Competencies:

- ☐ Supports children in creating healthy attachment relationships with significant adults.
- ☐ Creates environments and experiences that affirm and respect cultural, linguistic, ethnic and socio-economic diversity.
- ☐ Responds appropriately to the variety of ways children experience grief and loss.
- ☐ Displays student work that reflects local cultural knowledge and ways of life.

Tier 4 Competencies:

- ☐ Employs strategies that support and optimize the healthy development of children.
- ☐ Demonstrates ability to embrace and integrate cultural, linguistic, ethnic and socio-economic diversity into the daily curriculum by partnering with families and caregivers to incorporate and value aspects of language and traditions into the daily routine.
- ☐ Demonstrates knowledge of inclusive philosophy and practices and recognizes the range of development in young children.
- ☐ Analyzes physical or behavior changes in children as possible indicators of the presence of stress and takes appropriate action.

Tier 5 Competencies:

- ☐ Understands and articulates research and theory related to the range of influences on child development.
- ☐ Teaches and mentors others in understanding influences on child development related to environmental, socio-economic, cultural, and relationship factors.
- ☐ Facilitates children's participation in meaningful community-based cultural activities that are embedded with academic content.

C. Building Appropriate and Responsive Environments

Tier 1 Competencies:

- ☐ Describes the elements of a welcoming, supportive, healthy and enriching learning environment.
- ☐ Follows a consistent yet flexible schedule that is appropriate for all children.
- ☐ Maintains a physically and emotionally safe environment and creates learning spaces with focus on safety, health, routines, and play/exploration.
- ☐ Offers children choices.
- ☐ Supports and encourages children's participation in a variety of activities.

Tier 2 Competencies:

- ☐ Follows a daily routine that balances individual, large and small group activities, child-directed and teacher-directed activities, and indoor and outdoor activities.
- ☐ Maintains, monitors, and adapts a daily schedule appropriate for young children.
- ☐ Describes how environments support children's independence, exploration, and positive behavior.
- ☐ Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, ethnic, socio-economic and special needs.
- ☐ Provides an interesting and secure environment that encourages play, exploration, interaction, and learning.

- ☐ Provides space balanced between active and quiet areas, individual and group, and indoor and outdoor activities.
- ☐ Incorporates local knowledge and resources to create a learning environment that honors diverse cultures in present-day contexts.

Tier 3 Competencies:

- ☐ Plans and creates indoor and outdoor environments that are safe, stimulating, engaging, and intentionally designed to support curriculum goals.
- ☐ Adjusts the routine and environment to provide numerous opportunities for children to engage in extended periods of free exploration and spontaneous play within the daily routine.
- ☐ Build children's pride in their cultures, families, and communities by creating learning centers that reflect culture and community members of the children.
- ☐ Uses opportunities throughout the day to incorporate activities that facilitate development in language, fine/gross motor, and social-emotional and cognitive areas.
- ☐ Promotes children's development of age-appropriate, self-regulated behaviors by using routines, schedules and classroom design.

Tier 4 Competencies:

- ☐ Creates learning in the environment by using materials, child-choice and play as a context for enhancing development and active learning.
- ☐ Provides experiences and materials that encourage learners to adapt and use cultural and traditional knowledge.
- ☐ Chooses, uses and evaluates appropriate technologies for the age of the children within a setting.
- ☐ Demonstrates the knowledge and ability to modify the environment to manage behaviors when necessary.
- ☐ Develops strategies that allow children to play an important role in planning curriculum.
- ☐ Observes the program, evaluates how the environment is meeting the needs and interests of the children and makes changes as appropriate.
- ☐ Observes the environment and makes adjustments to reduce behavior issues and maximize appropriate use of materials.
- ☐ Ensures the environment facilitates learning in all developmental areas: cognitive, language, physical, social and emotional.
- ☐ Plans environment for children with special needs or learning styles based upon recommendations and input from families and specialists.

Tier 5 Competencies:

- ☐ Articulates, analyzes, evaluates and applies current theory and research on design of environment.
- ☐ Develops strategies that support the children's, parent/family and school district personnel's role in creating appropriate and responsive environments.
- ☐ Teaches and mentors others regarding development of an appropriate and responsive learning environment.
- ☐ Provides engaging and stimulating culturally relevant learning opportunities both in and out of the classroom.

Standard 2: Building Family and Community Relationships

A. Building Respectful Relationships

B. Recognizing Diverse Family and Community Characteristics

C. Engaging Families and Communities

Building Family and Community Relationships

Early childhood professionals understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. They understand the importance of building on family strengths.

A. Building Respectful Relationships

Tier 1 Competencies:

☐ Respects the family's role as primary educator.

☐ Describes qualities of programs that are healthy, accessible, inclusive and welcoming for all families.

☐ Describes what a strengths-based, family-centered practice means and identifies key practices in partnering with families.

☐ Establishes positive communication and relationships with families.

☐ Follows rules of confidentiality.

☐ Recognizes stress factors affecting families and can provide some local resources for families.

Tier 2 Competencies:

☐ Shares knowledge of child development and individual variances with families.

☐ Creates and maintains open, friendly and cooperative relations with families and communicates daily events.

☐ Supports children's relationships with their families.

☐ Uses practices that value and build on family strengths.

☐ Partners with families to develop healthy behaviors and routines for their children.

☐ Identifies different ways to communicate with families such as verbal, non-verbal, written.

Tier 3 Competencies:

☐ Creates opportunities for families to engage in the program and to interact with one another.

☐ Fosters parents' abilities to notice and appreciate their child's development and individuality.

☐ Monitors at-risk parents and assists parents in accessing appropriate resources as necessary.

☐ Plans and conducts family conferences.

☐ Implements effective conflict resolution techniques with families.

☐ Identifies and explores one's own personal beliefs, values, and biases.

Tier 4 Competencies:

☐ Articulates the various theories of family systems and the effect of stress and crisis on families and their children.

- Assesses, plans, and conducts activities for family support and participation.
- Promotes a unified approach to sharing child information with families by engaging in joint planning with other classroom staff and specialists.
- Involves and supports families in development of Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP).

Tier 5 Competencies:

- Articulates, applies, analyzes, and evaluates current theory, research, and policy on importance of relationships with families within early care and education.
- Involves family as decision makers in settings.
- Evaluates a variety of communication techniques and selects appropriate methods to support and build trusting relationships with each family.

B. Recognizing Diverse Family and Community Characteristics

Tier 1 Competencies:

- Acknowledges the varying structures of children's families.
- Accepts differences in children and families.
- Recognizes that there are local cultural protocols for connecting with diverse community members.

