LAW OFFICES
BALL, MURREN & CONNELL
2303 MARKET STREET
CAMP HILL, PENNSYLVANIA 17011

(717) 232-8731
FACSIMILE (717) 232-2142

MAILING ADDRESS:
P.O. BOX 1108
HARRISBURG, PENNSYLVANIA 17108-1108

PHILIP J. MURREN
RICHARD E. CONNELL
TERESA R. McCORMACK
THOMAS A. CAPPER

WILLIAM BENTLEY BALL
(1916-1999)

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VIA HAND DELIVERY and ELECTRONIC MAIL
July 26, 2010

Ms. Amanda Dorris
Bureau of Certification Services
Office of Child Development and Early Learning
Department of Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126
e-mail: adorris@state.pa.us

Re: Proposed Rulemaking – Child Care Facilities
40 Pa. Bulletin No. 26, June 26, 2010
Regulation No. 14-519

Dear Ms. Dorris:

We represent the Pennsylvania Catholic Conference (PCC), the public affairs association of the eight Latin Rite Roman Catholic Dioceses of Pennsylvania and the two Byzantine Rite Catholic Dioceses whose territories include the Commonwealth of Pennsylvania. PCC has authorized us to submit the following comments and objections to the proposed Child Care Facilities regulations filed by the Department of Public Welfare (DPW).

First, DPW's proposed regulations impose broad curriculum requirements on all child care personnel in mandated training programs. All such training programs are to be approved by DPW. The proposed regulations are designed to control the training of child care personnel in all child care settings, including the training of teachers engaged in religious child care ministries. The requirement of securing prior approval of program content from DPW and the dictates governing teacher training curriculum as applied to religious child care ministries violate the Religious Liberty Clauses of the U.S. and Pennsylvania Constitutions and the Pennsylvania Religious Freedom Protection Act.

As the U.S. Supreme Court emphasized in the landmark case of Wisconsin v. *Yoder* (406 U.S. 205, 233 (1972)):

> "The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations."

Second, to the extent that the proposed regulations are unrelated to ensuring the health and safety of children in care, they therefore exceed the statutory authority of Article IX of the Public Welfare Code.[1] Since the proposed regulations reach beyond what is needed to ensure the health and safety of children in care, they continue the inevitable creep into government control over the substantive elements of the teaching programs of church ministries.

Third, the proposed regulations are not in the public interest and represent policy decisions of such a substantial nature that they require legislative review. In addition, the regulations are based upon unclear and ambiguous standards.

Background

For over 40 years, PCC and numerous evangelical Christian churches have challenged DPW over its claimed authority to license religious child care providers (including nursery schools and pre-kindergarten programs)[2] and to enforce broad regulations regarding the manner

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[1] Pennsylvania's Religious Freedom Protection Act (71 P.S. §2406(b)(4)) places a mandate on a State agency to justify any proposed actions that burden religious practice by demonstrating that they represent the least restrictive means of achieving a compelling state interest. The Act makes one exception that is pertinent in this instance: "Any provision of the act of June 13, 1967 (P.L.31, No.21), known as the Public Welfare Code, **which prevents the endangerment of the health or safety** of individuals in facilities which are licensed or supervised under the Public Welfare Code." (Emphasis supplied). By necessary implication, the Act's restrictions thus fully apply to the portions of DPW's proposed regulations that exceed what is required to prevent endangerment to the health and safety of children, i.e., the portions that are meant to assert governmental influence over what a religious ministry does in the pursuit of "child development."

[2] Recently, DPW informed PCC legal counsel, via a response to an email inquiry, of the following clarification concerning the applicability of its licensing-related regulations to church-operated preschool programs: "From PDE's perspective, we do not regulate sectarian preschools or pre-kindergarten programs unless the entity opts to become voluntarily licensed as a private academic school. Then Chapters 51 and 53 of 22 Pa. Code would apply. A sectarian school for 3 and 4 year-old children would simply register with PDE. Regarding the regulations DPW is proposing, they would not appear to apply to such programs. However, the issue may depend upon whether and how a preschool program operated by an entity that is also a child care facility relates to or is connected to the child care facility. In other words, if a program is half day child care and half day preschool and the same staff serve both

in which young children, entrusted to the care of religious facilities, are taught. The objecting religious entities have consistently argued that DPW's regulatory authority with respect to such religious entities is statutorily and constitutionally limited to conducting inspections to determine whether conditions exist that are harmful to children and then to seek to have the Attorney General take legal action if DPW finds any harmful conditions and the facility fails to remedy them.

The statute regulating non-profit facilities, including religious providers (Article IX of the Public Welfare Code), provides only for such "supervisory" authority by DPW. In contrast, the statute governing for-profit facilities (Article X of the Public Welfare Code) specifically requires such for-profit facilities be licensed and grants DPW broad regulatory authority over them. The Department claims that despite these two very different statutes, it has authority to license and regulate both non-profit and for-profit entities in the exact same manner.

There had been only halting attempts by the Department to require religious facilities to be licensed and comply with its voluminous regulations until 1995. Prior to that time, DPW occasionally would issue a "Cease and Desist" order directing a religious facility to cease operating because it was not licensed. Each time that this happened, legal counsel would respond, stating that the facility was not statutorily required to be licensed, and the matter would end there. To our knowledge, the only instance where DPW had pursued the matter further resulted in an unpublished Commonwealth Court decision holding that DPW lacked licensing authority over religious child cares.

However, DPW eventually determined that it would attempt to test the matter further in the administrative forum, and actually pursued a few cases against religious facilities. The first of these cases was initiated in 1997 and involved St. Elizabeth's Child Care Center in the Diocese of Allentown. St. Elizabeth's litigated that case vigorously, creating a substantial factual record at the administrative hearing in order to support its legal arguments, and fully briefed the statutory and constitutional arguments involved in protecting the rights of religious facilities to pursue their religious mission without unwarranted governmental intrusion. The matter was fully briefed and submitted in the administrative forum by April of 2000. Over five years later, the administrative law judge issued an opinion upholding DPW's argument that it could assert licensing authority over nonprofit religious entities, thus denying St. Elizabeth's appeal. Following the issuance of that opinion, DPW became much more active in issuing cease and orders to unlicensed religious child care facilities.

(*Footnote 2, continued*) programs, then they would have to meet the DPW requirements for their DPW licensure, but that would not be a requirement imposed by or enforced by PDE."

St. Elizabeth's appealed the administrative order to the Commonwealth Court. On April 3, 2006, the Commonwealth Court ruled in favor of St. Elizabeth's, holding that DPW does not have the statutory authority to require licensure of non-profit child care ministries. DPW then filed a petition with the State Supreme Court, seeking review of the Commonwealth Court's decision. On March 13, 2007, the Supreme Court granted DPW's request for review. In granting that review, the Supreme Court limited the issue under consideration as follows:

> "Whether [the] Commonwealth Court erred when it invalidated a [DPW] regulation requiring nonprofit day care facilities, in order to lawfully operate, to hold a certificate of compliance from DPW **verifying compliance with health and safety regulations?"** (Emphasis added).

The Supreme Court of Pennsylvania heard the case (under the aforestated limitation of the questions it would review and decide) and, on February 19, 2009, held that DPW had sufficient statutory authority to enforce its certificate of compliance (licensing) regulation. The Court remanded the *St. Elizabeth's* case to the Commonwealth Court with instructions to decide the religious liberty claims that it had previously bypassed when it ruled that DPW lacked the statutory authority to mandate a certificate of compliance as a pre-condition of operation of a religious child care.

On January 7, 2010, a three-judge panel of the Commonwealth Court held that DPW had not as yet acted to impose any constitutionally objectionable substantive regulations on the teaching ministry at St. Elizabeth's. A Petition for Allowance of Appeal from that decision is now pending in the Pa. Supreme Court.

It has always been the religious community's concern that giving DPW an unfettered regulatory hand (coupled with a life-and-death power of prior restraint over the very existence of a church's ministry through the asserted "licensing" authority) will lead inevitably to the exertion of social policymakers' influence over the content of religious child development ministries.[3] Consequently, the evidence introduced in the *St. Elizabeth's* case placed great emphasis on the catechetical mission of the Church's teaching ministries. Church documents consistently call for these ministries to begin the formation of the "Christian personality" from the earliest stages of childhood. The intrusion of secular mandates and influences on that evangelical apostolate that are designed to produce secularly-determined developmental "outcomes" is fraught with potential for corruption of religious values and teachings.

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[3] The natural progression of DPW's march toward controlling program content is illustrated in its "Keystone Stars" Performance Standards for child development programs. See, http://www.dpw.state.pa.us/Resources/Documents/Pdf/KeyStoneStarsCenterStandards.pdf.

At the administrative hearing in the *St. Elizabeth's* case, Dr. Fred Darnley, who holds a Ph.D. in Child Development from the University of North Carolina, testified as an expert witness on behalf of St. Elizabeth's. At the time of the hearing, Dr. Darnley served as a Child Care Commissioner in North Carolina. The Child Care Commission is charged with promulgating rules and regulations for child care within the State of North Carolina. Dr. Darnley testified that one of the most effective means of attempting to exercise governmental regulatory control over the instructional and developmental program of a preschool facility would be to impose a uniform training model for staff. In Dr. Darnley's view, that step would assure that the staff would approach the provision of child care from the same perspective as the government and would prevent religious facilities from hiring like-minded people who might have a different perspective from that of the government. Dr. Darnley further testified that he knew of no compelling public necessity to require imposition of state control on religious child care facilities beyond that needed to assure that children are cared for in a physically safe and healthful environment.

The Proposed Regulations

The stated purpose of the regulations is to "strengthen the child care work force and provide staff with the knowledge and competencies needed to provide safe and healthy care to children." However, under an introductory paragraph proclaiming the "Accomplishments and Benefits" of its regulatory scheme, the Department begins to reveal that its purposes extend beyond assuring health and safety, when it states "Child care providers should have professional development in basic health and safety **and in child development."**

Moreover, the substantive content of the proposed regulations has little to do with health and safety and betrays an attempt to mold personnel who will implement what DPW believes is "quality" care.

All child care staff will be required to take training courses (up to 24 hours per year within 5 years of implementation) in "acceptable professional development" topic areas. §3270.41. There are nine "*acceptable*" topic areas for training courses (*N.B.*, the order of priority in which they appear):

1) Children's growth and development.

2) The environment, curriculum and content.

3) Working with families.

4) Child assessment.

5) Communication.

6) Professionalism and leadership.

7) Health, safety and nutrition.

8) Inclusive practices.

9) Program organization and administration.

Eight of these topic areas (with the exception of "inclusive practices") correspond directly with DPW's "Core Body of Knowledge" manual. See Exhibit A, "Pennsylvania Early Learning Keys to Professional Development: Core Body of Knowledge for Early Childhood and School-Age Practitioners" (hereinafter the "CBK"). Currently, instructors and organizations wishing to be DPW-certified to teach child care personnel courses must have an orientation in and be able to apply DPW's "Core Body of Knowledge." See also Exhibit B, Pennsylvania Quality Assurance System (PQAS) Revised Requirements FAQ, 7/1/2010.

The CBK defines the "knowledge expectations" for all child care personnel. It is "a set of core competencies linked to the learning standards that need to be mastered by all those working with children to facilitate child learning and development and to work effectively with families." See CBK, page 2.

Under the proposed regulations, training courses must be conducted by DPW-approved instructors or organizations.[4] §3270.41(b)(1). Specifically, the Pennsylvania Quality Assurance System (PQAS) – DPW's system for certifying organizations and individuals for the state registry of approved instructors – will evaluate whether a teacher or organization is permitted to teach a course in a professional development topic areas approved by DPW.

Since PQAS currently requires instructors and organizations to meet the knowledge areas set forth in the CBK, it seems clear that PQAS will also require all instructors and organizations to teach the "core competencies" set forth in the CBK and the proposed regulations.

On first glance, the requirement that instructors obtain a set of "core competencies" and that courses be taught in "acceptable professional development" topic areas may seem benign. However, from PCC's perspective – reinforced by the experiences gained its longstanding dispute with DPW over the Department's perceived authority to regulate the curricula and personnel of religious child care ministries – the regulations are a vehicle for mandating DPW's "child outcomes" agenda of how children must be taught.

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[4] There are two limited exceptions to this approval requirement. Accredited colleges and universities and organizations or individuals approved by the Pennsylvania Department of Education to provide continuing education credits to professional educators would also be permitted to provide child care training within DPW's mandated topic areas.

The specific substantive standards in the proposed regulations are also broadly and vaguely written, thus giving DPW a blank check over who it deems acceptable to teach training courses and what courses are considered appropriate. For example, one of the "acceptable" professional development topic areas for courses is "inclusive practices." DPW defines this as: "Working with children, with and without special needs, to ensure access, participation and supports to children and families in a broad range of activities and contexts." This broadly expansive definition could be subject to any interpretation depending on what "outcomes based" child care research DPW deems to be appropriate at the time. Such expansive regulatory language sets up an inevitable conflict with religious child care ministries such as those operated by Catholic parishes and schools.

In the *St. Elizabeth's Child Care* litigation, it became clear that religious values and instruction will often conflict with governmentally-imposed secular values and instruction. DPW's witnesses confirmed that there are varying opinions and views within the child care community and the community at large regarding what constitutes proper child development in the form of encouraging social competence and self-esteem in children. DPW witnesses also acknowledged that subjective judgments are made by individual Department inspectors as to whether children are being properly socialized in a particular child care facility. Furthermore, one of DPW's expert witnesses agreed that whenever a governmental determination is to be made regarding whether appropriate social development is taking place, that determination will necessarily be made based upon a particular world view or value system.

However, the Catholic Church believes that the teachings of Christ often run counter to the prevailing culture, and behaviors that are considered by Christians to be virtues might be viewed quite differently and negatively in secular circles. For example, a church might view social behavior which demonstrates humility as good social development, while a researcher, academic or other non-church professional may view the same behavior as lacking self-esteem or assertiveness.

Under the proposed regulations, DPW would have the authority to mandate instruction deemed acceptable in secular circles that may conflict with religious values and to require religious child care personnel to be instructed in those secular values.

An examination of the "core knowledge areas" in the CBK – the certification manual that will likely form the basis for instructor certification – illustrates this problem. According to the CBK, the training system can be applied to nursery schools and faith-based programs. See CBK, at page 2. "All early childhood and school-age professionals working with children ages birth to 12, regardless of role or setting, need to master the core body of knowledge." See CBK, page 4.

The required knowledge areas under the regulations and the CBK are expansive – only one of the nine areas in the regulations actually references a specific category on "health, safety

and nutrition." Rather, the majority of the CBK references pertain to standards promoting "quality care" and improvement of "child outcomes" according to DPW's measurements.[5] The following are some examples of the broad and vaguely-worded standards expressed in DPW's core knowledge areas expected of instructors and child care personnel:

- *Child Growth & Development.* "The middle childhood years are a time of many developmental changes, many of which will have long lasting effects later in life. The developmental changes of middle childhood include: ... gender role orientations...." See CBK at page 7. Child care personnel must be able to identify these developmental changes occurring during the middle childhood years and to identify the factors that influence them. See CBK at page 8.