Tier 2 Competencies:

- Respects and supports cultural differences and diverse family structures.
- Works effectively with families from a variety of cultural, linguistic, ethnic and socio-economic backgrounds.

Tier 3 Competencies:

- Understands how cultural perspectives influence the relationship among families, schools, and communities.
- Recognizes that information on cultural and family beliefs about child-rearing is learned through active outreach and engagement with parents.
- Strives to ensure that community diversity and cultures are reflected in the setting.
- Works with early intervention programs to implement family-centered intervention services when appropriate.

Tier 4 Competencies:

- Explains how families within many cultures are different and have different family structures.
- Articulates and applies theories of family development and dynamics within multi-cultural communities.
- Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic, and socio-economic diversity that can exist between the home and setting.

Tier 5 Competencies:

- Accesses appropriate formalized family assessment and intervention resources for diverse families.
- Integrates children's home cultures and languages into the program as appropriate.
- Participates in teams that are coordinating services for children and families.
- Maintains a family-centered philosophy when working with others in the community.
- Utilizes family funds of knowledge to make environment more inclusive.

C. Engaging Families and Communities

Tier 1 Competencies:

- ☐ Identifies community resources that support children and families.
- ☐ Establishes collaborative, positive working relationships with early care and learning professionals.
- ☐ Supports families to access resources that meet families' needs.

Tier 2 Competencies:

- ☐ Informs parents about activities and events in the program and suggests ways for families to be involved.
- ☐ Utilizes community resources within the program that support children and families.
- ☐ Refers families to appropriate community resources.
- ☐ Assists families in making their own referrals and requests for services.
- ☐ Identifies appropriate resources for comparing and contrasting own personal cultural identity and community with that of the learning environment community.

Tier 3 Competencies:

- ☐ Participates in parent and community involvement activities.
- ☐ Participates in teams that are coordinating services for children and families.
- ☐ Maintains a family-centered philosophy when working with others in the community.
- ☐ Utilizes appropriate resources to establish relationships with community members.

Tier 4 Competencies:

- ☐ Plans parent and community involvement activities.
- ☐ Provides leadership for teams that are coordinating services for children and families.
- ☐ Assists with public awareness activities to inform the community about early care and education services.
- ☐ Assists with community outreach efforts.
- ☐ Promotes involvement of local Elders, Culture Bearers, and parents in the learning community.

Tier 5 Competencies:

- ☐ Works to develop resources in the community.
- ☐ Represents the early childhood field in collaborative community endeavors.
- ☐ Develops and maintains relationships with other disciplines and specialties in related fields.
- ☐ Monitors relationships with families and selects strategies that insure feedback, evaluation, and involvement with all families.
- ☐ Uses a system of multiple communication techniques throughout the program to accommodate a wide range of families' needs or styles.
- ☐ Mentors others in the use of local cultural protocols.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Their Families

A. Knowing and Using Observation, Documentation and Assessment

B. Collaborate and Assess for Positive Child Outcomes

Observing, Documenting, and Assessing to Support Young Children and Their Families

Early childhood professionals understand that child observation, documentation, and other forms of assessment are central to their practice. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. They are culturally–responsive educators who incorporate local ways of knowing, teaching, and assessing.

A. Knowing and Using Observation, Documentation, and Assessment

Tier 1 Competencies:

☐ Assists with collection of information about each child's development.

☐ Identifies the screening and assessment tools used by the program and their unique purposes.

Tier 2 Competencies:

☐ Meets federal, state, and program documentation requirements by collecting objective and complete information about each child.

☐ Understands why the collection of observations and documentation is important.

☐ Aware of range of developmental milestones as identified in the State of Alaska "Early Learning Guidelines" and "Content and Performance Standards for Alaska Students."

Tier 3 Competencies:

☐ Observes children continually, analyzes and evaluates findings, and applies this knowledge to practice.

☐ Selects appropriate assessment methods.

☐ Administers and interprets formal and informal assessments in a non-biased manner.

☐ Recognizes when development is not progressing at a typical rate in one or more developmental area and seeks guidance.

☐ Develops and implements individual plans including referrals as appropriate.

Tier 4 Competencies:

☐ Plans culturally appropriate assessments.

☐ Refers children for further evaluation when appropriate

☐ Monitors children's progress of goals developed by self and other staff and specialists.

☐ Applies knowledge of range of development milestones as identified in the State of Alaska "Early Learning Guidelines" and "Content and Performance Standards for Alaska Students."

Tier 5 Competencies:

☐ Articulates, applies, analyzes, and evaluates current theory, research, and policy on assessment.

☐ Communicates major theories, research, and issues relevant to observation and assessment.

☐ Establishes criteria, procedures and documentation methods for assessment.

B. Collaborate and Assess for Positive Child Outcomes

Tier 1 Competencies:

☐ Views children as individuals and acknowledges that children develop at their own rate.

☐ Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.

Tier 2 Competencies:

☐ Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families and life situation.

☐ Communicates observation in written and oral form.

Tier 3 Competencies:

☐ Appreciates and accommodates the range of development and skills among children.

☐ Recognizes environmental factors that may place children at risk.

☐ Explains the importance of ongoing assessment to families and other staff.

Tier 4 Competencies:

☐ Uses and considers assessment and screening information when making curriculum and program decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

☐ Communicates observation and assessment results to families both informal and standardized, in a clear and supportive manner.

☐ Develops and implements individual child goals based on observation, assessment and parent input.

☐ Works cooperatively with assessment and health care teams for children with special needs.

Tier 5 Competencies:

☐ Educates and informs the field about the importance of child self-reflection and how to support children's self-reflection.

☐ Utilizes assessment information to inform program decision-making.

☐ Works closely with families and community agencies and schools to achieve a high Tier of complementary educational expectations between home and school.

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

A. Establishing Positive Relationships and Interactions

B. Implementing Developmental Appropriate Approaches

Using Developmentally Effective Approaches to Connect with Children and Familes

Early childhood professionals understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

A. Establishing Positive Relationships and Interactions

Tier 1 Competencies:

☐ Demonstrates warm, positive, nurturing, and respectful interactions with children.

☐ Understands the importance of trusting relationships with children where they feel safe, secure, and valued.

☐ Recognizes when a child is in distress and requires adult support to console or soothe the child.

☐ Recognizes that children mirror emotions evident in adults.

☐ Understands that family and community have different cultural, linguistic, ethnic and socio-economic experiences that play a role in how children respond socially to adults and other children.

☐ Recognizes that students have significant indigenous cultural knowledge already in place.

Tier 2 Competencies:

☐ Responds to children's initiations and request, including the nonverbal cues of infants and toddlers.

☐ Uses care-taking activities as an opportunity to foster healthy development through positive adult/child interactions.

☐ Promotes children's security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions.

☐ Supports children in recognizing and expressing feelings in both themselves and others.

☐ Monitors children's relationships and is aware of their involvement with each other.

☐ Interacts in a manner reflecting respect for the child's family, self and others.

☐ Validates child's own culture as one of many indigenous cultures.

Tier 3 Competencies:

☐ Promotes positive, pro-social relationships among children and helps each child feel accepted in the group.

☐ Takes a role of facilitator or observer when supporting children in resolving conflicts with each other.

☐ Uses a consistent procedure, in partnership with families, to transition children into and out of the program.

☐ Recognizes the role of positive relationships in social/emotional development.

☐ Communicates and informs others of the link between positive social-emotional development and learning.

- Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.

Tier 4 Competencies:

- Provides opportunities for children to listen, interact, and communicate freely with other children and adults.
- Effectively de-escalates emotional and behavioral situations with children in supportive ways.
- Monitors the children's interactions and adjusts the program to support all children in listening, interacting and communicating freely with others.
- Collaborates with families to develop individually appropriate expectations for children's behavior.
- Articulates the theory and current research on attachment and the role of relationships in supporting healthy social emotional development.
- Connects families and caregivers to community resources, including mental health resources, to provide families and caregivers with additional assistance when needed.

Tier 5 Competencies:

- Develops written policies for responsive interactions and caregiving.
- Designs and implements behavior plans to guide children towards appropriate behavior in cooperation with parents and other involved adults as appropriate for individual children.
- Applies, analyzes, and evaluates current theory and research promoting social development.
- Communicates to others the process for developing curriculum that promotes social development.
- Teaches and mentors other teachers in responsive caregiving.
- Consistently supports and promotes children's cultural identity within a multicultural world.

B. Implementing Developmentally Appropriate Approaches

Tier 1 Competencies:

- Identifies a variety of positive guidance techniques.
- Facilitates and participates in children's play without taking over the activity.
- Provides appropriate supervision of children.

Tier 2 Competencies:

- Uses a variety of positive guidance strategies that respect children and teach appropriate social skills.
- Maintains reasonable expectations about children's needs, abilities, and interests.
- Asks open-ended questions and encourages children to ask questions.
- Establishes and communicates limits for acceptable behavior.
- Addresses problem behavior or situation, rather than labeling the child.
- Identifies physical, cognitive, social/emotional and communication developmental stage of children.
- Recognizes different personalities and individual differences of children and families in development and their impact on children's needs.
- Guides children to resolve interpersonal conflicts and solve problems with others.

Tier 3 Competencies:

- Modifies play no longer appropriate for the learning environment.
- Adapts the learning environment and curriculum to minimize potential challenging behaviors.

- ☐ Encourages children to develop independence by providing physical and emotional security and opportunities for children to master new skills, experience success, and safely take risks.
- ☐ Evaluates a variety of positive guidance techniques and selects appropriate methods for the specific situation or child.
- ☐ Designs and implements behavior plans to guide children toward appropriate behavior.
- ☐ Provides an appropriate balance of child-led and child-directed activities with adult-guided activities.
- ☐ Relates guidance practices to knowledge of children's personalities and Tiers of development.

Tier 4 Competencies:

- ☐ Recognizes and responds to individual behavioral concerns related to developmental or emotional stress.
- ☐ Uses knowledge of child development theory to improve child guidance techniques.
- ☐ Uses child assessment to individualize and improve child guidance.
- ☐ Demonstrates knowledge of instructional and guidance procedures for integrating children with and without special needs.

Tier 5 Competencies:

- ☐ Articulates the principles for intervention and conflict resolution in children's play and learning.
- ☐ Develops individual guidance plans, accessing relevant professional for support as needed.
- ☐ Articulates, applies, analyzes, and evaluates current theory and research on individual guidance.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

A. Understanding Concepts, Inquiry Tools and Structure of Content Areas

B. Developing Meaningful Curriculum

C. Creating Learning Environments

Using Content Knowledge to Build Meaningful Curriculum

Early childhood professionals use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. They understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

A. Understanding Concepts, Inquiry Tools and Structure of Content Areas

Tier 1 Competencies:

☐ Identifies the components of the content areas of math, science, social studies, the arts and literacy for infants, toddlers and preschoolers.

☐ Aware of the State of Alaska "Early Learning Guidelines" and "Alaska Content and Performance Standards."

☐ Recognizes the primary role sensory experiences, free exploration and play have in children's growth and learning.

☐ Reads to children and involves the children through questions and conversations.

☐ Encourages creative expression.

☐ Practices observing children to identify their interests and needs.

Tier 2 Competencies:

☐ Uses Early Learning Guidelines and Content and Performance Standards in program planning.

☐ Identifies where sensory experiences, free exploration and play occur during the program.

☐ Identifies how the creative process supports children's growth.

☐ Identifies where children's interests and needs are incorporated into the program.

Tier 3 Competencies:

☐ Uses Early Learning Guidelines and Content and Performance Standards in planning and evaluating curricula.

☐ Provides various sensory experiences and opportunities for play and exploration.

☐ Makes a wide variety of engaging, age-appropriate books easily accessible to children.

☐ Provides open-ended activities that foster curiosity, exploration, and problem solving appropriate to the children's developmental Tiers.

☐ Participates in implementing service plans and making accommodations for children with special needs.

Tier 4 Competencies:

☐ Describes how children learn specific content through their sensory experiences, play, exploration, interactions and inquiry.

☐ Adjusts teaching practices based on individual children's developmental accomplishments and needs.

☐ Plans appropriate learning experiences based on observations and analyses of children's behaviors and activities.

☐ Provides opportunities for children to raise questions about the world around them and to explore their questions using the scientific method.

Tier 5 Competencies:

☐ Works collaboratively with other agencies to research and communicate information on physical, cognitive, language and literacy, social/emotional development.

☐ Identifies and uses specialists in artistic disciplines to incorporate the building blocks of each art form.

☐ Articulates, analyzes, evaluates, and applies current theory and research on cognitive development, language acquisition, literacy, and social/emotional development.

B. Developing Meaningful Curriculum

Tier 1 Competencies:

☐ Defines "curriculum" as it applies to programs for infants, toddlers, preschoolers and young school age children.