- *The Environment, Curriculum & Content.* "It is important that the environment be individually and culturally appropriate and reflective of the diversity of the children enrolled." See CBK at page 12. Supportive and healthy environments conducive to learning include those that: "Recognize and respect cultural diversity that is reflected in program activities and materials." See CBK at page 13.

- *The Environment, Curriculum & Content.* "The director/administrator providing early childhood and school-age programs will be able to: ... Demonstrate understanding of how children's age, individual variations from age norms, and social-cultural contexts guide decision-making about best environment, curriculum and content." See CBK at page 18.

- *Families in Society.* "Families may include people who are related by birth, by marriage, through legal guardianship, or simply by affection and concern. It is important for practitioners to understand that within each cultural group, there is diversity, strength, and value. Practitioners must develop skills to establish intentional practices to foster and maintain strong reciprocal relationships with diverse families over time.... Families have a right to self-determination in making decisions...." See CBK at page 20.

- *Families in Society.* Directors and administrators must be able to: "Apply understanding of the cultural context when hiring staff and structuring staff-child groupings...." See CBK at page 24.

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[5] The annual staff development training mandates escalate to 24 hours each year during the phase-in of the proposed regulations. Realistically speaking, how much of those 24 hours is actually needed if the intent is to limit the extent of the training solely to "health and safety" matters?

- *Child Assessment Competencies.* Directors and administrators must be able to: "Select effective methods of staff professional development in observing and recording techniques to reduce bias...." See CBK at page 29.

DPW acknowledges that professional development standards should also "incorporate state and national research and best practices," and must build upon current standards such as the National Association for the Education of Young Children (NAEYC) Accreditation Standards. See CBK at page 2. The NAEYC Standards for Early Childhood Professional Preparation Programs are appended as Exhibit C (hereinafter "NAEYC Standards"). The NAEYC Standards outline the core principles for the training of child care personnel. One of the standards – "Using Content Knowledge to Build Meaningful Curriculum" – states, in part:

> [I]n order to make curriculum powerful and accessible to all, well-prepared candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status – and, in fact, the curriculum actively counters such biases. See NAEYC Standards at page 16.

To the extent that DPW requires personnel to be trained in a manner prohibiting any form of religious bias, an inevitable conflict will arise with religious child care providers such as St. Elizabeth's. What is meant by "religious bias" is not clear and could be applied in a manner that would discourage or prohibit the teaching of one particular religion over another.

The NAEYC Standards cite as a reference document its own publication, *Anti-Bias Education for Young Children and Ourselves*. See NAEYC Standards at page 21. An excerpt of NAEYC's *Anti-Bias Education for Young Children and Ourselves* is appended as Exhibit D (hereinafter "*Anti-Bias Education*"). This reference could be taken as a clarification of how NAEYC and DPW will define and interpret bias. One of the chapters in *Anti-Bias Education* is "Supporting Children in Lesbian/Gay Headed Families." During the *St. Elizabeth's* litigation there was testimony as to how NAEYC's anti-bias curriculum materials encouraged the training of children to develop social philosophies greatly at variance with those of St. Elizabeth's and the Catholic Church.

Summary of Objections:

1) Application of the proposed personnel training regulations upon religious child care ministries would violate the Religious Liberty Clauses of the U.S. and Pennsylvania Constitutions and the Pennsylvania Religious Freedom Protection Act (71 P.S. §§2401, et seq.). As noted above, a three-judge panel of the Commonwealth Court in *St. Elizabeth's* held that DPW had not as yet acted to impose any constitutionally objectionable substantive regulations on the teaching ministry at St. Elizabeth's. A Petition for Allowance of Appeal from that decision is now pending in the Pennsylvania Supreme Court.

DPW is now attempting to promulgate new substantive regulations that will have a direct impact on how religious child care personnel are to be trained and what subject areas may be taught. As a condition for obtaining or retaining a license to operate, religious child care ministries would need to certify that their personnel have obtained DPW-approved training by DPW-approved instructors. DPW's interference in the training of religious child care personnel will inevitably lead to additional constitutional litigation.

2) The proposed regulations exceed DPW's statutory authority under Article IX of the Public Welfare Code. In *St. Elizabeth's*, the Pennsylvania Supreme Court held that DPW had sufficient statutory authority to enforce its certificate of compliance (licensing) regulation on non-profit facilities in the context of health and safety requirements. The issue before the court was limited to the question of whether the Commonwealth Court had erred when it invalidated a DPW regulation requiring nonprofit facilities, in order to lawfully operate, to hold a certificate of compliance verifying compliance with health and safety regulations. Although the Supreme Court ruled that the Commonwealth Court erred on this question, the Supreme Court did not authorize DPW to impose broad regulations on nonprofit facilities unrelated to health and safety.

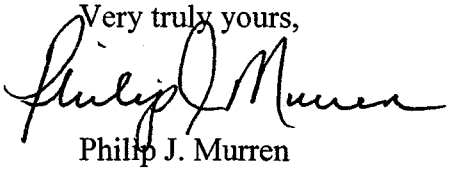
As set forth above, much of the proposed regulations is unrelated to the health and safety of children in care, but instead is directed at producing what DPW believes is "quality" child care. Under Article IX, DPW's authority over nonprofit child care facilities is supervisory. It does not have the authority to micromanage how child care personnel are to be taught. DPW's proposed regulations are characteristic of the inevitable creeping of its policy strategies into governmental control over the substantive elements of the teaching programs of church ministries

3) The proposed regulations are not in the public interest and represent policy decisions of such a substantial nature that they require legislative review. Furthermore, the regulations are unclear and ambiguous.

Key portions of the regulations are broadly and vaguely written, thus giving DPW a blank check power over who it deems "acceptable" to teach training courses and what courses are considered appropriate. PCC submits that such policy directives with respect to sensitive content-based matters that are unrelated to health and safety are not the province of an administrative agency but rather of the General Assembly.

For the above stated reasons, PCC objects to the proposed regulations and requests that DPW revise them to address the objections contained therein.

Very truly yours,

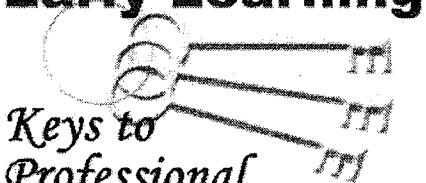


Philip J. Murren

cc: Independent Regulatory Review Commission;
Hon. Louise W. Bishop, House Committee on Children & Youth (Majority Chair);
Hon. Dennis M. O'Brien, House Committee on Children & Youth (Minority Chair);
Hon. Patricia H. Vance, Senate Committee on Public Health & Welfare (Majority Chair);
Hon. Vincent J. Hughes, Senate Committee on Public Health & Welfare (Minority Chair);
Hon. Thomas W. Corbett, Jr., Attorney General of Pennsylvania;
Dr. Robert J. O'Hara, Jr., Executive Director Pennsylvania Catholic Conference

Exhibit A

Pennsylvania Early Learning



Keys to Professional Development

CORE BODY OF KNOWLEDGE

For Early Childhood and School-Age Practitioners

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Pennsylvania Keys to Professional Development System

CORE BODY OF KNOWLEDGE

PREFACE

"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in." - Rachel Carson

The Pennsylvania Early Learning Keys to Quality initiative was created by the Pennsylvania's Department of Public Welfare's Office of Child Development in July of 2005. The vision of this initiative is that all Pennsylvania families will have access to high-quality early childhood education and school-age child opportunities for their children that foster success in school and in life.

The goal of the Early Learning Keys to Quality is to create a quality improvement system in which all early learning programs and practitioners are encouraged and supported to improve child outcomes. Improvements in programming are designed to increase the capacity to support children's learning and development; increase educational attainment among practitioners; and enhance professional skills and competencies in support of children's learning and development.

An essential component of the quality improvement system is the development of a comprehensive professional development system that is accessible; based on a clearly articulated framework; includes a continuum of professional development and ongoing supports; and has defined education and career pathways leading to qualifications and credentials, which address the needs of adult learners. This professional development system can apply to practitioners in all settings including center and home-based child care, school-age programs, Head Start, early intervention, school district based pre-kindergarten, Pre-K Counts, nursery schools and faith-based programs.

The Early Learning Keys to Quality established guidelines related to professional development. The content utilized for quality improvement for programs and professional development for practitioners should be research-based, incorporate state and national research and best practices, and must build upon current standards including the Early Learning Standards, Keystone STARS Program Standards, NAEYC Accreditation Standards and the Core Body of Knowledge.

A key component of any professional development system is the creation of a core body of knowledge, which identifies a set of content areas that help define the knowledge expectations for all practitioners in all settings within the early childhood education and school-age field. The Pennsylvania Core Body of Knowledge (CBK) is a set of core competencies linked to the learning standards that need to be mastered by all those working with children to facilitate child learning and development and to work effectively with families.

The Pennsylvania Early Learning Standards (ELS) are research-based standards that identify key learning areas of development for children and are reflected in the CBK competencies. The ELS guide practitioners to intentionally integrate developmental knowledge with the

attitudes, skills and concepts children need to make progress in all learning areas. The standards identify general statements in each key learning area of what children should know or be able to do and indicators further define and provide examples of knowledge and skills. The ELS include examples of how children may demonstrate mastery of a standard. Additionally the ELS describe experiences, materials and teaching practices that will encourage learning in the classroom.

A companion document, the Professional Development Record (PDR), provides a place for professionals to document their experience/ employment history; record educational degrees, certifications, awards, achievements; report required professional development experiences; assess level of knowledge in the competency areas and identify gaps in information; and finally develop an annual professional development plan in the context of the PA Early Learning Career Lattice.

The Pennsylvania Core Body of Knowledge is based on a number of guiding principles:

- Levels are defined so that career advancement does not mean movement away from direct work with children.
- Each professional role has room to develop from entry to mastery in knowledge base and competence (there are master-level teachers and entry-level directors).
- All early childhood roles and settings are included in the profession and the CBK is relevant in all settings (child care centers, child care homes, Head Start, pre-K programs, schools serving children birth through age 8, nursery schools, early intervention programs, faith-based programs and school-age programs serving children up to age 12).
- Developing and sustaining positive relationships are the foundation for applying the knowledge base and for demonstrating the core competencies. These relationships which include adult to child, child to child, professional to parent, professional to professional and professional to community are essential to the coordination of each child's learning experiences, opportunities and outcomes.
- Understanding and application of the social and cultural context of children and their families is essential to the creation of developmentally and individually appropriate learning environments and developing positive relationships.
- Practitioner movement through the early learning career lattice is practitioner driven and based on how one chooses to progress, current levels of education and experience, as well as current work settings and plans for future career advancement. Whether the practitioner chooses to grow within a particular role or grow into the next role, growth is determined by the practitioner using the CBK and PDR as supportive documents to help chart a course of professional development.
- The CBK represents a set of core knowledge statements along with what a practitioner should be able to do with the knowledge at three different levels of competence. The knowledge statements only provide an outline of the core knowledge areas, which are to be used by instructors and faculty to develop educational experiences with greater depth and breadth in a specific content area. Further, the competency statements illustrate only some of the cognitive and performance skills that are expected of professionals who have acquired the core body of knowledge. Given the continuum of development, practitioners learn how to relate to children based on the children's developmental needs and readiness for the next steps of learning. Practitioners should also be able to generalize and creatively apply their increasing knowledge.
- The PA Early Learning Standards provide guidance for practitioners about many of the CBK knowledge areas and competencies.

All early childhood and school-age professionals working with children ages birth to 12, regardless of role or setting, need to master the core body of knowledge. This knowledge base enables the practitioner to develop professional competency. However, professionals may apply the knowledge differently depending on their role and setting. For example, infant-toddler professionals need to develop competency in supporting beginning language development and preschool professionals need to develop competency in supporting specific language skills like speaking in more complex sentences and following multi step directions. Program directors, school administrators or supervisors need to develop competency in supportive supervision to ensure that staff working with either age group demonstrate competency in supporting developmentally appropriate language acquisition. Some programs (like practitioners in family child care homes) often work with mixed age groups and the same children over multiple years, others work with similar age children for only one year. These variations require different application of knowledge.

Recognizing the different role and setting of directors (administrators, supervisors etc.) and home-based practitioners, this CBK provides additional competencies specific to their application of the core knowledge areas. Further, because of the administrative responsibilities that directors, administrators and home-based practitioners have, a knowledge area relating to program organization and administration has been added.

There are additional knowledge areas required to administer and manage programs for young children. One or more persons may have or share these responsibilities. Development in administrative duties and roles is dependent on the organization of the program and the duties of the individual. Additional competency areas can be found in Knowledge Area 8: Program Organization and Administration.

Home-based professionals blend the roles of teacher and director, with the contextual shift from a non-residential setting to an authentic family home setting. The additional competencies for home-based practitioners are reflective of the current understanding of the different talents necessary in this setting and can be found in levels two and three throughout the first seven knowledge areas, as well as in Knowledge Area 8.

Quality programs and services for children ages birth to 8 are the focus for the vision and mission of the PA Early Learning Keys to Quality. High quality, family focused and child centered early learning and school-age programs have significant impact on children's future successes and must provide the foundation for all children's programs. All children can learn and deserve high expectations that are age, individually and culturally appropriate.

In order to accomplish the vision and mission of the Early Learning Keys to Quality, Pennsylvania must have a highly skilled early childhood education and school-age professional work force that embraces a spirit of life-long learning and continuous quality improvement. The professional development system itself is never a finished product and should continually evolve based on the most recent research and be refined to best meet the needs of the population it serves. To that end, early childhood and school-age practitioners need opportunities to learn and grow more effectively in their profession.

"Curiosity is an important part of mastery. It's the desire to know. And the nice thing about it is you never get there. It's not like you ever get to the point where you know everything or you've mastered everything." - Dr. Jack P. Shonkoff

KNOWLEDGE AREA 1: Child Growth & Development

Knowledge of how children grow and learn enables practitioners to select learning experiences that combine all domains of children's development (e.g. physical-sensory-motor, social-emotional, and cognitive-intellectual). A safe, healthy, challenging learning environment that promotes children's growth is dependent on an understanding of each child's development. This understanding of child development enhances a practitioner's ability to protect, support, and guide children as they mature and learn.

A. Early childhood is the developmental period, birth through age eight, of greatest interdependence among all aspects of human development and learning.

- Warm, caring relationships with adults are the basis for the development of trusting relationships and are essential for the development of confidence, self-concept, and self-discipline.
- These aspects of human development, although subject to different interpretations by different theorists, generally fall into the domains of physical-sensory-motor, social-emotional, and cognitive-intellectual development.
- As children grow, mature, and gain experience, these aspects of development become more differentiated, although still interdependent.

B. Growth, development, and learning are sequential. Children develop and learn at different rates and in various ways.

- Growth and development for most children are sequential.
- Distinctive characteristics are associated with each developmental domain.
- New abilities and skills build upon those learned earlier.
- Progression is gradual and occurs over a period of time.
- The amount of time it takes to pass from one stage to the next is unique to the individual child.
- The pattern of growth is dependent upon individual capacities, personal aptitudes, individual learning styles, and life experiences.
- Children's individual progress, needs, and interests are best understood by carefully listening to them and observing their behaviors.