☐ Identifies aspects of the program that support children's emergent literacy, language and communication.

☐ Observes themes of local significance to the community.

Tier 2 Competencies:

☐ Creates learning experiences appropriate to the developmental Tier and interests of the children.

☐ Selects materials appropriate to the developmental Tiers of all children within a setting.

☐ Learns about the cultural values of the community.

Tier 3 Competencies:

☐ Uses appropriate materials, activities and strategies in an integrated curriculum that includes all content areas.

☐ Adapts the curriculum, the environment and the materials to meet the needs of individual children.

☐ Identifies cultural activities and values that can be integrated into the curriculum.

Tier 4 Competencies:

☐ Plans a program that supports learning in all the specific content areas and is appropriate for the developmental Tier of the children.

☐ Implements an integrated curriculum that addresses the various content areas and is based on children's needs and interests.

☐ Develops strategies that allow children to play an important role in planning curriculum.

☐ Supports participation in local cultural activities and applies those activities to content learning areas.

Tier 5 Competencies:

☐ Analyzes curriculum models along with their rationales and limitations.

- ☐ Designs curriculum and/or curriculum supports and shares curriculum design and supports with others.
- ☐ Teaches others how to design curriculum.
- ☐ Articulates, analyzes, evaluates and applies current theory and research on design of curriculum and environment.
- ☐ Integrates local, cultural knowledge across the content areas.

C. Creating Learning Environments

Tier 1 Competencies:
- ☐ Plans individual, small group and large group activities.
- ☐ Provides a variety of activities that are at the different developmental Tiers of the children in a setting.
- ☐ Ensures that educational materials are child-accessible and are changed or rotated with intentionality.

Tier 2 Competencies:
- ☐ Recognizes that curriculum is delivered through environmental arrangement, learning activities and interactions.
- ☐ Creates a learning environment that has dedicated areas for sleeping, eating, diaper changing, food and bottle preparation and physical exploration and movement, individual and group play.
- ☐ Selects materials appropriate to the developmental Tiers of all children within a setting.
- ☐ Recognizes local cultural festivals celebrated in the surrounding environment.

Tier 3 Competencies:
- ☐ Arranges effective and appropriate learning centers that promote active exploration and cooperative play.
- ☐ Understands basic classroom management theories, individual guidance techniques, and integration of children with special needs.
- ☐ Engages children, families and community members in seasonal activities.

Tier 4 Competencies:
- ☐ Ensures the environment facilitates learning in all developmental areas: cognitive, language, physical, social and emotional as identified in the Alaska Early Learning Guidelines.
- ☐ Plans learning environment for children with special needs or learning styles based upon recommendations and input from families and specialists.
- ☐ Creates learning environments that allow individuals to retain and appreciate their own and each other's language, ethnicity and cultural heritage.
- ☐ Links seasonal activities in and out of the classroom to content-area guidelines.

Tier 5 Competencies:
- ☐ Explains and applies major theories of learning environments for young children, including the foundational research behind theories.
- ☐ Communicates major theories, research and issues relevant to learning environments for young children.
- ☐ Integrates curriculum for seasonal traditional activities, bridging cultural and academic components.

Standard 6: Becoming a Professional

A. Developing Professionalism

B. Continuing Professional Growth

C. Building Leadership and Advocacy Skills

Becoming a Professional

An early childhood professional identifies and conducts oneself as a member of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. They are culturally responsive educators who connect the local environment and community resources to children and families. They understand the importance of personal dispositions, individual characteristics that are important for being responsive and effective in working with young children, families, and community partners.

A. Developing Professionalism

Tier 1 Competencies:

☐ Demonstrates knowledge of ethical standards, specifically the NAEYC Code of Ethics.

☐ Defines and maintains rules of confidentiality related to children, families and colleagues.

☐ Values reflection on teaching and learning.

☐ Exhibits professional appearance as defined by program practices.

☐ Demonstrates good work habits as appropriate to program practices.

☐ Supports and complies with regulations and licensing standards.

☐ Recognizes diversities, including socio-economic, cultural, ethnic, gender, sexual/affectional preference, physical, mental, language, religious, and emotional.

☐ Is sensitive to feelings and needs of children, families, and co-workers.

☐ Delights in and is curious about children's development.

Tier 2 Competencies:

☐ Demonstrates a commitment to professional code of ethics.

☐ Manages demands of personal and professional commitments.

☐ Maintains personal and professional boundaries with children, families and service providers.

☐ Understands quality child care services.

☐ Recognizes and respects diversities as identified in level one.

☐ Exhibits the ability to be flexible.

☐ Values children's play.

☐ Recognizes diverse cultural perspectives and professional expertise of co-workers.

Tier 3 Competencies:

☐ Acts to maintain ethical standards in oneself and others.

- ☐ Exhibits familiarity with current trends in early childhood education.
- ☐ Engages routinely in reflection of teaching practices and the behavior of children.
- ☐ Promotes quality in child care services.
- ☐ Is open to new ideas and continually refines practice as a result.
- ☐ Works as a part of a team, making personal contributions to collaborative efforts.
- ☐ Identifies and utilizes the cultural and professional expertise of co-workers.

Tier 4 Competencies:

- ☐ Recognizes potentially unethical practices.
- ☐ Maximizes strengths of children, families, and co-workers.
- ☐ Provides leadership to team while maintaining collaborative approach.
- ☐ Articulates and uses a professional code of ethics for making professional decisions.
- ☐ Articulates personal philosophy of early childhood education based on knowledge of child development and best practices.
- ☐ Evaluates current trends and research in early childhood care and education and adjusts practice as appropriate.
- ☐ Reflects upon own values and beliefs and thinks about how they influence and guide decisions, expectations, and behaviors.
- ☐ Demonstrates a willingness to take risks and learn from mistakes.
- ☐ Consistently collaborates with identified co-workers who have cultural and professional expertise.

Tier 5 Competencies:

- ☐ Keeps up to date on research and policy relevant to early care and education.
- ☐ Describes relationship between theory and practice.
- ☐ Initiates and mediates group problem solving of ethical dilemmas.
- ☐ Advances program practice by working collaboratively with other staff.
- ☐ Maintains currency of research and best practices for children, families, and staff.
- ☐ Utilize traditional settings as learning environments to support cultural and academic knowledge and skills.
- ☐ Develops documentation of the cultural and professional expertise of co-workers and utilizes it to mentor co-workers new to the community.