C. **Play provides the opportunity for children to grow and learn. Childhood programs promote and sustain complex play by preparing and equipping the environment, providing time for play, and facilitating adult-child interactions. As they play, children practice skills, construct knowledge and develop positive dispositions toward learning.**

- As children explore the world around them, they develop sensory, perceptual, and cognitive understanding and skills through play.
- Children develop both small muscle and large muscle coordination best through play.
- Children develop communication skills as they interact with adults and child playmates. Children communicate their ideas and feelings using words, art, music, and gestures.
- Children develop the ability to think and solve problems as they play.
- Children develop creativity as they pretend to be what they see, try out solutions for problems, and use their imaginations to create new possibilities.
- Play allows children opportunities to demonstrate initiative and curiosity with increasing levels of engagement and persistence.

D. **Families are the first and most enduring teachers. Childhood programs build upon these early foundations, and in partnership with families, support continued growth, development, and learning.**

- Childhood programs respect, support, and provide continuity with each child's family.
- An integrated support system, provided by nurturing adults, establishes a context for healthy growth, development, and learning.
- Continuity, cooperation, and communication among the nurturing adults in each child's life provide opportunities for responding to special needs and for modifying or compensating for conditions that interfere with growth and development.

E. **A positive regard for children by nurturing adults, in an environment of mutual respect among adults and children, promotes healthy learning and development.**

- Such a setting contributes to children's feelings of competence and self-worth.
- Children who feel confident and competent are better able to develop internal controls and self-direction.
- A setting of mutual respect and positive support enables children to interact effectively in a social environment.

F. Effective communication among children and adults is essential to healthy development and learning.

- The development of good verbal and nonverbal communication skills is essential to children's social and cognitive development.
- Children are more likely to develop good communication skills when they are cared for and educated by adults who listen attentively and sensitively respond, speak and write clearly, and read fluently.
- Nonverbal communication is an important element of human interaction.
- Communication, curiosity and thinking skills are enhanced when adults use 'open ended' questions and 'wondering' strategies with children.

G. The middle childhood years are a time of many developmental changes, many of which will have long lasting effects later in life.

- The developmental changes of middle childhood include:
  - the development of positive self concept and competence;
  - perceptions of fairness and justice;
  - gender role orientations;
  - the formation and growing importance of peer relationships and friendships;
  - the growing ability to assume increasing responsibility.
- Children develop a sense of competence by having many opportunities to practice new skills to a point of mastery in all areas of development.
- Interactions with people outside of the family help children build and shape their sense of self.
- Developmental changes are supported by allowing children to make real choices, initiate activities, and determine for themselves which activities are important.
- Mixed-age groupings and same-age groupings support development of school-age children.

KNOWLEDGE AREA 1: Child Growth & Development Competencies

Knowledge Area 1, Level 1 Competencies (K1C1)
The adult providing early childhood and school-age programs will be able to:

- Identify the different domains of child development.
- Describe how children develop and learn at different rates and in various ways.
- Identify individual differences that affect children's growth and development.
- Describe how play provides opportunities for children to grow and learn.
- Identify why it is important for childhood programs to partner with families.
- Identify why a positive regard for children promotes health, learning, and development.
- Identify the adult factors/interactions that affect a child's development of good communication.
- Identify the developmental changes that occur during the middle childhood years.
- Identify the factors that influence the developmental changes during the middle childhood years.
- Identify the connection between the appropriate Learning Standards (for the age group you work with) and general child growth and development.

Knowledge Area 1, Level 2 Competencies (K1C2)
The adult providing early childhood and school-age programs will be able to:

- Create environments that support children in all developmental domains.
- Apply knowledge of growth, development, and learning to establish appropriate expectations of individual children.
- Structure experiences based on the needs and interests of individual children.
- Create play environments that foster communication, problem solving, creativity and curiosity and allow children to initiate activities and make choices.
- Partner with families to support the continued growth and development of children.
- Create environments that foster the development of competence and self-confidence.
- Communicate effectively (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently) with children.
- Implement program activities that meet the needs and interests of children in the middle years.
- Understand how supportive practices in the Learning Standards are adapted based on the child's development
- Understand typical growth and development and if there are concerns about a child's growth and development, discuss concerns with Director.

Knowledge Area 1, Level 3 Competencies (K1C3)

The adult providing early childhood and school-age programs will be able to:

- Assess a program's responsiveness to children's need for warm, caring relationships with adults.
- Evaluate how children's individual capacities, temperament, and life experiences affect development and learning.
- Evaluate and adjust programs according to the individual needs and interests of children.
- Evaluate the play opportunities in the program setting that provide time for children to practice skills and construct knowledge.
- Analyze the role of the adult as a facilitator in creating, promoting, and sustaining complex play opportunities.
- Evaluate the effectiveness of the strategies used to build partnerships with families.
- Analyze how the program supports nurturance and mutual respect among adults and children.
- Analyze and discuss strategies and skills that employ effective communication practices.
- Discuss and analyze the programming challenges that confront staff that work with children in the middle years and design a program that meets these challenges.
- Analyze program activities and opportunities for children in light of all Key Learning Areas in the appropriate Learning Standards to insure a holistic approach covering all domains of learning
- If there are concerns from staff and/or families about a child's growth and development, discuss with family and make appropriate referrals.

DIRECTOR'S/ADMINISTRATOR'S & HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 1: Child Growth & Development Competencies

Director's/ Administrator's Knowledge Area 1, Level 2 Competencies (D1C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Create program schedules and curriculum that are responsive to the needs of individual children and families.
- Structure groupings of children, staff assignments, and transitions that support positive adult-child attachments.
- Partner with families to learn more about children's individual abilities, interests, and needs.
- Communicate effectively (e.g., listen attentively and sensitively respond, speak and write clearly, read fluently, and take a positive problem-solving approach) with families, staff, and other adults.

Director's/Administrator's Knowledge Area 1, Level 3 Competencies (D1C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Assess program's responsiveness to individual needs of children and families.
- Evaluate the attention given to all developmental domains in program curriculum.
- Analyze how the program currently communicates with and supports families, and discuss ways to improve communication.
- Assess ways that program schedules and children's transitions to new classrooms or programs could better support positive practitioner-child attachments.

Home-based Practitioner's Knowledge Area 1, Level 2 Competencies (H1C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Create program schedules and curriculum that consider needs of individual children, the children's families, and the practitioner's household.
- Structure spaces, schedules, assistants/substitutes, and transitions to meet the various needs, interests and ability levels of each child in a mixed age group.
- Recognize value of mixed-age play.
- Meet needs of own children and needs of other children in program – avoid either/or thinking.
- Communicate effectively (e.g., listen attentively and sensitively respond, speak and write clearly, read fluently, and take a positive problem-solving approach) with families, assistants, and substitutes if present. Recognize special character of home practitioner-to-family communication, effectively blending the direct practitioner and program policymaker roles, and seek professional support as needed.

Home-based Practitioner's Knowledge Area 1, Level 3 Competencies (H1C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Assess program's responsiveness to individual needs of children and families, including practitioner's children and family.
- Evaluate the attention given to all developmental domains in program curriculum.
- Analyze how the practitioner currently communicates with and supports families, and discuss ways to improve communication.
- Assess ways that enrollment patterns, transitions to and from other programs, and use of assistant/substitutes could better support positive practitioner-child attachments.

KNOWLEDGE AREA 2: The Environment, Curriculum & Content

Early childhood education and school-age programs involve planning and implementing learning experiences that promote children's growth in all developmental domains. Content areas or developmental domains are defined by the age appropriate learning standards. Children explore their environment and engage in learning as they interact with others and with the materials around them. They observe, communicate, play, create, construct, listen to stories, read, write, paint, draw, and begin to make sense of the people and things in their world. It is important that the environment be individually and culturally appropriate and reflective of the diversity of the children enrolled. Early childhood and school-age educators choose and implement a curriculum. Curriculum refers to intentional experiences that allow children to acquire and construct knowledge, skills, concepts, attitudes, and dispositions. Curriculum is supported through observation of the interactions of adults and children to discover children's needs, abilities, and interests, and through carefully selected learning experiences and materials.

A. A responsive environment and its associated curriculum, within the context of family and culture, are based upon:

- Accepted principles of child development.
- Developmental learning experiences which are based on children's ages, abilities, and interests.
- The adaptation of the physical environment, the use of "assistive" technology, and the planning of activities to accommodate special needs and to foster children's growth in all areas of development: physical-sensory–motor, social-emotional, and cognitive-intellectual.
- Recognition that children learn through their senses.
- Hands-on, mind-on engaging experiences that enable children to plan and pursue their ideas and interests.
- Use of a wide array of teaching strategies that encourage children to be curious, explore ideas, and try out new activities, and that include asking thought-provoking questions, providing intriguing pretend-play props, encouraging children to reason and solve everyday problems, and planning activities that invite children to work and play together.

B. Children vary in socio-economic and cultural background, development, learning style, and interests. The importance of an environment that supports play and maximizes the potential for children to acquire and construct knowledge, skills, and understandings includes:

- Using knowledge of individual children to support and extend play, increase engagement and persistence in activities and to select materials, topics, and activities.
- Providing a variety of opportunities for exploring and interacting with materials in the learning environment for infants, toddlers, preschoolers, school-age, and children with special needs.
- Offering a variety of opportunities for actions and interactions between and among children and adults.
- Establishing opportunities that encourage children as decision makers, choice makers, and collaborators.
- Using knowledge that children learn many things at the same time (rather than in fragmented content areas).
- Using strategies to combine ideas in ways that make the most of every opportunity for learning.

C. Supportive and healthy environments conducive to learning:

- Are physically safe and pleasant.
- Promote feelings of confidence, competence, and self-worth.
- Sustain the joy of learning through social interaction and recognition of group and individual accomplishments.
- Encourage decision-making and choices within social, physical, and cognitive contexts.
- Recognize and respect cultural diversity that is reflected in program activities and materials.
- Enable all children to explore, construct, and create using two and three dimensional materials.
- Provide a balance between planned and spontaneous activities, active and restful times, social and private times, receptive and productive activities, individual decisions and group decisions, and helping others and being helped.
- Respond to and build upon children's natural curiosity.
- Allow time for children to fully explore ideas and complete activities.
- Are organized so children can find and return toys and materials.

D. Knowledge encompasses the content areas of language, the arts, mathematics, social sciences, health and physical education, and independent living skills:

- These content areas define human understanding about the world and inform decisions that guide the development of environment and curriculum.
- The development of content knowledge is dependent on the development of skills that are needed to access and construct knowledge in each area, including the development of critical thinking skills, literacy, and numeracy.

E. Children vary from one another and from adults in the way they acquire knowledge in the content areas.

- Knowledge is best acquired by children through hands-on, real-life experiences, with curriculum areas integrated into projects and activities.
- Knowledge acquisition is supported when families and practitioners promote connections between the home and learning program.
- Knowledge in the content areas is acquired in a spiral and integrated fashion.
- As concepts and understandings grow, skills for accessing knowledge become increasingly differentiated.
- As children grow, their ability to process information and concepts without having to experience them physically increases.
- Important understandings evolve based on varied and repeated opportunities to deal with experiences that challenge previous understandings.

F. Activities and content need to be selected to help children achieve their individual learning goals and the program's objectives. Appropriate activities and content include:

- Planning for groups of children of mixed ages and with varying abilities.
- Meaningful learning experiences through which children actively figure out what ideas mean and how the world works.
- Inventive, challenging ways for children to explore topics.
- Safe, interesting materials that invite children's explorations, discoveries, constructions, inventions and creative play experiences.
- Tools with which children can represent and communicate with others about what they are learning (such as art materials, books and writing materials, stories, blocks, technology).
- Intervention strategies and content goals that are spelled out in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs) and incorporated into daily activities and routines where as many children in the group as possible are involved in these experiences.
- Cooperation with special education staff to support inclusion of children with special needs.

G. Children need to feel valued and respected in the group, and learn social skills for getting along with each other.

- Positive ways to guide children include:
  - ensuring that each child feels welcome and secure in the group;
  - carefully planning activities with attention to those activities that may be difficult or problematic for children;
  - using praise to encourage child and adult efforts;
  - encouraging respect for each other;
  - modeling positive statements and interactions.
- Conflict resolution skills, self-control, and coping skills:
  - help children get along with each other and solve problems;
  - offer children good choices that match their abilities to make decisions.
- Using both mixed-age groupings and same-aged groupings enhances the development of peer relationships and social skills.
- School-age children need opportunities to enhance peer relationships to facilitate the development of social competence.

H. To foster school-age children's competence in community building skills:

- Guide school-age children's participation in service learning activities.
- Encourage the development of leadership skills.
- Encourage the development of ethical behavior.

KNOWLEDGE AREA 2: The Environment, Curriculum & Content Competencies

Knowledge Area 2, Level 1 Competencies (K2C1)
The adult providing early childhood and school-age programs will be able to:

- Define ways in which physical space and materials influence children.
- Name ways in which the environment maximizes children's potential to acquire knowledge.
- Name strategies that support children's competence and self-worth.
- Identify concepts and skills in each content area.
- Identify ways in which children acquire knowledge in the content areas.
- Match program content and activities with individual's learning goals.
- Describe ways to provide positive guidance and respect for children.
- Identify ways to foster school-age children's competence.
- Name strategies the adult could use to support each of the Standards within Key Learning Areas in the appropriate Learning Standards.

Knowledge Area 2, Level 2 Competencies (K2C2)
The adult providing early childhood and school-age programs will be able to:

- Create a learning environment based on children's ages, abilities, and interests.
- Modify programs based on the needs and interests of the children.
- Recognize the presence and absence of the elements of a supportive and healthy environment.
- Demonstrate understanding of when and how content knowledge can be introduced to children.
- Create environments based on how children acquire knowledge in the content areas.
- Create opportunities for children to engage in activities that allow them to achieve individual learning goals.
- Implement strategies for children to learn appropriate social skills and to feel valued in the group.
- Provide environments that encourage responsibility and self-discipline.
- Solicit and suggest activities that engage school-age children in service learning opportunities and leadership roles.
- Provide activities that support age-appropriate Learning Standards.
- Implement the intervention strategies and content goals that are spelled out in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs) and incorporated into daily activities and routines where as many children in the group as possible are involved in these experiences.
- Demonstrate cooperation with early intervention/special education staff to support inclusion of children with special needs.

Knowledge Area 2, Level 3 Competencies (K2C3)

The adult providing early childhood and school-age programs will be able to:

- Evaluate environments and activities to determine ways to accommodate individual needs.
- Analyze skills and strategies and develop ways to extend learning opportunities.
- Design supportive and healthy environments that are conducive to learning.
- Assess ways to support individual and group growth and learning in each of the content areas.
- Analyze environments based on the theories of how children acquire knowledge in the content areas.
- Evaluate the appropriateness of activities and content in meeting the individual's learning goals and program's objectives.
- Analyze children's interactions and implement positive guidance strategies to support pro-social behavior.
- Work with school-age children to build links with the community.
- Analyze how activities support age appropriate Learning Standards.