B. Continuing Professional Growth

Tier 1 Competencies:

- ☐ Participates in learning opportunities.
- ☐ Demonstrates awareness of the professional development continuum for early care and learning professionals.
- ☐ Interacts positively and professionally with staff, colleagues and co-workers.
- ☐ Maintains ongoing compliance with continuing education requirements.

Tier 2 Competencies:

- ☐ Looks to and is aware of professional resources.
- ☐ Accepts advice and constructive criticism to improve practice.
- ☐ Recognizes the characteristics of collaborative, cooperative working relationships with staff, colleagues, and co-workers.

- ☐ Follows accreditation standards.
- ☐ Evaluates own performance and sets goals to advance knowledge of field.

Tier 3 Competencies:

- ☐ Participates actively in professional association.
- ☐ Uses professional resources to improve practice.
- ☐ Establishes and participates in relationships with experienced colleagues such as supervisors, mentors, and other professionals.
- ☐ Develops and carries out a personal professional development plan.
- ☐ Works toward credentials, degrees, and/or program accreditation.

Tier 4 Competencies:

- ☐ Articulates a professional value system and implements ongoing professional self-reflection.
- ☐ Integrates knowledge of historical, philosophical, psychological, and social foundations of education into planning and decision-making.
- ☐ Builds upon personal strengths and identifies areas where growth can and needs to occur.
- ☐ Serves as coach or provides technical assistance.
- ☐ Integrates cultural values into professional development activities.

Tier 5 Competencies:

- ☐ Explores models of professional development and evaluates/assesses opportunities to promote professional growth of others.
- ☐ Designs staff development opportunities for colleagues.
- ☐ Participates at local, state, regional and national conferences and events to disseminate knowledge and establish external professional relationships.
- ☐ Identifies change process and develops practices to support professional growth.
- ☐ Recognizes the differences in adult and early childhood learning styles and applies knowledge to practice.
- ☐ Serves as a mentor.

C. Building Leadership and Advocacy Skills

Tier 1 Competencies:

- ☐ Identifies different communication strategies for use with colleagues.
- ☐ Recognizes professional behavior.
- ☐ Demonstrates an interest in broader early childhood issues.

Tier 2 Competencies:

- ☐ Establishes collaborative, cooperative working relationships with staff, colleagues, and co-workers.
- ☐ Models professional behavior.
- ☐ Demonstrates support for quality early care and learning.

Tier 3 Competencies:

- ☐ Demonstrates respect, equity and a commitment to conflict resolution in interactions with colleagues.
- ☐ Identifies community needs that affect children and families.
- ☐ Exhibits knowledge of advocacy issues.

Tier 4 Competencies:

☐ Participates in reflection and problem solving to address ethical dilemmas with integrity and a humane attitude.

☐ Participates in assessing one's self and other staff members using the program's process and tools.

☐ Initiates problem solving and conflict resolution with staff and colleagues.

☐ Participates in job interviews in an appropriate and professional manner.

☐ Describes the legislative process, including legal and advocacy issues that impact children and their families, and communicates this information to others.

☐ Explains how government policies affect early childhood care and learning.

Tier 5 Competencies:

☐ Serves on professional boards and committees.

☐ Serves as a spokesperson to the community and the media on early care and education issues.

☐ Provides a work culture that fosters staff initiative to solve problems and resolve conflicts.

☐ Advance community well-being through community involvement that promotes the respect for, awareness of and acceptance of different worldviews.

6. Glossary

The following list includes terms, titles and acronyms you are likely to encounter in the Alaska's Early Care and Education community.

Accreditation: A standard of quality applied to early childhood programs which have successfully completed requirements set forth by the Council on Accreditation (COA), National Association for the Education of Young Children (NAEYC) or the National Association for Family Child Care (NAFCC).

Alaska Early Childhood Administrator Credential (AK-ECAC): A stand-alone credential with series of content specific training designed to provide administrators with knowledge in the areas of business/fiscal management, what it means to be a professional in early childhood, and how to arrange a classroom environment to support children's development. The AK-ECAC is awarded by SEED.

Approved coursework: Credit-bearing courses consisting of early childhood content, offered through accredited colleges.

Articulation agreement: An agreement that matches coursework between schools, which may include the transfer of professional development credentials, courses, credits, and degrees and/or student performance-based competencies from one program or institution to another within one state or across a region.

Associate Degree: An undergraduate academic degree awarded by community, technical, junior, bachelor's degree-granting colleges, and universities upon completion of a course of study usually lasting two years.

Attachment: The process of affection, bonding and connectedness between an infant and significant caregivers or parents that build a sense of trust and security within the child and profoundly affects all areas of development.

Baccalaureate Degree: A degree awarded by a college or university to a person who has completed undergraduate studies.

Career Ladder: A framework of professional development criteria for credential levels/endorsements.

Child and Adult Food Program (CACFP): A food assistance program that provides nutritious meals and snacks for eligible children and adults in care.

Child Development Associate (CDA) Credential: The most widely recognized credential in early childhood education, issued by the Council for Professional Recognition, is based on a core set of competency standards designed to improve the quality of child care. The CDA is valid for three years from the award date. http://www.cdacouncil.org/the-cda-credential

Confidentiality: A set of rules that respects a family's right to privacy; ensuring that information is accessible only to those authorized to have access, including any information, whether written, oral, or electronic.

Compensation parity: The gap in wages and benefits between teachers working in school-sponsored early childhood and market-based early care and education programs regardless of equal or equivalent education or training.

Content and Performance Standards for Alaska Students: Broad statements of what students should know and be able to do as a result of their public school experience.

Culture: The behaviors, beliefs, values, and characteristics of a particular social, ethnic or age group.

Developmentally Appropriate: Programs, activities and environments that are designed on the basis of knowledge.

Developmentally Effective Approaches: Strategies and techniques grounded in research about how young children learn and develop.

Disposition: A prevailing tendency, mood or inclination; a temperament makeup; and the tendency to act in a certain manner under given circumstances.

Diversity: The variance among family structures, functions, characteristics, and interests.

Early Learning Guidelines: A set of statements that reflect expectations for children's knowledge and behavior designed to support the growth and development of young children from birth to kindergarten.

Effective assessment strategies: A system of observation, documentation and analysis that helps track a child's progress.

Elders/Culture Bearers: A respected individual from a specific cultural group or community who exemplifies the values, ways of knowing and being and who possess the wisdom and willingness to pass their knowledge to future generations.

Facilitator Role: The caregiver/teacher serves as guides to children to foster healthy development.