DIRECTOR'S/ADMINISTRATOR'S & HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 2: The Environment, Curriculum & Content Competencies

Director's/ Administrator's Knowledge Area 2, Level 2 Competencies (D2C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Create strategies for improving the environment's responsiveness to children's ages, abilities, interests and home cultures.
- Modify curriculum-planning strategies to encourage practitioners to use play and social interaction as context for teaching and learning.
- Demonstrate understanding of how children's age, individual variations from age norms, and social-cultural contexts guide decision-making about best environment, curriculum and content.
- Create opportunities to work with staff and families to generate individual learning goals for children.
- Provide support to teaching staff to implement the intervention strategies and content goals that are spelled out in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs) and incorporated into daily activities and routines where as many children in the group as possible are involved in these experiences.
- Demonstrate cooperation with early intervention/special education staff and their supervisors to support inclusion of children with special needs

Director's/ Administrator's Knowledge Area 2, Level 3 Competencies (D2C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Develop and implement strategies for documenting children's play-based learning and communicating that learning to families and the community.
- Analyze program staff's current teaching skills and strategies and develop ways to support and extend their learning.
- Design supportive systems for ongoing evaluation and continuous quality improvements to the learning environment.
- Analyze ways to increase all practitioners' abilities to understand and implement positive guidance strategies that support children's pro-social behavior.

Home-based Practitioner's Knowledge Area 2, Level 2 Competencies (H2C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age programs will be able to:

- Create strategies for improving the environment's responsiveness to varied ages, abilities, and interests of a mixed-age group.
- Modify curriculum planning strategies to use natural home environments, play, and social interaction as primary context for teaching and learning.
- Demonstrate understanding of how children's age, individual variations from age norms, and social-cultural contexts guide decision-making about best environment, curriculum and content.
- Create opportunities to work with assistants/substitutes and families to generate individual learning goals for children.

Home-based Practitioner's Knowledge Area 2, Level 3 Competencies (H2C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK),
the home-based practitioner providing early childhood and school-age programs will be able to:

- Develop and implement strategies for documenting children's play-based learning and communicating that learning to families and the community.
- Analyze own current teaching skills and strategies and develop ways to support and extend own learning. Include study of special teaching skills and strategies required to ensure that children experience the potential advantages of mixed-age groupings.
- Use supportive systems (such as NAFCC accreditation self-study and FDCRS) for ongoing evaluation and continuous quality improvements in the learning environment.
- Analyze current use of positive guidance strategies that support children's pro-social behavior and ways to improve skills.

KNOWLEDGE AREA 3: Families in Society

Understanding that children develop within the context of their families, community, and culture is essential. Healthy child development may take place within many family types. Families may include people who are related by birth, by marriage, through legal guardianship, or simply by affection and concern. It is important for practitioners to understand that within each cultural group, there is diversity, strength, and value. Practitioners must develop skills to establish intentional practices designed to foster and maintain strong reciprocal relationships with diverse families over time.

A. Families are the primary context for children's development and learning, and have the primary responsibility for child rearing.

- Family members need to be actively and meaningfully engaged in program planning, evaluation, activities, and decision-making.
- Children develop and learn best when adults who provide early childhood or school-age programs establish positive, respectful, reciprocal relationships with children's family members.
- Families have a right to self-determination in making decisions.
- A family's right to privacy is to be respected. The practitioner is responsible for maintaining confidentiality of information concerning children and their families.

B. Children grow, learn, and develop in a variety of family structures and cultures.

- Children's biological makeup, family, culture, and early experiences shape their development.
- It is important to respect and appreciate the family and culture of each child.
- Similarities between the cultural and/or racial backgrounds of the children and their practitioners enhance their learning.

C. All families depend on the support and assistance of others in child rearing.

- Partnerships with family members, in which each recognizes the valuable contribution of the other, helps meet children's needs.
- Continuity of expectations and experiences between a child's family and the childhood program can be provided through regular communication using the primary language of speakers when possible.
- Families may need assistance in making home, school, and/or community transitions.

D. Effective communication with families is characterized by mutual trust and respect for values, attitudes, expectations, and the culture of other individuals and includes:

- Careful listening.
- Appropriate responses.
- Awareness of barriers to communication.
- Willingness to try to overcome these barriers by seeking out resources to assist with non-English speaking families.

E. Many families encounter stress and crisis situations. To help families overcome difficulties:

- Initiate strategies to assist in working with families.
- Make necessary referrals.
- Provide appropriate information.

KNOWLEDGE AREA 3: Families in Society Competencies

Knowledge Area 3, Level 1 Competencies (K3C1)
The adult providing early childhood and school-age programs will be able to:

- Describe how families are the primary context for children's development.
- Describe the differences in family structure and lifestyles.
- Identify the supports that families need in raising children.
- Define ways to positively partner with families.
- Describe the value of home language skills.
- Identify ways that similarities between child and staff cultural backgrounds enhance learning.
- Give examples of ways to assist families making transitions.
- List reasons to foster continuity between home and childhood programs.
- Describe how to regularly communicate with families.
- Identify the ethical and legal reasons to respect family privacy.
- List some stressors and crises that affect families and children.
- Recognize (and report as required by law) signs of abuse and neglect.
- Identify strategies to support each of the Standards in the Key Learning Area that relates to families.

Knowledge Area 3, Level 2 Competencies (K3C2)
The adult providing early childhood and school-age programs will be able to:

- Apply understanding of the cultural context when planning children's experiences.
- Recognize variations in parenting styles.
- Practice forms of family communication that supports families in their parenting.
- Partner with families to assist in making transitions.
- Structure opportunities for families to be involved in planning, participating, and evaluating their children's program.
- Include feedback received from families in planning children's experiences.
- Create environments that reflect the lives of families, children, and cultures.
- Modify communication and planning methods to ensure respect for family needs.
- Apply understanding of privacy and confidentiality issues to real-life situations, including reporting signs of child abuse and neglect.
- Find community resources that can help families and children experiencing stress or crises.

- Employ various strategies identified in the learning standards and within the program to create reciprocal relationships with parents and families.
- Use a variety of communication links between the school, the family and the program.

Knowledge Area 3, Level 3 Competencies (K3C3)
The adult providing early childhood and school-age programs will be able to:

- Evaluate a variety of ways to incorporate the different cultural contexts of children into the daily program.
- Analyze ways to support families in various stages of parenting.
- Evaluate programs for children from a cross-cultural perspective.
- Analyze ways and implement strategies to connect and engage families with community agencies and schools.
- Involve families in all aspects of the program, including decision-making.
- Analyze ethical dilemmas in family support, engagement, and partnerships.
- Evaluate various family stressors and crises and make appropriate referrals, responses, and program adaptations.
- Evaluate and adjust professional practices to improve family communication and build partnerships.
- Assess your role as community leader in working with families, community agencies, and schools.
- Assess supportive practices employed by the program, addressing each of the learning standards in the Key Learning Area that relates to families.

DIRECTOR'S/ADMINISTRATOR'S & HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 3: Families in Society Competencies

Director's/Administrator's Knowledge Area 3, Level 2 Competencies (D3C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Apply understanding of the cultural context when hiring staff and structuring staff-child groupings.
- Apply understanding of privacy and confidentiality issues to real-life situations, including development of program policy, staff professional development, and record keeping systems.
- Create or select materials that can help families and children experiencing stress or crises find and use community resources.
- Create multiple strategies for involving families in the program while respecting variations in each family's interest and ability to engage in any one strategy.

Director's/Administrator's Knowledge Area 3, Level 3 Competencies (D3C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Evaluate ways the program currently incorporates the different cultural contexts of children into the daily program and develop mechanisms for continuous attention and adaptation.
- Analyze the roles of each program staff member in providing support to families.
- Analyze ways to address current family issues such as divorce, child abuse, domestic violence, and inclusion of children with disabilities as influenced by family culture.
- Involve families in all aspects of the program including decision-making.
- Assess the program director's/administrator's role as community leader in working with families, community agencies, and schools.

Home-based Practitioner's Knowledge Area 3, Level 2 Competencies (H3C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age programs will be able to:

- Apply understanding of each child's cultural context when planning daily schedules, activities, and environment.
- Apply understanding of privacy and confidentiality issues to real-life situations, including development of program policy, formal and informal family communication, and record keeping systems.
- Create materials that can help families and children experiencing stress or crises find and use community resources.
- Create multiple strategies for involving families in the program while respecting variations in each family's interest and ability to engage in any one strategy.

Home-based Practitioner's Knowledge Area 3, Level 3 Competencies (H3C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age programs will be able to:

- Evaluate ways the program currently incorporates the different cultural contexts of children into the everyday environment and routines, while retaining the authenticity of a home-based environment. Develop mechanisms for continuous attention and adaptation.
- Analyze the roles of the practitioner and assistants/substitutes in providing support to families.
- Analyze ways to support families dealing with issues such as divorce, child abuse, domestic violence, and inclusion of children with disabilities as influenced by family culture.
- Involve families in all aspects of the program including decision-making.
- Assess the home-based practitioner's role as community leader in working with families, community agencies, and schools.

KNOWLEDGE AREA 4: Child Assessment

Child assessment encompasses those procedures used to obtain valid and reliable information about an individual child's development. It includes information about growth, achievement levels, levels of acquired knowledge, learning styles, interest, experiences, understandings, skills and dispositions. Assessment provides the information needed for appropriate curriculum planning. It will influence decisions about strategies for fostering the development and learning of children. Developing skill in gathering information including observing children and evaluating assessment information requires familiarity with developmental assessment techniques and opportunities to gain experience in assessment procedures. The assessment process should also allocate time for sharing with the family and others involved with the child at which time family perspectives are acknowledged.

A. Assessments of children are based on information gathered through a variety of procedures, conducted over a period of time, and appropriate to the developmental age, abilities, and interests of the child.

- Daily objective observations of the child in a variety of situations use a number of techniques including:
  - running records;
  - anecdotal records;
  - time samplings;
  - event samplings;
  - developmental observational checklists;
  - child health records.
- Samples of the child's work and play that are created and collected over a period of time provide material to be assessed. These materials can include:
  - drawings, paintings, constructions, or other art work;
  - journals, stories, or other samples of writing;
  - examples of projects related to the child's interests or play;
  - examples of projects related to content areas;
  - photos or videotapes of the child's projects, the child engaged in activities, or the child interacting with other children and adults in work and play;
  - audio or written records of conversations with the child.
- Information about a child's background and experiences can be obtained from the child's family. This information includes:
  - the child's activities, interests, and behavior;
  - the child's development and health records from birth to the present;
  - family background information.

B. Evaluation of children's progress respects children's abilities and culture, and produces objective, accurate results that are useful to families and practitioners.

- Assessment information is confidential.
- Procedures for guaranteeing the confidentiality of information must be developed and implemented.
- Families need to be involved in the process and must provide consent when consultation with other professionals is sought to address questions about a child's development.

C. Analysis of assessment information is subject to interpretation and requires collaboration among all persons involved with a child. These persons include:

- Parents and/or family members.
- The adults(s) providing care and education.
- Specialists providing medical treatment, special education, physical therapy, counseling, or other resource help.

D. Assessments coupled with periodic reviews of children's progress assist in making decisions about future planning, intervention, referrals, and/or teaching strategies.

- Older children can be engaged in self-assessment activities.
- Children's progress and continuing development must be thoughtfully considered and each child's achievements and any concerns should be discussed with the child's family.
- These observations and insights are to be used to make decisions about the curriculum and teaching strategies.
- Community resources and agencies are sources of referral for parents that need support, professional assessment, or general information.

E. Expert advice about whether formal testing is necessary or appropriate to assess children's progress should be sought when appropriate.

- Assessment information is provided by the practitioner who participates in the development of IFSP and IEP goals and objectives for children with special needs. Participation helps to broaden the practitioner's knowledge base and enhances the ability to use and develop a variety of assessment procedures.
- Formal, standardized, and/or curriculum-based instruments must be administered by properly trained or certified personnel, when appropriate.
- Assessments must be developmentally appropriate and used in conjunction with other assessment information, especially special education information.
- Only authentic, performance-based or curriculum-based, family-centered assessment methods are used when recommended by a specialist.
- Permission of the family is obtained before testing, and testing results are always shared with the family.
- When necessary, families are advised to seek an evaluation from a special education agency.

KNOWLEDGE AREA 4: Child Assessment Competencies

Knowledge Area 4, Level 1 Competencies (K4C1)
The adult providing early childhood and school-age programs will be able to:

- List reasons to keep written records of observations of children.
- Be familiar with various techniques of recording observations of children.
- Collect and label samples of children's work.
- Describe ways to use information from child assessment in planning children's environments and learning experiences.
- Identify ways to engage older children in self-assessment activities.
- Recognize an IEP, IFSP, or care plan for a child with special needs, know its purpose, and implement its plans as directed.
- List community resources and services that can help families with special needs.

Knowledge Area 4, Level 2 Competencies (K4C2)
The adult providing early childhood and school-age programs will be able to:

- Use various techniques for creating written records of children's play and work.
- Modify environments, curriculum plans, and adult-child interactions based on observations of children.
- Adapt observing and recording techniques to reduce bias.
- Participate as part of a team in the development of an IEP, IFSP, or care plan for children with special needs.
- Select appropriate community resources for referrals.
- Consistently maintain confidentiality and respect family privacy, except for reporting signs of child abuse or neglect.
- Participate in the ongoing assessment process and participates in the development of IFSP and IEP goals and objectives for children with special needs.

Knowledge Area 4, Level 3 Competencies (K4C3)
The adult providing early childhood and school-age programs will be able to:

- Evaluate observation techniques and select those most suited to particular children, situations, and goals.
- Select, evaluate, interpret, and integrate formal and informal assessment instruments.
- Evaluate and adjust assessment information to eliminate bias.
- Design methods for improving assessment procedures and for using assessment to improve professional practices.
- Take a leadership role in a program's use of child assessment to develop IEPs, IFSPs, or care plans for children with special needs and to improve staff practices.
- Evaluate and adjust professional practices to improve family communication and build partnerships based on child assessment and shared decision making.

DIRECTOR'S/ADMINISTRATOR'S & HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 4: Child Assessment Competencies

Director's/Administrator's Knowledge Area 4, Level 2 Competencies (D4C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Modify planning methods and forms to encourage staff use of child observation in decision-making about curriculum and teaching strategies.
- Select effective methods of staff professional development in observing and recording techniques to reduce bias.
- Create and maintain information on appropriate community resources for referrals.
- Consistently monitor confidentiality and respect family privacy, except for reporting signs of child abuse or neglect.
- Support the teaching staff to meaningfully participate in the ongoing assessment process and participate in the development of IFSP and IEP goals and objectives for children with special needs.

Director's/Administrator's Knowledge Area 4, Level 3 Competencies (D4C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Select, evaluate, interpret, and integrate various curriculum, planning, observation, and assessment tools.
- Evaluate curriculum and assessment methods and information to identify and eliminate bias.
- Design staff development plan for improving assessment procedures and for using assessment to improve professional practices.
- Design and use surveys, interviews, and other methods to improve family communication and build partnerships for effective child assessment and shared decision making.
- Crosswalk child assessment tool with the ELS to identify gaps.

Home-based Practitioner's Knowledge Area 4, Level 2 Competencies (H4C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age programs will be able to:

- Modify planning methods and forms to use child observation in decision-making about daily schedules, activities, and teaching strategies.
- Select and use observing, recording, and assessment techniques that reduce risk of bias.
- Create and maintain information on appropriate community resources for referrals.
- Consistently monitor confidentiality and respect family privacy, except for reporting signs of child abuse or neglect, in self and assistants/substitutes.

Home-based Practitioner's Knowledge Area 4, Level 3 Competencies (H4C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Evaluate effective integration of curriculum, planning, observation, and assessment tools.
- Evaluate curriculum and assessment methods and information to identify and eliminate bias.
- Design assessment procedures to both assess children's development and to improve practitioner's own professional practices.
- Design and use both formal and informal, written and verbal systems to improve family communication and build partnerships for effective child assessment and shared decision making.

KNOWLEDGE AREA 5: Communication

In an early childhood or school-age program, effective communication provides the basis for successful working relationships and a secure, language-enriched, and stimulating environment for the children. Communication takes place between children, adults and children, practitioners and families, and all adults involved in early childhood education and related services. It includes speaking, signing, listening, reading, writing, the arts, body language, and, for some, the use augmentative communication devices. Communication is essential to convey feelings, ideas, knowledge, and to resolve differences.

A. Effective communication is characterized by:
Mutual trust and respect for the values, attitudes, expectations, and culture of other individuals.

- Careful listening.
- Appropriate responses.
- Awareness of barriers to communication.
- Willingness to try to overcome these barriers.

B. Effective communication promotes the establishment of an environment in which adults can work cooperatively to respond to children's strengths and needs, as a group and individually.

- Adults need to develop shared goals and expectations for each child and contribute to group discussion and decision-making.
- Adults need to establish a leadership role in strengthening communication.
- Children need to understand the expectations of adults who influence their daily lives.

C. Effective communication is conducted regularly in a language or other symbolic medium that can be understood by the recipient(s) including staff, family member, or child.

- Communication must be developmentally and culturally appropriate.
- Staff of early childhood or school-age programs should include or have access to people who communicate in the primary languages of the children or who sign (or who use alternative methods of communication) if there are children or family members who need them.

D. Children need opportunities to practice communication in a supportive environment that is secure and predictable to be able to develop enhanced communication skills.

- Children learn from competent speakers who model the use of language for them and/or from a variety of other communication methods such as signing or augmentative devices.
- Children need an active program with daily opportunities to converse with each other and with adults while engaged in a variety of informal and formal activities, including reading, writing, creative play, art, and music experience.
- Books and materials for writing and drawing need to be available to children in their homes, classrooms, educational settings, and in community locations which provide services to children.
- Environments, relationships, and experiences to facilitate communication are to be intentionally planned. It is important to:
  - introduce innovative ideas and actions to promote communication;
  - test and evaluate approaches for enhancing communication;
  - be aware of major theories, research, and controversies regarding effective communication.

KNOWLEDGE AREA 5: Communication Competencies

Knowledge Area 5, Level 1 Competencies (K5C1)
The adult providing early childhood and school-age programs will be able to:

- Define the elements that characterize effective communication.
- Participate in discussions about planning programs to meet children's needs.
- Describe how staff can support communication that can be understood by each recipient.
- List examples of an environment that provides opportunities to support and extend children's communication skills.

Knowledge Area 5, Level 2 Competencies (K5C2)
The adult providing early childhood and school-age programs will be able to:

- Use communication effectively (e.g., oral, written, signing, and/or assistive devices, as appropriate).
- Contribute significantly to group discussion and decision-making.
- Demonstrate on a regular basis communication in a language or other symbolic medium that can be understood by each recipient.
- Create a supportive environment providing daily opportunities to build and extend children's communication skills.

Knowledge Area 5, Level 3 Competencies (K5C3)
The adult providing early childhood and school-age programs will be able to:

- Evaluate and develop strategies to overcome barriers to communication.
- Plan and implement group discussion and decision-making.
- Analyze developmental and cultural appropriateness of communication and adapt approaches to meet individual needs of each recipient.
- Evaluate, test, and adjust approaches used to create a supportive environment to enhance communication.

DIRECTOR'S/ADMINISTRATOR'S & HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 5: Communication Competencies

Director's/Administrator's Knowledge Area 5, Level 2 Competencies (D5C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Use resources to communicate and negotiate across potential cultural and linguistic barriers (e.g., both verbal and print messages, translation into primary family language, signing, and/or assistive devices, as appropriate).
- Take a leadership role in group discussion and decision-making.
- Demonstrate communication practices that build positive director/administrator-staff and director/administrator-family relationships, such as careful and responsive listening.
- Consider strategies that support children's communication of interests and needs to families and staff.
- Create a supportive environment providing daily opportunities to build and extend staff communication skills.

Director's/Administrator's Knowledge Area 5, Level 3 Competencies (D5C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Develop strategies to evaluate adult-adult, adult-child, and child-child communication patterns and barriers.
- Plan and implement strategies for team discussion and decision-making.
- Analyze developmental and cultural appropriateness of communication with families and adapt approach to meet individual needs.
- Evaluate the availability and quality of books and materials for writing, reading, listening and drawing in children's environments.
- Develop and work with host agencies, sponsors, boards and advisory groups where applicable.
- Use technology as an effective communication tool.

Home-based Practitioner's Knowledge Area 5, Level 2 Competencies (H5C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Use resources to communicate and negotiate with children and families across potential cultural and linguistic barriers (e.g., both verbal and print messages, translation into primary family language, signing, and/or assistive devices, as appropriate).
- Take a constructive, problem-solving leadership role in family-practitioner discussion and decision-making.
- Demonstrate communication practices that build positive relationships with children and adults, such as careful and responsive listening.
- Create a supportive environment that helps children and adults express their own feelings and understand others.

Home-based Practitioner's Knowledge Area 5, Level 3 Competencies (H5C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Develop strategies to evaluate adult-adult, adult-child, and child-child communication patterns and barriers.
- Plan and implement strategies for team discussion and decision-making where appropriate (adult-adult, adult-child, and child-child).
- Analyze developmental and cultural appropriateness of communication with families and adapt approaches to meet individual needs.
- Evaluate the availability and quality of books and materials for writing, reading, listening and drawing in children's environments.
- Communicate effectively with host agencies, sponsors, community groups, and professional networks where applicable.

KNOWLEDGE AREA 6: Professionalism & Leadership

Professionalism involves seeking personal growth opportunities, making decisions, and basing program planning and practice on the best professional standards and information available. Professionals are familiar with the standards and information about good practice that are available through a variety of sources such as government regulations, professional associations, scholarly publications, and education institutions. Collaborating and networking with colleagues and other professionals enhances understanding and application of standards, theory, and best practices. Professionals take the responsibility for maintaining safe, healthy, learning, and nurturing environments and for assuring compliance with legal and regulatory safeguards for all children. Professionals make a commitment to ongoing personal and professional growth based on the belief that these lay the foundation for professionalism and leadership in the early childhood or school-age field. They must also understand and follow a professional code of ethics. Professionals advocate for quality programs that provide for the needs of children and families in their community.

A. Professionals demonstrate competence in a specialized body of knowledge and skills and they:

- Reflect on their practice.
- Articulate a philosophy and rationale for their work that is responsive to the owner or sponsoring agency, the children and families served, the staff employed, and the community.

B. Professionals demonstrate commitment to personal growth and they:

- Take opportunities to learn more and are open to new ideas.
- Continually assess and evaluate their performance.
- Continually strive to learn to perform at a higher level.
- Make every effort to maintain social, emotional and physical health.

C. Professionals in early care and education or school-age programs are aware of and committed to the profession's code of ethical conduct, which includes the principles of:

- Personal integrity
- Responsibility
- Dependability
- Respect for families from all cultural and socio-economic backgrounds
- Family privacy and confidentiality

D. Professionals in early childhood education or school-age programs serve as advocates for children and their families, improve the quality of programs and services for children, and enhance professional status and working conditions.

E. Professionals in early childhood education or school-age programs take the lead to establish healthy, safe, secure, and protected learning environments. This requires organizational leadership, and an understanding of various supervisory, learning, and management styles.

KNOWLEDGE AREA 6: Professionalism & Leadership Competencies

Knowledge Area 6, Level 1 Competencies (K6C1)
The adult providing early childhood and school-age programs will be able to:

- Define what it means to be a professional.
- Describe the basic components of an Ethical Code of Conduct for early childhood and school-age programs.
- Identify ways to develop professionally.
- Define how and why advocacy is important.
- List ways to build partnerships with families, colleagues, and community agencies.

Knowledge Area 6, Level 2 Competencies (K6C2)
The adult providing early childhood and school-age programs will be able to:

- Demonstrate ethical and professional practices when working with colleagues, families, and children.
- Engage in professional development activities to increase knowledge and skills.
- Participate in advocacy activities in the community and professionally.
- Work collaboratively with others to improve childhood programs.
- Gather and analyze professional experiences for the purpose of preparing a professional development plan.
- Establishes effective working relationships with K-12 education practitioners to ensure and promote continuity in children's development and learning.

Knowledge Area 6, Level 3 Competencies (K6C3)
The adult providing early childhood and school-age programs will be able to:

- Assume responsibility for establishing and maintaining a professional environment.
- Design and implement a professional development plan.
- Evaluate strategies to support the employment of staff that have education and experience specific to job roles and responsibilities.
- Access and analyze current research and policy relevant to child and youth development and uses information to inform programming.

DIRECTOR'S/ADMINISTRATOR'S & HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 6: Professionalism & Leadership Competencies

Director's/Administrator's Knowledge Area 6, Level 2 Competencies (D6C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Access current professional information through professional reading, further professional development events, conferences, seminars, conferences, and networking.
- Demonstrate ethical behavior, set standards and expectations for staff and act as role model.
- Identify available local, state and national resources that establish regulatory and professional standards for quality programs.
- Participate in advocacy activities in the community.

Director's/Administrator's Knowledge Area 6, Level 3 Competencies (D6C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Create a vision for the program and lead staff in exploring and implementing components of a high quality program for children and families.
- Assume responsibility for systematically establishing and maintaining a professional, inclusive, collaborative and trusting environment in the workplace.
- Use the Core Body of Knowledge, Professional Development Record, and other tools to evaluate staff professional development and implement staff development plans that support staff goals and match goals to individual and agency needs.
- Use regulatory and professional standards to evaluate program outcomes and processes and develop and implement quality improvement plans that respond proactively to changing conditions .
- Apply organizational theory and leadership styles as they relate to early childhood settings to lead staff through a process of program evaluation, development of a quality improvement plan, and implementation of improvements.
- Employ a participatory management style that values the knowledge and experience of every staff member.
- Apply multiple strategies to promote professionalism among staff and improve staff retention.
- Provide leadership to staff in implementing the program mission through interpretation and communication of philosophical base and steps toward strategic goals, advocating for children, families, staff, and board as needed.

Home-based Practitioner's Knowledge Area 6, Level 2 Competencies (H6C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Access current professional information through professional reading, professional development, conferences, and networking.
- Demonstrate ethical behavior and act as role model for other practitioners.
- Participate in advocacy activities in the community. Apply knowledge of state and national quality standards to specific situations.
- Consider multiple strategies to improve professionalism and retention in home-based settings.

Home-based Practitioner's Knowledge Area 6, Level 3 Competencies (H6C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Assume responsibility for establishing and maintaining a professional environment in the workplace.
- Use the Core Body of Knowledge, Professional Development Record, and other tools to evaluate professional development and implement professional development plans for self, assistants/substitutes, and peers.
- Conduct a process of program evaluation, development of a quality improvement plan, and implementation of improvements.
- Interpret and communicate philosophical base and steps toward strategic goals; advocating for children, families, staff, and self as needed.

KNOWLEDGE AREA 7: Health, Safety & Nutrition

Meeting the health, safety, and nutritional needs of children is a basic and critical component of early learning programs. Practitioners should be aware that supporting children's nutrition and health needs lays a foundation for future healthy life styles. It also fosters children's physical, social, emotional and cognitive development and enables children to learn. Children must be safe from hazards and potential injuries. Finally, children must be protected from infectious diseases through comprehensive site sanitation and implementation of appropriate health and safety policies and procedures. The practitioner can be an active partner with parents and health professionals in primary prevention, early detection, and prompt treatment of illness or disease. As mandated reporters, it is essential for practionners to recognize child abuse and follow procedures of mandated reporters.

A. **Health, safety, and nutrition policies of a facility must comply with government regulations and strive to meet national health and safety performance standards to support the health and safety of children and staff (i.e., physical, mental, nutritional, and oral health).**

B. **Identifying hazards through routine observations in and around the facility is essential for reducing the risk of injury.**

C. **Infectious diseases are controlled by following current recommendations about structuring the environment and following practices that reduce the spread of disease.**

D. **Through promotion of preventive health services, management of acute and chronic illness, the physical well being of children and families is promoted. It is essential to exchange information, as appropriate, about:**
   - The children's health and development (medical, mental, nutritional, and oral health).
   - Staff health that affects job performance or risk to other individuals.
   - Family health issues that pose a risk to children or adults.

E. Health records should be maintained and accurately record information about a child's health to plan and implement individually appropriate care. Such records include documentation of:

- Up-to-date, routine check-up services such as immunizations and screening tests.
- Special health and nutritional needs and management plans for conditions such as allergies, asthma, or other physical, developmental, or behavioral conditions that require more care than usual for the typically developing child.

F. Positive relationships with families support the emotional growth and health of children and their families. This involves:

- Responding to feelings and needs.
- Resolving conflicts in positive ways.
- Encouraging family members to address their needs appropriately and referring them to community resources to meet their needs (e.g., for early prenatal care).

G. The promotion of daily health habits for children ensures that children follow healthy habits that are individually, age, and ability appropriate such as tooth brushing, toileting, hand washing, resting, eating healthy meals and snacks, and learning to use increasingly difficult self-help skills, as well as stress management techniques.

H. Emergency preparedness involves the development of policies and procedures to be prepared for emergencies.

I. Recognizing and reporting child abuse and neglect is mandated by law; program staff must be aware of and follow the requirements of a mandated reporter.

KNOWLEDGE AREA 7: Health, Safety & Nutrition Competencies

Knowledge Area 7, Level 1 Competencies (K7C1)
The adult providing early childhood and school-age programs will be able to:

- Identify the sources of health and safety standards that apply to the early childhood or school-age program.
- Name and take responsibility for reporting potential hazards in the program environment.
- Define and perform recommended practices that reduce the spread of disease.
- List and demonstrate ways to manage acute and chronic illness in children.
- Identify and describe the elements that should be contained in the health records of children.
- Identify ways to support the emotional growth and health of children and their families.
- Name and help children practice essential daily health habits that are individually, age, and ability appropriate.
- Define and perform the elements of an emergency preparedness plan.
- Name and adhere to the responsibilities of a mandated reporter for child abuse and neglect.
- Identify the signs and symptoms of child abuse and neglect.
- Identify supportive practices of adults in the ELS addressing the areas of health, safety and nutrition.

Knowledge Area 7, Level 2 Competencies (K7C2)
The adult providing early childhood and school-age programs will be able to:

- Regularly review health and safety practices for compliance with standards.
- Use knowledge of health and safety hazards to reduce injury and illness.
- Follow infectious disease control practices.
- Determine what health information must be shared with families and staff.
- Ensure that appropriate health information is recorded in children's health records.
- Prepare and encourage families to utilize community health resources when needed.
- Incorporate health, nutrition and fitness activities in the daily curriculum.