Family-centered practice: Beliefs and practices that treat families with dignity and respect; are individualized, flexible and responsive.

Developmentally Appropriate Practice (DAP): The foundation for effective teaching based on child and youth physical, cognitive and social/emotional needs.

IEP: Individualized Education Plan

IFSP: Individualized Family Service Plan

Indigenous: Originating in a particular region or country.

Mentor: A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop knowledge, skills and reflection of practice. Mentorship may include observation and feedback, demonstration of skills, and guidance.

National After School Association: A national association whose mission is to foster development, provide education, and encourage advocacy for the out-of-school-time community. http://naaweb.org/about-us

National Association for the Education of Young Children (NAEYC): A national association dedicated to improving the well-being of and the quality of education and care for all young children birth through age 8. http://www.naeyc.org

National Association of Family Child Care (NAFCC): A national non-profit membership association representing professional providers throughout the United States. www.nafcc.org

National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)

Quality Recognition Improvement System (QRIS): A system that administers methods of assessment of the level of quality in early childhood programs for the purpose of quality improvement and community engagement.

Strength-based: The ability to recognize and utilize existing abilities and competencies in children.

Systematic observation: Informal and formal screening and assessment approaches to systematically evaluate a child's growth across all domains of development and learning.

7. References

The SEED Professional Development Committee used the following resources in the development of the Alaska's Core Knowledge and Competencies:

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8. Resources

Several resources were used to develop Alaska's Core Knowledge and Competencies. We graciously thank and acknowledge the Montana Early Childhood Project "Early Care and Education Knowledge Base" (2008), the National Association for the Education of Young Children (NAEYC) , the Vermont Northern Lights Career Development Center "Core Competencies for Early Childhood Professionals (2013), and the Washington State "Core Competencies for Early Care and Education Professionals" (2009).

Additional resources:

NAEYC Professional Development Standards

The NAEYC Standards for Professional Preparation Programs: *The 2009 NAEYC Standards for Professional Preparation Programs[1]* are used by the early childhood education profession across a range of roles, settings and degree levels, from associate to baccalaureate to graduate programs. They are also used in higher education accreditation systems, in state policy development, and in program improvement systems.
Retrieved from http://www.naeyc.org/positionstatements/ppp

Alaska Standards for Culturally Responsive Teaching

Alaska's CKC utilized the culturally-responsive standards, key elements and performance indicator ratings from the Alaska Cultural Standards for Educators to develop areas of knowledge and competencies that help early care and education teachers become culturally responsive teachers by creating learning environments that support, respect, promote, validate and integrate the cultures of all children and their families.
Retrieved from http://ankn.uaf.edu/Publications/CulturalStandards.pdf

Early Learning Guidelines

Alaska's Early Learning Guidelines (ELG's) provide guidance on what young children should know and be able to do at specific developmental stages. Alaska's Core Knowledge and Competencies document is consistent in approach and intent with the ELG's. The ELG's serve as a source document, informing professionals and parents about expectations for children's development and learning, while the Core Knowledge and Competencies serves as a source document for adults working with young children.
Retrieved from http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf

9. Acknowledgments

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Endorsements & Funding:

Endorsements:

Office of the Governor
• Alaska Early Childhood Coordinating Council (AECCC)

Funding:

State of Alaska Department of Health & Social Services

My Professional Development Record

Use this document to record and plan your professional development training and education hours in the Core Knowledge and Competency content areas.

Standard 1: Promoting Child Development and Learning

DATE	TRAINING TITLE	TRAINER/INSTRUCTOR	HOURS

Standard 2:   Building Family and Community Relationships

DATE	TRAINING TITLE	TRAINER/INSTRUCTOR	HOURS

Standard 3:   Observing, Documenting, and Assessing to Support Young Children and Their Families

DATE	TRAINING TITLE	TRAINER/INSTRUCTOR	HOURS

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

DATE	TRAINING TITLE	TRAINER/INSTRUCTOR	HOURS

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

DATE	TRAINING TITLE	TRAINER/INSTRUCTOR	HOURS

Standard 6: Becoming a Professional

DATE	TRAINING TITLE	TRAINER/INSTRUCTOR	HOURS

Alaska Early Childhood Administrator Credential (AK–ECAC)

The Alaska Early Childhood Administrator Credential (AK-ECAC) is a series of content specific trainings designed to provide administrators with knowledge in the areas of business/fiscal management, human resources/personnel management, social emotional development, family engagement, what it means to be a professional in early childhood, and how to arrange a classroom environment to support children's development. These content areas have been identified by a statewide advisory panel of early childhood professionals as foundational to any program administrator in order to help provide a quality early care and learning program.

AK-ECAC includes the following content area trainings:

1) Business/Fiscal Management
2) Human Resources/Personnel Development (Center and Group Homes ONLY)
3) *Family Engagement:* Strengthening Families Training
4) *Social Emotional Development:* Pyramid Model Foundations Training
5) *Professionalism:* Introduction to the Alaska Early Childhood Core Knowledge and Competencies
6) *Learning Environment:* Environment Assessment Scales (Part I, II and III)
7) *Child Development:*
   - *Center:* 12 EC credits (SEED Level 7)
   - *Homes and Group Homes:* CDA or 6 EC credits (SEED Level 6)

The AK-ECAC is a stand alonecre credential but is part of Alaska's Quality Recognition and Improvement System, Learn & Grow. The AK-ECAC content areas are broken into two groups: the Learn & Grow Level 2 trainings and the Fiscal Management and Human Resources trainings. The four Learn & Grow Level 2 trainings paired with the Fiscal Management and Human Resources trainings make up the AK-ECAC. To view a list of SEED-approved trainings and options which fulfill the AK-ECAC requirements, review the Learn & Grow Level 2 training descriptions and Fiscal Management and Human Resources training descriptions visit: **http://threadalaska.org/index.cfm/Early-Educators/Learn-&-Grow-(Alaska's-QRIS)/Programs-and-Teachers**

The AK-ECAC is issued by the Alaska System for Early Education Development (SEED). To apply for the AK-ECAC go to www.seedalaska.org and submit a completed application to info@ttas.org. Please make sure all training certificates and/or transcripts are included with the application or uploaded to the individuals SEED profile.

Alaska Early Childhood Administrator Core Knowledge & Competencies

Early childhood administrators have many responsibilities critical to the success of developing and maintaining a high quality early care and learning program. Early childhood administrators' responsibilities include but not limited to: maintaining a fiscally viable program, retaining knowledgeable and skilled teaching staff who can support the development of young children, assure their program is providing culturally responsive and inclusive care for children and families, and work to secure the appropriate resources and supports (e.g., coaching, technical assistance, training, equipment and materials and funding) are available for the program to be actively engaged in continuous quality improvement.

Effective leadership is vital to the success of education and learning in early childhood settings. Without skills and committed leaders to help shape teaching and learning, the opportunity to create and sustain high-quality learning environments is minimal.

The National Association for Education of Young Children (NAEYC) has identified several core knowledge and competencies (CKC) essential for an early childhood leader. A subcommittee of SEED conducted an extensive review of local and national course work and trainings, NAEYC administrator CKC, the Program and Business Administrator Scales (PAS & BAS), and other literature regarding the skills and knowledge of an early childhood leader. This research resulted in the development of the Alaska Early Childhood Administrator Core Knowledge and Competencies designed to help guide individual administrators own professional development and growth to support their programs active engagement in a continuous quality improvement.

The Alaska Early Childhood Administrator Core Knowledge and Competencies (AK-ECACKC) are designed as a self-assessment to encourage administrators to reflect on their skills and to identify one or two goals each year for their own professional growth.

There are eight domain areas associated with the AK-ECACKC:

1) Personnel Management
2) Program Management
3) Inclusionary Practices
4) Professional Leadership & Advocacy
5) Observation & Child Assessment
6) Curriculum & Planning
7) Family & Community Engagement
8) Child Development

Domain areas 1-6 are additions to the Alaska Early Childhood Core Knowledge and Competencies and specific to early childhood administrators. Administrators must also have core knowledge and competencies in Family & Community engagement and Child Development, however these are addressed in the general CKC standard areas 1 and 2 (see document below for specific subsections and tiers applicable to administrators).

The AK-ECACKC self-assessment includes list of Core Knowledge and Competencies in each domain area followed by a list of suggested ways to measure. Early childhood program administrators participating in Learn & Grow, Alaska Quality Recognition and Improvement System (QRIS), are required to complete the AK-ECACKC self-assessment annually beginning at Level 2 of Learn & Grow. For more information on Learn & Grow, go to http://www.aklearnandgrow.org.

Alaska Early Childhood Administrator Core Knowledge and Competencies
Self-Assessment

Administrator's Name: _____ Date Completed: _____

Years in EC Field: _____ Years as an Administrator: _____ Program Name: _____

Administrator Email: _____ Phone Number: _____

Only applicable to Child Care Center Administrators

Core Knowledge & Competencies	Achieved	Not Yet Achieved	Will work on this year
Personnel Management			
• Knowledge and application of adult and career development, personality typologies, dispositions, and learning styles			
• Knowledge of one's own beliefs, values, and philosophical stance			
• The ability to evaluate ethical and moral dilemmas based on a professional code of ethics			
• The ability to be a reflective practitioner and apply a repertoire of technique to improve the level of personal fulfillment and professional job satisfaction.			
• Assure program staff have access to coaching and mentoring to improve quality of learning and environment and assist with the individual needs of children*			
• Knowledge and application of group dynamics, communication styles, and techniques for conflict resolution*			
• Knowledge of different supervisory and group facilitation styles*			
• The ability to relate to staff and board members of diverse racial, cultural, and ethnic backgrounds*			
• The ability to hire, supervise, and motivate staff to high levels of performance*			
• Skill in consensus building, team development, and staff performance appraisal*			
• Knowledge of the rationale for and research supporting different models of child guidance and classroom management			
• Knowledge and importance of the Alaska's Early Childhood Core Knowledge and Competencies			
• Knowledge of organizational theory and leadership styles as they relate to early childhood work environments*			
• Provide a supportive work environment that encompasses program policies and procedures that support staff well-being, empowerment, and overall quality of work life*			
• Create and sustain a culture of continuous quality improvement that fosters leadership, equity, professionalism and positive adult-child and adult-adult interactions			

Suggested ways to demonstrate competencies:

▶ Design a staffing pattern aligned to program goals and resources, including qualifications, job descriptions, salaries, and benefits

▶ Design or revise personnel policies including hiring, supervision, and termination procedures

▶ Demonstrate staff recruitment techniques, including advertisement of vacancies, interview questions, interview procedures, and assessment of qualifications

▶ Create an orientation plan for new staff

▶ Develop individual staff development plans in coordination with the evaluation process

▶ Design a plan to supervise marginal employees using progressive discipline procedures

▶ Actively participate in the states Quality Recognition and Improvement System (Learn & Grow)

▶ Demonstrate the ability to use conflict resolution techniques

▶ Provide staff with access to qualified coaches to support the development of the learning environment to optimize positive adult-child and peer-to-peer learning opportunities for all children in the classroom.

Notes/Actions:

Program Management			
Fiscal			
• Knowledge of bookkeeping methods and accounting terminology			
• Skill in budgeting, cash flow management, grant writing, and fund-raising			
Laws & Regulations			
• Knowledge and application of the advantages and disadvantages of different legal structures			
• Knowledge of different codes and regulations as they relate to the delivery of early childhood program services			
• Knowledge of child custody, child abuse, special education, confidentiality, antidiscrimination, insurance liability, and contract and labor laws pertaining to program management			
• Knowledge and application of policies and procedures that meet state and local regulations as well as professional standards pertaining to the health and safety of young children			
• Knowledge of nutritional and health requirements for food service			
Marketing & Public Relations			
• Knowledge of the fundamentals of effective marketing, public relations, and community outreach			
• The ability to evaluate the cost benefit of different marketing and promotional strategies			
• Skill in developing a business plan and effective promotional literature, handbooks, newsletters, and press releases			

Community Partnerships			
• The ability to communicate the program's philosophy and promote a positive public image to families, business leaders, public officials, and prospective funders			
• The ability to promote linkages with local schools			