Knowledge Area 7, Level 3 Competencies (K7C3)
The adult providing early childhood and school-age programs will be able to:

- Support and advocate for healthy and safe childhood programs.
- Assess the environment for health and safety hazards.
- Evaluate the current practices for effectiveness and conformity with national health and safety standards (Caring for Our Children, AAP/APHA/MCHB-HRSA-HHS) and institute corrective actions where needed, including determining the need for outside expertise.
- Design processes to ensure appropriate exchange of staff and child health information.
- Develop a plan for meeting the health care needs of individual children.
- Assess the effectiveness of relationships with families in dealing with health issues.
- Evaluate the program setting's emergency preparedness plan to determine relevance, scope, and feasibility.
- Evaluate the implementation and supportive practices around health, nutrition and fitness activities in the daily curriculum.
- Evaluate and ensure consideration of health and safety issues in planning the overall program.

DIRECTOR'S/ADMINISTRATOR'S & HOME-BASED PROVIDER'S KNOWLEDGE AREA 7: Health, Safety & Nutrition Competencies

Director's/Administrator's Knowledge Area 7, Level 2 Competencies (D7C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Assume responsibility for program's health and safety practices and compliance with state and national standards.
- Establish and monitor infectious disease control practices.
- Ensure that appropriate health information is recorded in children's health records and shared with families and staff as appropriate.
- Prepare and encourage staff and families to utilize community health resources when needed.
- Ensure that health, nutrition and fitness activities are included in the daily curriculum for each child.
- Consult with pediatric health professionals and community safety experts on health and safety practices and issues relevant to program operation.

Director's/Administrator's Knowledge Area 7, Level 3 Competencies (D7C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Support and advocate for healthy and safe childhood programs.
- Assess policies and procedures for continuous monitoring of the environment for health and safety hazards.
- Lead program-wide evaluation of current practices for effectiveness and conformity with national health and safety standards (Caring for Our Children, AAP/APHA/MCHB-HRSA-HHS) and institute corrective actions where needed, including determining the need for, obtaining, and using the help of outside expertise.
- Design and monitor processes to ensure appropriate exchange of staff and child health information and meeting the health care needs of individual children.
- Analyze policies and support systems to minimize staff illness and injury.

Home-based Practitioner's Knowledge Area 7, Level 2 Competencies (H7C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Implement state and national recommendations for health and safety practices and compliance with state and national standards, while retaining advantages of home environment.
- Establish and monitor infectious disease control practices.
- Ensure that appropriate health information is recorded in children's health records and shared with families and assistants/substitutes as appropriate.
- Prepare and encourage assistants/substitutes and families to utilize community health resources when needed.
- Ensure that health, nutrition and fitness activities are included in the daily curriculum for each child.
- Consult with pediatric health professionals and community safety experts on health and safety practices and issues relevant to program operation.

Home-based Practitioner's Knowledge Area 7, Level 3 Competencies (H7C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Support and advocate for healthy and safe childhood programs.
- Assess policies and procedures for continuous monitoring of the home environment for health and safety hazards.
- Engage families and assistants in evaluation of current practices for effectiveness and conformity with national health and safety standards (Caring for Our Children, AAP/APHA/MCHB-HRSA-HHS) and institute corrective actions where needed, including determining the need for outside expertise.
- Design and monitor processes to ensure appropriate exchange of child health information and meeting any special health care needs, including determining the need for, obtaining, and using the help of outside expertise.
- Analyze policies and support systems to minimize illness and injury to self and assistants/substitutes.

DIRECTOR'S/ADMINISTRATOR'S KNOWLEDGE AREA 8:
Program Organization & Administration

The leadership role of the program director or administrator is critical to the provision of high quality programs. As the person responsible for the creation of efficient management systems to carry out the program's mission, as well as the creation of a learning environment that promotes optimal child development, a variety of skills are needed. Administrators need a solid foundation in the principles of organizational management, including how to establish systems for smooth program functioning and how to manage staff. They also need a strong foundation in the fundamentals of child development and early childhood education to guide the instructional practices of teachers and support staff.

A. Areas of law that generally apply to early childhood and school-age programs include the following:

- Applicable national and state regulatory codes (including education, Head Start, and child care regulations)
- Confidentiality and custody issues
- Child abuse and neglect
- Anti-discrimination laws
- Labor laws
- Contracts and liability
- Inclusive practices and legal responsibilities
- Tax codes and accounting practices
- Relevant portions of public health codes (e.g. management, exclusion, and notification regarding communicable disease; monitoring of staff and child compliance with preventive health service requirements for screening and immunization)

B. Effective directors/administrators work with financial staff to develop strategic plans that consider various aspects of program financing, including access to grants and other funding sources.

- Tuition alone is rarely adequate income to meet the expenses of good quality service delivery in early childhood and school-age programs. Most programs must raise funds from additional sources and must consider varied forms of outside fundraising.
- Reducing turnover in enrollment and raising tuition to fair market rates requires low/no cost, high impact marketing strategies.
- Decisions about fee schedules and payment policies (infant through school-age, part-time and full-time, payment for days absent, etc.) have significant impact on program income.

- Decisions about staffing and enrollment patterns (group sizes, adult/child ratios, mixed-age groupings, group combination during low enrollment periods, etc.) have a significant impact on both program income and program quality.
- Decisions about investment of limited funds in facility, equipment, materials, staff, and consultants will have significant impact on both program budget and the quality of service to children and families.
- Effective budget planning, accounting, and monitoring is necessary to keep early childhood and school-age programs financially solvent and able to make a positive contribution to the community.

C. There is wide variation in early childhood/school-age program structures. This means that some program directors or administrators may be business owners with little or no administrative support, while other directors lead an administrative team that may include local or regional supervisors, private owners, public sponsors, parent or community boards, elementary schools, education/curriculum coordinators, staff instructors, and financial staff. In either case, directors take responsibility for sustaining the philosophical base, striving toward the goals of the organization, and refining goals as necessary.

- Program fees and policies must carefully balance the financial needs of the early childhood or school-age program, express the philosophy of the program, support the program's goals, and respond to the needs of the community.
- Salary schedules and employee benefit policies need to reward both experience and education in order to sustain and improve service delivery.
- In an administrative role, building effective service organizations requires the ability to carefully observe and listen to, motivate, and challenge key people. This includes members of boards, parent groups, staff teams, and advisory groups. Effective program directors/administrators build constructive relationships with host agencies, funders, or sponsors.
- Building a stable, qualified, positive staff team is essential to high quality service and requires effective staff hiring, supervision, evaluation, growth, development, and termination.

D. Leaders of early childhood and school-age programs develop their own knowledge of child and family needs and collaborate with community organizations, colleagues, resources, and specialists who can provide support.

- Early childhood and school-age programs are primary community contacts for families and can help them access health and social services and check that children and staff have obtained required routine preventive health services.
- Supporting child and family transitions as children grow requires positive relationships between all types of education programs.
- Supporting program staff and families requires access to expertise and financial resources that can enhance early childhood and school-age child programs.

DIRECTOR'S/ADMINISTRATOR'S KNOWLEDGE AREA 8:
Program Organization & Administration Competencies

Director's/Administrator's Knowledge Area 8, Level 2 Competencies (D8C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Apply appropriate national and state regulatory codes when making program decisions and setting policies.
- Identify the relationship between program policies and program finances.
- Prepare staff meeting agendas based on objective understanding of current program priorities and group dynamics.
- Identify key issues, barriers, resources, and people affecting relationships between pre-kindergarten/school-age programs and public/private elementary school programs.
- Use consultants wisely to identify problem areas and improve program performance.
- Consider multiple strategies to improve staff hiring and retention.
- Develop hiring practices and staff policies, conduct staff performance reviews, and motivate and maintain staff morale.

Director's/Administrator's Knowledge Area 8, Level 3 Competencies (D8C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the director/administrator providing early childhood and school-age programs will be able to:

- Participate in the development of long-range fiscal planning, operating budget preparation, reconciliation and review using appropriate national and state regulatory codes to evaluate program compliance and develop strategic quality improvement plans. Recognize regulatory code as a necessary baseline rather than end goal.
- Design program policies that support the program's financial needs and goals. Interpret and communicate philosophical base and steps toward strategic goals; advocating for children, families, staff, and board as needed.
- Apply sound financial management policies, procedures and accountability using standard accounting practices.
- Generate and manage resources necessary to support high quality programming for children and families.
- Apply technology-based management systems to guide staff in data collection and analysis.
- Lead a strategic planning process that outlines actions the program will take to implement the program vision and mission.
- Initiate and build positive relationships between pre-kindergarten/school-age programs and public/private elementary school programs.
- Communicate with schools regarding program support of school curriculum and state education standards.
- Assess and implement strategies for building partnerships with families, colleagues, and community agencies to improve programs.

HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 8:
Program Organization & Administration

Building professional relationships with families, assistants/substitutes, and a broader professional network enables home-based practitioners to select and implement administrative practices that maintain and support strong early childhood and school-age programs. A strong program adheres to applicable rules and regulations, strives for continuous quality improvement, and applies strategic planning concepts to the decision-making process. The knowledgeable, competent home-based practitioner possesses and helps others gain the foundation necessary to protect, support, and guide children as they mature and learn.

A. Operation within applicable law requires knowledge of, and ability to interpret, legal codes, knowing when legal counsel is necessary, and being able to recognize and access knowledgeable counsel. Areas of law that generally apply to home-based early childhood and school-age child care programs include the following:

- Applicable national and state regulatory codes (including education, Head Start, and child care regulations)
- Confidentiality and custody issues
- Child abuse and neglect
- Anti-discrimination laws
- Labor laws
- Contracts and liability
- Inclusive practices and legal responsibilities
- Tax codes and accounting practices
- Relevant portions of public health codes (e.g. management, exclusion, and notification regarding communicable disease; monitoring of household member and child compliance with preventive health service requirements for screening and immunization)

B. Effective home-based practitioners develop strategic plans that consider various aspects of financing a home business, including access to grants and other funding sources.

- Tuition alone is rarely adequate income to meet the expenses of good quality service delivery in home-based programs. As with all child care programs, most child care homes must raise funds from additional sources and must consider varied forms of outside fundraising.
- Reducing turnover in enrollment and raising tuition to fair market rates requires low/no cost, high impact marketing strategies.
- Decisions about fee schedules and payment policies (infant through school-age, part-time and full-time, payment for days absent, etc.) have significant impact on the practitioner's income.

- Decisions about staffing and enrollment patterns (group sizes, adult: child ratios, mixed-age groupings, group combinations during low enrollment periods, etc.) have a direct impact on both the caregiver's income and program quality.
- Decisions about investment of limited funds in facility, equipment, materials, and assistants will have direct impact on the practitioner's income and the quality of service to children and families.
- Effective budget planning, accounting, and monitoring is necessary to keep child care homes financially solvent and able to make a positive contribution to the community.

C. Most home-based practitioners are small proprietors of home businesses with little or no working capital, business background, or administrative support. Many practitioners are connected to a neighborhood, state, or national family child care association (a professional organization led and run by practitioners). A minority of home-based practitioners are formally connected to sponsoring agencies. They may be part of a network (a group of practitioners sponsored by an agency that provides support services). They may be employees of a system that collects fees and sets the practitioner's program policies. Many practitioners work alone, but increasing numbers employ assistants or substitutes. More often home-based practitioners take sole and personal responsibility for compliance with law, managing budgets, defining program philosophy, setting policies, and strategizing toward goals.

- Program fees and policies must carefully balance the needs of the practitioner's family, express the philosophy of the program, and respond to the needs of the community.
- Practitioner's income, working conditions, and benefits need to reward both experience and education in order to sustain high quality home-based programs.
- Building a stable business, with qualified, positive practitioners is essential to high quality service and requires effective staff hiring, supervision, evaluation, growth, development, and termination.

D. Leaders in early childhood and school-age programs develop their own knowledge of child and family needs and collaborate with community organizations, colleagues, resources, and specialists who can provide support.

- Home-based child practitioners serve as primary community contacts for families and can help them access health and social services.
- Supporting child and family transitions as children grow requires positive relationships between child care and education programs.
- Supporting assistants, substitutes, and families requires access to expertise and financial resources that can enhance home-based early childhood and school-age programs.

HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 8:
Program Organization & Administration Competencies

Home-based Practitioner's Knowledge Area 8, Level 2 Competencies (H8C2)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Apply appropriate national and state regulatory codes when making program decisions and setting policies.
- Identify the relationship between program policies and program finances.
- Lead discussions with families and with own household members to gain objective understanding of current issues that need to be addressed or balanced.
- Identify key issues, barriers, resources, and people affecting relationships between pre-kindergarten/school-age programs and public/private elementary school programs.

Home-based Practitioner's Knowledge Area 8, Level 3 Competencies (H8C3)
In addition to all knowledge and competencies within the Pennsylvania Core Body of Knowledge (CBK), the home-based practitioner providing early childhood and school-age care will be able to:

- Use appropriate national and state regulatory codes to evaluate compliance and develop strategic quality improvement plans. Recognize regulatory code as a necessary baseline rather than the end goal.
- Design policies that meet the practitioner's family financial needs and goals.
- Interpret and communicate philosophical base and steps toward strategic goals; advocating for children, families, staff, and self as needed.
- Initiate and build positive relationships between pre-kindergarten/school-age programs and public/private elementary school programs.
- Use regulatory and professional standards to evaluate child care homes and develop quality improvement plans (for self and others).
- Assess and implement strategies for building partnerships with families, neighbors, colleagues, and community agencies to improve all early childhood/school-age programs.

Exhibit B

Pennsylvania Early Learning
Keys to Professional Development

PENNSYLVANIA QUALITY ASSURANCE SYSTEM (PQAS)
REVISED REQUIREMENTS
FAQ

Effective Date - 7/1/2010

What is the PQAS?

The Pennsylvania Quality Assurance System (PQAS) is designed as a means to ensure quality professional development (PD) and technical assistance (TA) provided to early childhood and school-age practitioners in Pennsylvania. This system is designed so that individual instructors or TA consultants rather than individual professional development activities are reviewed and approved. Approved instructors and TA consultants are required to meet and maintain established qualifications, including educational achievements and professional development experience.

Who needs to be approved with the PQAS?

All instructors or TA consultants who work with practitioners and want to be eligible to participate in Office of Child Development & Early Learning (OCDEL) funded initiatives are required to be approved by the PQAS. Instructors and TA consultants who wish their PD to give provider participants in OCDEL programs required PQAS PD hours need to be approved by the PQAS. (Example of some OCDEL programs: Head Start Supplemental, Pre-K Counts, Keystone STARS, Nurse Family Practitioner, and Keystone Babies)

Why revisions to the requirements for PQAS?

As Pennsylvania continues to strive to increase the quality of programs offered to early childhood and school-age children, the educational requirements for practitioners continue to increase. To keep up with this growth, the instructors and TA consultants offering PD/TA to the practitioners also needs to elevate. These revisions to the PQAS requirements focus on that need by increasing educational requirements as outlined by the Pennsylvania Career Lattice, and also offering a waiver/action plan for those who do not meet the requirements, but wish to be a PQAS certified instructor or TA consultant.