Suggested ways to demonstrate competencies:
▶ Develop a financial policies and procedures manual
▶ Facilitate a cost of care study within your community
▶ Demonstrate collaboration with others to investigate group buying discounts
▶ Write a grant proposal to support a financial resource plan
▶ Develop and implement a fund raising plan
▶ Analyze an audit report in relationship to financial status and projected needs
▶ Demonstrate how to access financial resources at the local, state, and federal levels
▶ Develop a start-up and operating budget
▶ Work as part of a team to prepare an annual budget plan that reflects an understanding of the relationship between a quality program for children and available resources
▶ Present and respond to questions about budgets and/or monthly financial statements
▶ Develop a yearly budget showing line items and amount
▶ Prepare a financial report
▶ Write a grant proposal to support program goals
▶ Formulate a plan for employee benefits based upon legal requirements, available options, and staff needs
▶ Design a checklist of information needed for financial planning and monitoring
▶ Develop a fee policy for your program
▶ Develop a sliding fee scale based on matching funding
▶ Describe an appropriate benefits package for staff
▶ Identify grant opportunities based on program need
▶ Prepare a grant proposal aligned to specific funding guidelines and requirements
▶ Formulate and implement a fundraising plan based on the appropriateness of the resources and the program needs
▶ Design literature and other informational tools that describe and promote the program
▶ Prepare a press release about a special event or person connected with the program
▶ Interview a representative of the media
▶ Present an information session describing the program to families, the governing board, funding agencies, and the community
▶ Document media coverage for a special event
▶ Serve on the board or committee of an agency or organization

Notes/Actions:

Inclusionary Practices

- Knowledge of atypical development, including mild and severe disabilities in physical, health, cognitive, social-emotional, communication, and sensory functioning

- Knowledge of licensing standards as well as state and federal laws (e.g., ADA, IDEA) as they relate to services and accommodations for children with special needs

- Knowledge of the characteristics of giftedness and how educational environments can support children with exceptional capabilities

- The ability to work collaboratively as part of family-professional team in planning and implementing appropriate services for children with special needs

- Knowledge of special education resources and services

- Knowledge of the rationale for and research supporting different models of child guidance and classroom management

- Ability to apply different techniques that promote positive and supportive relationships with children and among children

- Ability to reflect on teaching behavior and modify guidance techniques based on the developmental and special needs of children

- Knowledge of administrative practices that promote the inclusion of children with special needs

- Knowledge of developmental and social emotional screening and monitoring/referral systems

Suggested ways to demonstrate competencies:

▶ Design and implement, with staff input, instruction practices that meet the diverse needs of children and families and provide the supports and resources necessary of children with disabilities
▶ Describe ways in which the curriculum can be adapted to meet the individual needs and strengths of the children in the program
▶ Identify community resources that are appropriate sources for screening, assessing, and serving children
▶ Develop a portfolio of local agencies that provide services for families of children with special needs
▶ Describe ways to work with parents of children with special needs

Notes/Actions:

Professional Leadership & Advocacy

- Identify personal leadership style
- Apply knowledge of personal leadership style and assess its impact on administering a program
- Establish and implement effective organizational communication structures and decision-making process
- Identify a personal statement of philosophy of early childhood and family support
- The ability to articulate a vision, clarify and affirm values, and create a culture built on norms of continuous quality improvement and ethical conduct
- The ability to evaluate program effectiveness (Benchmarks of Quality, PAS)
- The ability to define organizational problems, gather data to generate alternative solutions, and effectively apply analytical skills in its solution
- The ability to advocate on behalf of young children, their families, and the profession
- Knowledge of the legislative processes, social issues, and public policy affecting young children and their families
- Knowledge of the mechanics of writing, including organizing ideas, grammar, punctuation, and spelling
- The ability to use written communication to effectively express one's thoughts
- Knowledge of oral communication techniques, including establishing rapport, preparing the environment, active listening, and voice control
- The ability to communicate ideas effectively in a formal presentation
- Knowledge of basic computer hardware and software applications
- The ability to use the computer for program administrative functions

Suggested ways to demonstrate competencies:
▶ Assess personal leadership style and identify areas that need improvement
▶ Develop a plan using personal leadership style to improve areas that need improvement
▶ Demonstrate the ability to use conflict resolution techniques
▶ Develop a personal statement of philosophy of early children and family support and demonstrate how this is shared and infused into the daily activities in your program. (orientation, postings, ongoing training and support for teachers.

Observation & Child Assessment

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

Suggested ways to demonstrate competencies:

▸ Identify and assure staff has training on how to use evidence based child assessment tools and practices to identify children's strengths and next areas of development.

▸ Demonstrate how individual child assessment information is being used to guide the design and facilitation of the learning environment and adult-child and peer-to-peer interactions.

Curriculum & Planning

● Knowledge of different curriculum models; appropriate curriculum goals; and different instructional strategies for children birth – age 12

● Ability to plan and implement a curriculum based on knowledge of individual children's developmental patterns, family and community goals, institutional and cultural context, and state standards

● Ability to design integrated and meaningful curricular experiences in the content areas of language and literacy, mathematics, science, social studies, art, music, drama, movement, and technology

● Ability to implement anti-bias instructional strategies that take into account culturally valued content and children's home experiences

● Ability to evaluate outcomes of different curricular approaches

● Knowledge and application of different curriculum models, standards for high-quality programming, and child assessment practices

● The ability to develop and implement a program to meet the needs of young children at different ages and developmental levels (birth – age 12)

● Knowledge of administrative practices that promote the inclusion of children with special needs

Suggested ways to demonstrate competencies:

▸ Document that staff input has been incorporated into the design, arrangement, and equipping of indoor and outdoor space to support children's growth and learning

▸ Use a curriculum, with staff input, sensitive to the ages and developmental levels of children

▸ Plan grouping practices that provide the necessary supports as children grow and attain skills

▸ Describe the curriculum used and identify ways in which the curriculum encompasses cultural tolerance

▸ Describe ways the knowledge of principles and practices of child development is used in the evaluation of children's growth and development

▸ Describe the use of observation and assessment instruments to observe, record, assess children's behavior, and respond to individual needs and strengths

▸ Describe how assessment results are incorporated into curriculum development for individualized learning opportunities

▸ Describe ways that staff support bias-free interactions with children and families

Family & Community Engagement

See Standard 2: Building Family and Community Relationships
– Subsections A, B, & C
– Tier 5 competencies of each subsection

Child Development

See Standard 1: Promoting Child Development & Learning
– Subsections A, B, & C
– Tier 5 competencies of each subsection

Annual Goals

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Supports/ Resources needed

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Professional Development Planning Resources:

- **thread** Professional Development Specialists

  Southcentral Alaska: info@threadalaska.org

  Southeast Alaska: info@aeyc-sea.org

  Interior/Northern Alaska: thread@thrivalaska.com

- System for Early Education Development (SEED): info@seedalaska.org or www.seedalaska.org
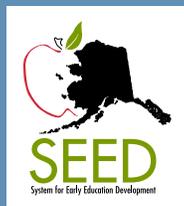
Alaska System for Early Education Development
Alaska's early childhood professional development system

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