What are the revisions in the requirements for PQAS? (Revisions in bold)

Affiliate Instructor (PD only): Individuals who have at minimum an Associate's Degree from an accredited institution in Early Childhood Education (ECE), **Child Development,** or related field, with 18 ECE credits, **as defined on Level V of** Pennsylvania's Career Lattice (For SACC instructors, credits may be in Education, excluding Secondary Education) and 25 or more hours of professional development experience for adults in the last three years. The instruction delivered by an Affiliate Instructor must be prepared and delivered through the support of a Certified Instructor who has been approved at the Certified Instructor level for at least two years.

**There is no certification process for technical assistance consultants at the Affiliate level.*

Certified Instructor or Certified Technical Assistance Consultant: Individuals who have at least a Bachelor's Degree from an accredited institution in Early Childhood Education (ECE) or **Child Development**; or a Bachelor's Degree in a related field, **including 30 ECE credits or ECE Certification as defined on Level VI of Pennsylvania's Career Lattice.** (For SACC instructors and consultants, credits may be in Education, excluding Secondary Education.) The instructors are also required to facilitate in 25 or more hours of professional development for adults in the last three years. Dual certification is available with submission of both a professional development module and a technical assistance action plan. Individuals providing both professional development and technical assistance should apply for dual certification.

Waiver Option Requirements: **Applicants applying for this level of PQAS approval (new or renewal) who do not meet the 30 ECE credit requirement as described above but have at least 18 ECE credits, will be required to submit a waiver and an action plan with their PQAS application. The waiver request must be accompanied by a Detailed Qualifications Action Plan that demonstrates how the instructor will earn the additional credits required. The timeline for the action plan is two years. In extenuating circumstances, a second waiver may be approved if the individual has demonstrated appropriate progress. The waiver and action plan forms are available at www.pakeys.org. The waiver option is only available for Certified Instructor, Certified Technical Assistance Consultant or for those applying for dual approval.**

***Minimum credit requirements to apply for a waiver* - 18 ECE credits. Classes taken as "credit optional" may be considered in lieu of credit and should be presented for consideration. (ex: Infant Mental Health Certificate, Child Health Advocate, etc.)**

Director Instructor: Directors who have at minimum an Associate's Degree from an accredited institution in Early Childhood Education (ECE), **Child Development, ECE Certification** or related field as defined on Pennsylvania's Career Lattice with 6 ECE credits, and have taken the required prerequisite instruction as specified on the application can instruct their site staff only on the topics for which they have received PQAS approval.

Faculty Instructor: Individuals must at minimum have a Master's degree from an accredited institution in Early Childhood Education (ECE), **Child Development** or related field, including 30 ECE credits, as **defined on Pennsylvania's Career Lattice Level VII.** (For SACC instructors, credits may be in Education, excluding Secondary Education.) Faculty need to have taught two courses, at least two terms at the same institution of higher education within two years prior to applying for PQAS. **Faculty, who have a Doctoral level degree and might not have the ECE credits, may choose topic codes that would be supported by their educational background.**

*Specialty Discipline Instructor and **Specialty Discipline Technical Assistance Consultant*:* Individuals who do not have early childhood/school-age educational backgrounds but have important information to share (e.g., nurses, accountants, lawyers). These individuals possess a Bachelor's degree from an accredited institution; have a professional license or other type of recognized credential and 15 hours of

professional development experience for adults in the last three years. (A minimum of a high school diploma will be accepted in certain circumstances.)

**TA consultant must have a minimum of a Bachelor's degree in specialty field.*

How is a PQAS application reviewed?

Applications are first reviewed to ensure the application is complete and minimum requirements are met. If the application is not complete and/or minimum requirements are not met, applications may be denied at this point. If a module or action plan is submitted, a number of individuals from various areas of expertise, known as Peer Reviewers, have the task of assessing PQAS PD modules or PQAS TA action plans and making recommendations for approval. Each PQAS module or action plan is reviewed by a minimum of two peer reviewers before the applicant is awarded PQAS status. A copy of the assessment instrument, PQAS Applicant Professional Development Module Scoring Instrument or PQAS Applicant Action Plan Scoring Instrument, used by Peer Reviewers is available on the www.pakeys.org website.

What benefits are there to being a PQAS approved PD instructor or TA consultant?

PQAS approved PD instructors and TA consultants are able to develop and deliver professional development or technical assistance that is accepted for OCDEL and DPW professional development requirements. The PD instructor or TA consultant's name, event information, and unique PQAS number must appear on professional development or TA records provided to practitioners so that they have the documentation necessary for OCDEL and DPW professional development requirements. PQAS approval can be verified online through the Instructor Search on the PA Keys to Quality Intranet at www.pakeys.org. PQAS approved PD instructors and TA consultants are not guaranteed a contractual funding relationship with PA Keys to Professional Development for the services provided to practitioners. However, practitioners who access professional development activities provided by a PQAS PD instructor or TA consultant can be confident that the professional development or TA event content meets quality standards, is delivered following proper adult learning principles, and is coded to meet guidelines in the Pennsylvania Core Body of Knowledge.

How do PQAS applicants access the PA Keys to Professional Development Orientation to the PQAS workshops?

PA Keys to Professional Development requires that PQAS applicants have orientation on the use of the Core Body of Knowledge and Professional Development Record, Adult Learning Principles and an Introduction to the Online Professional Development Calendar. Applicants can satisfy the orientation requirement by completing the online PA Keys to Professional Development Orientation to the PQAS training. The online orientation series of workshops is available through the PA Keys to Quality Intranet at www.pakeys.org. Log in to the Intranet Zone and select the PQAS menu item.

How do PQAS applicants access the Integrating Standards, Curriculum and Assessment workshop?

All PQAS applicants are required to familiarize themselves with the PA Early Learning Standards by attending the "Integrating Standards, Curriculum and Assessment" workshop. This PD event can be found on the PA Keys online Calendar at www.pakeys.org. Log in to the Intranet Zone, select the Calendar and search for a location that meets your needs.

How do I add specialty discipline topic codes to my Certified Instructor approval?

Certified Instructors may include topics identified as "specialty discipline" by submitting documentation of competence for the specialty discipline topic being requested. For example, to add topic code 80-Pediatric First Aid, send a copy of the current instructor certification card or certificate from an organization whose curriculum has been approved for use in Pennsylvania. The specialty discipline topic will be counted into the total of ten topic codes.

How long does PQAS approval last? How is it renewed?

PQAS PD Instructors and TA Consultants are approved for a period of five years. PQAS PD Instructors and TA Consultants must submit a renewal application within 90 days prior to their expiration date. If a renewal application is not received within 90 days after the expiration date, the PQAS approval will be removed and an individual will have to complete a full application and submit a new module or action plan as applicable. 36 hours of professional development related to the topic codes the instructor or consultant is approved for is required for renewal. For an individual with dual certification, the 36 hours should be split 18 hours focused on PD topic codes and 18 hours focused on TA topic codes. The Affiliate Instructors should document their progress on Bachelor's Degree. Only one renewal will be granted as an Affiliate Instructor.

How do the new educational requirements affect me if I already have PQAS approval?

Beginning July 1, 2010, all PQAS applicants (new and renew) will be required to meet the new educational requirements. Individuals with current PQAS approval will remain approved until their next renewal period, at which time they will be required to meet the new educational requirements. Certified Instructors and TA Consultants who have a minimum of 18 ECE credits, but do not meet the educational requirements, will be required to submit a waiver and an action plan.

Entry Requirements for Instructors and TA's/ Function in PQAS

Types of Instructors/Consultants	Educational Background	Professional Development Experience	Function in PQAS
Affiliate Instructor	Individuals who have at minimum an Associate's Degree from an accredited institution in Early Childhood Education (ECE) or related field, with 18 ECE credits, **as defined on Level V of Pennsylvania's Career Lattice** (For SACC instructors, credits may be in Education, excluding Secondary Education.)	Has provided 25 hours or more of professional development to adults within the past three years.	Instruction delivered by an Affiliate Instructor must be prepared and delivered through the support of a Certified Instructor **who has been approved at the Certified Instructor level for at least two years.**
Certified Instructor or TA Consultant	Individuals who have at least a Bachelor's Degree from an accredited institution in Early Childhood Education (ECE), **Child Development** or related field, **including 30 ECE credits as defined on Level VI of Pennsylvania's Career Lattice or an ECE Certification.** (For SACC instructors and consultants, credits may be in Education, excluding Secondary Education.)	Has provided 25 hours or more of professional development or TA to adults within the past three years.	Can instruct or provide TA alone. Certified Instructors may support Affiliate Instructors.
Director Instructor	Directors who have at minimum an Associate's Degree from an accredited institution in Early Childhood Education (ECE), **Child Development** or related field as defined on Pennsylvania's Career Lattice with 6 ECE credits **or ECE Certification.**	Has taken the required prerequisite instruction as specified on the application guidelines.	Can instruct their site staff only on the topics for which they have received PQAS approval.
Faculty Instructor	Individuals must at minimum have a Master's degree from an accredited institution in Early Childhood Education (ECE), **Child Development** or related field, including 30 ECE credits, **as defined on Pennsylvania's Career Lattice Level VII.** (For SACC instructors, credits may be in Education, excluding Secondary Education.) **Faculty who have a Doctoral level degree and might not have the ECE credits, may choose topic codes that would be supported by their educational background.**	Faculty need to have taught two courses, at least two terms at the same institution of higher education within two years prior to applying for PQAS.	Can instruct alone.
Specialty Discipline Instructor/TA Consultant	Individuals possess a Bachelor's degree from an accredited institution preferred; have a professional license or other type of recognized credential. Minimum of a high school diploma accepted with appropriate professional license or other type of recognized credential. **TA consultant must have a minimum of a Bachelor's degree in specialty field.*	Has provided 15 hours or more of professional development or TA to adults within the past three years.	Can instruct or provide TA alone on identified Specialty Discipline topics.

Exhibits C

POSITION STATEMENT

naeyc®

NAEYC Standards for Early Childhood Professional Preparation Programs

Position Statement Approved by the NAEYC Governing Board July 2009

A position statement of the National Asssociation for the Education of Young Children

Introduction

The purpose of this position statement

NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

History

NAEYC has a long-standing commitment to the development and support of strong early childhood degree programs in institutions of higher education. NAEYC standard setting for degree programs in institutions of higher education began more than 25 years ago. This document is the third revision to NAEYC's Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs (1982) and Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (1985).

Development and publication of those first standards documents was made possible through the contributions of family and friends of Rose H. Alschuler, a founding member and first Secretary-Treasurer of NAEYC from 1929-1931. During the 1920s, Ms. Alschuler was an early proponent and director of the first public nursery schools in the United States. During the 1930s she directed Works Progress Administration (WPA) public nursery schools in Chicago. During World War II she chaired the National Commission for Young Children. Her life and legacy continue today as our field furthers its work to improve both programs for young children and programs that prepare early childhood professionals.

The Revisions process

The 1985 guidelines for preparation of early childhood professionals were revised in 1996, 2001-2003, and again with this revision in 2009. Each of these sets of guidelines and standards was developed with input from hundreds of early childhood professionals who participated in conference sessions, advisory committees, and work groups. While these are position statements of NAEYC, each was developed with invited input from colleagues in related professional associations, including ACCESS—early childhood educators in associate degree granting institutions, the National Association of Early Childhood Teacher Educators (NAECTE), the Division for Early Childhood of the Council for Exceptional Children (CEC/DEC), and the National Board for Professional Teaching Standards (NBPTS).

In January 2008, NAEYC's Governing Board appointed a working group to advise staff on the preparation of a revision of the current *Preparing Early Childhood Professionals: NAEYC's Standards for Programs* (2003). This work group was composed of early childhood faculty members from associate, baccalaureate, and graduate degree programs; representatives of NAEYC, ACCESS, and NAECTE; and faculty who use the standards in the National Council for Accreditation of Teacher Education (NCATE) and NAEYC Early Childhood Associate Degree Accreditation (ECADA) systems. Additional input into the standards revision process was gathered during sessions at the 2007 NAEYC Annual Conference, the 2008 NAEYC Public Policy Forum, and the 2008 NAEYC National Institute for Early Childhood Professional Development. Draft revisions were posted on the NAEYC Web site for public comment in Fall 2008. Final revisions were completed in Spring 2009.

What is new?

From all of these perspectives, the feedback indicated that the standards remain strong. Revisions called for are primarily organizational and reflect input from those who are actively implementing the standards in the field. There are *two* significant revisions in this 2009 document.

1. Standard 4 has been separated into two standards, one focuses on early childhood methods and the other on early childhood content. This increases the total number of standards from five to six.
2. The language *all children* is revised to read either *each child* or *every child* to strengthen the integration of inclusion and diversity as threads across all standards. In some cases, the phrase "each child" has been added to a key element of a standard.

Like all NAEYC position statements, the standards for early childhood professional preparation are living documents and as such will be regularly updated and revised.

Standards as a vision of excellence

With good reason, many educators have become wary of standards. At times, standards have constricted learning and have encouraged a one-size-fits-all mentality. But standards can also be visionary and empowering for children and professionals alike. NAEYC hopes its standards for professional preparation can provide something more valuable than a list of rules for programs to follow.

The brief standards statements in this document offer a shared vision of early childhood professional preparation. But to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Good early childhood settings may look very different from one another. In the same way, good professional preparation programs may find many pathways to help candidates meet high standards, so that they can effectively support young children and their families. (Hyson 2003, p. 28)

Unifying themes for the field

These standards express a national vision of excellence for early childhood professionals. They are deliberately written as statements of core knowledge, understanding, and methods used across multiple settings and in multiple professional roles. The key elements of each standard progress from a theoretical knowledge base to more complex understanding to the application of knowledge in professional practice.

These 2009 NAEYC Standards for Early Childhood Professional Preparation Programs continue to promote the unifying themes that define the early childhood profession. These standards are designed for the early childhood education profession as a whole, to be relevant across a range of roles and settings. These core NAEYC

standards are for use across degree levels, from associate to baccalaureate to graduate degree programs. They are used in higher education accreditation systems, in state policy development, and by professional development programs both inside and outside institutions of higher education. These core standards can provide a solid, commonly held foundation of unifying themes from which diverse programs may arise, incorporating the wisdom of local communities, families, and practitioners. These unifying themes include

- **Shared professional values,** including a commitment to diversity and inclusion; respect for family, community, and cultural contexts; respect for evidence as a guide to professional decisions; and reliance on guiding principles of child development and learning.
- **Inclusion of the broad range of ages and settings** encompassed in early childhood professional preparation. NAEYC defines early childhood as the years from birth through age 8. These standards are meant to support professional preparation across diverse work settings, including infants and toddlers, primary grades, family child care, early intervention, government and private agencies, higher education institutions, and organizations that advocate on behalf of young children and their families.
- **A shared set of outcomes** for early childhood professional preparation. These core standards outline a set of common expectations for professional knowledge, skills and dispositions in six core areas. They express what tomorrow's early childhood professionals should know and be able to do.
- **A multidisciplinary approach** with an emphasis on assessment of outcomes and balanced attention to knowledge, skills, and dispositions.

Over time, NAEYC has organized these standards in a variety of ways. In the 1980s, they were organized into two position statements, one for associate degree programs and the other for four- and five-year degree programs. In 1991 one document outlined standards for basic and advanced degree programs. In 1999–2003, three documents outlined standards for associate, initial licensure, and advanced degree programs. In this new position statement, the core standards are presented in *one* NAEYC position statement that emphasizes the essentials of professional preparation for careers in early childhood education, regardless of role, setting, or degree level. This position statement will guide the preparation of supporting materials when these standards are adopted for use in the NCATE and ECADA accreditation systems.

Connecting to accreditation

Many higher education institutions choose to seek NAEYC Early Childhood Associate Degree Accreditation (ECADA) or NAEYC recognition of baccalaureate and graduate degrees as part of the National Council for Accreditation of Teacher Education (NCATE) accreditation for programs leading to initial or advanced teacher licensure. Both accreditation systems use these standards. Note that in these core NAEYC standards, the terms *students* and *candidates* are used interchangeably to describe the adults who are prepared by early childhood teacher education programs.

Note that these core standards are student performance standards. Meeting these standards requires evidence that programs (1) offer learning opportunities aligned with the key elements of the standards, (2) design key assessments that measure students' performance on key elements of the standards, (3) collect and aggregate data on student performance related to the standards, and (4) use that data in intentional, responsive ways to improve the quality of teaching and learning in the program.

These core standards are used across both ECADA and NCATE accreditation systems and across associate, baccalaureate, and graduate degree levels. Specific accreditation expectations related to different degree types and levels are published and updated separately for each accreditation system. Indicators of strength in program context and structure—the institutional mission, conceptual framework, field experiences, student characteristics and support services, faculty composition and qualifications, program resources and governance, support for transfer and articulation—are addressed in the guiding materials for programs seeking ECADA and NCATE accreditation.

Defining professional preparation in early childhood education

NAEYC continues to use the child development research and evidence base to define the "early childhood" period as spanning the years from birth through age 8. As in past editions of its standards, NAEYC recognizes that within that range, early childhood professionals—and the programs that prepare them—may choose to specialize within the early childhood spectrum (infants/toddlers, preschool/prekindergarten, or early primary grades).

Multiple professional roles and pathways

Specialization can be valuable, but NAEYC believes that all early childhood professionals should have a broad knowledge of development and learning across the birth-through-age-8 range; should be familiar with appropriate curriculum and assessment approaches across that age span; and should have in-depth knowledge and skills in at least two of the three periods: infants/toddlers, preschool/prekindergarten, and early primary grades. Without knowing about the *past* and the *future* (the precursors to children's current development and learning and the trajectory they will follow in later years), teachers cannot design effective learning opportunities within their specific professional assignment.

In addition, today's inclusive early childhood settings—those that include young children with developmental delays and disabilities—require knowledge of an even wider range of development and learning than was needed in many classrooms of the past. Without understanding a variety of professional settings and roles, as well as current and historical issues and trends that shape those settings and roles, individuals will find career and leadership opportunities in the field limited.

Many early childhood students enter college with a limited view of professional options. While all early childhood professionals should be well grounded in best practices in direct care and education, early childhood degree programs might also prepare students for work in the following roles and settings:

Early childhood educator roles, such as early childhood classroom teacher, family child care provider, Head Start teacher, or paraprofessional in the public schools;

Home-family support roles, such as home visitor, family advocate, child protective services worker, or parent educator; or

Professional support roles, such as early childhood administrator in a child care or Head Start program, staff trainer, peer/program mentor, or advocate at the community, state, or national level.

Core values in professional preparation.

NAEYC's standards for professional preparation are derived from the developmental and educational research base found in the resources at the end of this document and in related position statements, including, among others,

- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8;
- Early Learning Standards: Creating Conditions for Success;
- Early Childhood Mathematics: Promoting Good Beginnings;
- Learning to Read and Write: Developmentally Appropriate Practices for Young Children;
- Screening and Assessment of Young English-Language Learners;
- Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation;
- Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education;
- Still Unacceptable Trends in Kindergarten Entry and Placement; and
- Early Childhood Curriculum, Assessment, and Program Evaluation. www.naeyc.org/positionstatements

In addition to the common research base and emphasis on the centrality of field experiences, these NAEYC standards affirm the value of, for example: play in children's lives; reciprocal relationships with families; child development knowl-

edge as a foundation for professional practice; practices and curricula that are culturally respectful and responsive; ethical behavior and professional advocacy; and in-depth field experiences in high-quality professional preparation.

To be an excellent teacher: Professional preparation as meaning making

Young children benefit from well-planned, intentionally implemented, culturally relevant curriculum that both supports and challenges them. Research indicates the kinds of experiences that are essential to building later competence in such critical areas as language and literacy, mathematics, and other academic disciplines, as well as in gross motor development, social skills, emotional understanding, and self-regulation. The knowledge base also emphasizes the need for close relationships between young children and adults and between teachers and children's families. Such relationships and the secure base that they create are investments in children's later social, emotional, and academic competence.

Just as curriculum for young children is more than a list of skills to be mastered, professional preparation for early childhood teachers is more than a list of competencies to be assessed or a course list to complete. Early childhood students in well-designed programs develop professional knowledge, skills, and dispositions in a community of learners making sense of readings, observations, field experiences, and group projects through their interactions with others. They make connections between life experiences and new learning. They apply foundational concepts from general education course work to early childhood practice. They learn to self-assess and to advocate for themselves as students and as professionals. They strengthen their skills in written and verbal communication, learn to identify and use professional resources, and make connections between these "college skills" and lifelong professional practice.

Just as children learn best from teachers who use responsive and intentional strategies, adult students learn from instructors who create a caring community of learners, teach to enhance development and learning, plan curriculum aligned with important learning outcomes, assess student growth and development related to those outcomes, and build positive relationships with students and other stakeholders in the program.

Responding to current challenges, needs, and opportunities

Diversity, inclusion, and inequity

Every sector of the early childhood education community, including professional preparation programs, faces new challenges. Among them is the increased *diversity* of children and families in early childhood programs, from infant/toddler child care through the primary grades. This increased diversity is seen in the large numbers of children from culturally and linguistically diverse communities, as well as in the growing numbers of children with disabilities and other special learning needs who attend early childhood programs. A related challenge is the need to grow a more diverse teaching workforce and a more diverse leadership for the profession as a whole.

Another current challenge is the need to address the *inequities* and gaps in early learning that increase over time, developing into persistent achievement gaps in subgroups of American school children. Differences in academic achievement among ethnic groups, explained largely by socioeconomic differences, are central to the current "standards/accountability" movement in education—from infancy through the early primary grades and again as instructors of adults in early childhood preparation programs. To implement developmentally appropriate practices, early childhood professionals must "apply new knowledge to critical issues" facing the field (Copple & Bredekamp 2009).

One strategy to address these learning gaps and support children is the growth of publicly funded prekindergarten programs. Along with this strategy has come a new focus on preK-3 curriculum alignment; more high-quality professional development for teachers; partnerships between states, universities, community colleges, quality rating systems, and schools; and more highly qualified teachers in prekindergarten and early primary grades—teachers who have completed higher education degree programs with specialized early childhood preparation (Haynes 2009).

Preparation across the birth-through-8 age range

Professional preparation program leaders must make difficult decisions as they work with limited

resources to design curriculum, field experiences, and assessment systems to prepare teachers for work across the full spectrum of the early childhood age range. Teacher licensure complicates the picture, since states' definitions of the early childhood age span and its subdivisions vary greatly and are changed frequently. Even programs that emphasize the upper end of the age range may not adequately prepare candidates in the critical content or subject matter areas needed to build children's academic success. Literacy is only one example: National reports (e.g., National Institute of Child Health and Human Development 2000) repeatedly fault teacher education for failing to provide candidates with research-based knowledge about reading and in-depth practical experience. An equally important concern is the tendency for teacher education programs to give inadequate attention to children's critical early years, especially the birth-to-age-3 period. Teachers who take positions in infant/toddler care but whose preparation has slighted that period may fail to support children's learning and development because the curriculum and teaching strategies they were taught to use are more effective with older children.

Programs also make difficult decisions related to *inclusion, diversity, and inequities* in adult education and in the early childhood field. Calls for greater formal education have not been matched by public investments in salaries and working conditions for early childhood staff, especially in early childhood programs in community-based settings that serve the vast majority of children under age 5.

Across all degree levels, NAEYC cautions programs against the superficial "mile wide and inch deep" model of professional preparation. Looking at the standards in this document, program faculty will be challenged to weigh breadth versus depth (standard by standard and element by element) within the context of their own program, student needs (including the need to acquire concepts and skills in general education), and the realities of a degree completion time frame. Every degree program that specializes in early childhood education has a responsibility to address all of the standards, each in its own way and with its own best decisions on breadth and depth. Like houses that start out with the same foundation and framework but look entirely different as rooms are added, combined, altered, and personalized, each professional preparation program may implement these standards in distinctive ways—as long as what is implemented is of uniformly high quality.

Field experiences

A key component of each of NAEYC's standards is hands-on field or clinical experiences, whether this is immersion in applied research for the doctoral student, systematic inquiry into their own classroom practices for the student already working in the field, or field observations for the student considering an early childhood career. Excellence in teaching requires a continuous interplay of theory, research, and practice. Supervised, reflective field experiences are critical to high-quality professional preparation. Rather than a separate standard on field experiences, programs should note that each standard includes a key element focused on application or use of knowledge and skills related to the standard. These key elements are best learned, practiced and assessed in field experiences.

The Professional Development School movement underscores the challenge of identifying and partnering with high-quality sites for education professionals to develop or refine their skills with competent mentorship and supervision. Finding a high-quality field site is a challenge across all early childhood settings—whether primary school, private preschool, child care center, or family child care home.

Many programs are working with states, communities, or local school districts to raise the qualifications of teachers already in the field—students who need to complete degree programs while maintaining current staff positions. These students may be already working in child care, Head Start, or as aides in primary grade classrooms. Other programs are deliberately providing field experiences in high-need/low-resource schools. In any of these cases, the quality of the site may not be high but the field placement may be selected for other reasons. The strongest indicator of quality is the quality of the student's opportunities to learn and practice, not the quality of the site itself.

Field experiences consistent with outcomes emphasized in NAEYC standards are

- **Well planned and sequenced,** and allow students to integrate theory, research, and practice.
- **Supported by faculty and other supervisors** who help students to make meaning of their

experiences in early childhood settings and to evaluate those experiences against standards of quality.

- **Selected to expose students to a variety** of cultural, linguistic, and ethnic settings for early childhood care and education.
- **When the settings used for field experiences** do not reflect standards of quality, students are provided with other models and/or experiences to ensure that they are learning to work with young children and families in ways consistent with the NAEYC standards.

Faculty development

Strong professional preparation programs ensure that faculty members demonstrate the qualifications and characteristics needed to promote students' learning in relation to the NAEYC standards. Both full- and part-time faculty should have the academic and practical expertise to guide students toward mastery of the competencies reflected in NAEYC standards. In many programs, current faculty are aging and do not reflect the diversity of children or of adult college students served.

In 2008, NAEYC and the Society for Research in Child Development (SRCD) convened a meeting to develop recommendations that would advance the field of early childhood and improve outcomes for young children, especially those living in the most vulnerable circumstances. Final recommendations included,

> "Create and evaluate a sustainable system of faculty professional development that incorporates adult learning principles and evidence-based practices for improving outcomes for the most vulnerable children" and
>
> "Convene teacher preparation associations (e.g., the American Association of Colleges of Teacher Education [AACTE]) to brainstorm strategies that will increase the total number of future teacher educators, faculty, and researchers, especially from ethnically diverse backgrounds" (NAEYC & SRCD 2008, p. 593).

While strong programs put together a team of full- and part-time faculty members who each make an individual contribution, programs will be best prepared to meet the NAEYC standards when—

- All faculty are academically qualified for their specific professional roles; have had direct, substantial, professional experience; and continue to enhance their expertise in the early childhood profession.
- Faculty hold graduate degrees in early childhood education/child development or substantive early childhood course work at the graduate level and have demonstrated competence in each field of specialization they teach.
- Faculty know about and implement the principles in the position statements, NAEYC Code of Ethical Conduct and Statement of Commitment, in addition to its Supplement for Early Childhood Adult Educators.
- The program uses a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.

The growing role of community colleges in teacher education

The early childhood field is increasingly committed to identifying and supporting a more diverse group of talented leaders. High-quality community college degree programs offer a promising route toward closing that gap. These programs play a critical role in providing access to higher education—and to the positions that require such education—for many groups, especially those currently underrepresented in professional leadership roles.

Cost, location, scheduling, or students' previous educational experiences can impede access to postsecondary education. Community colleges have the explicit mission of increasing access to higher education programs. Consequently, most community colleges offer courses in English as a second language and developmental courses in reading, writing, and mathematics for students who need that additional support.

Almost half of all higher education students in the United States—including 43 percent of African American and the majority of Native American and Hispanic undergraduates—are enrolled in community colleges. Two-thirds of community college students attend part-time. More than 80 percent of community college students work either full- or part-time, and 39 percent are the first in their families to attend college (AACC 2009).

As part of their effort to be responsive to students' varied needs, community colleges offer a variety of educational or degree options. The American Association of Community Colleges

(AACC) recommends the following terminology: The Associate of Arts (A.A) degree generally emphasizes the arts, humanities, and social sciences; typically, three-quarters of the work required is general education course work. The Associate of Sciences (AS) degree generally requires one-half of the course work in general education, with substantial mathematics and science. The Associate in Applied Science (A.A.S) degree prepares the student for direct employment, with one third of the course work in general education. While many students who seek A.A.S degrees do not intend to transfer, these degrees are not intended to create barriers to transfer. "The [A.A.S] degree programs must be designed to recognize this dual possibility and to encourage students to recognize the long-term career possibilities that continued academic study will create" (AACC 1998).

According to estimates from Early and Winton's (2001) national sample, more than 700 institutions of higher education offer associate degree programs in early childhood education. The majority of these are in community colleges. The general community college population is more culturally and linguistically diverse than the student populations in other institutions of higher learning. Early childhood students in two-year programs represent greater diversity than do early childhood students in four-year programs.

Increasing numbers of students entering early childhood associate degree programs have been working—most in child care or Head Start programs (Early & Winton 2001). Many of those students continue to work while attending college part-time. These students are taking the lead in their own education, developing long-term career goals as they improve the quality of their current work with young children and families.

The career goals of students in these programs vary. For some, the degree may enhance their current position, build on a prior Child Development Associate (CDA) credential, and perhaps lead to greater responsibilities in the setting where they work. Although these work settings vary widely, Early and Winton's (2001) data suggest that proportionately more associate degree students work or plan to work with infants and toddlers than do students in four-year programs and many entering students have been working in family child care or child care administrative positions.

Transfer and articulation: meeting immediate needs while keeping doors open

Most early childhood associate degree programs focus on preparing students for direct work with young children in settings outside of primary school classrooms—positions that generally do not require baccalaureate degrees or early childhood teacher certification. However, many community college students are planning to transfer into a four-year college, heading toward teacher certification or other work in the early childhood field. A strong general education foundation together with an introduction to early childhood professional issues and skills is often the combination these students seek.

Still other students enter a community college program with a relatively limited set of objectives (e.g., to take one course that meets a child care licensing requirement or to receive college credit for work toward the CDA) but find unexpected pleasure and challenge in higher education. With support, such students often continue through the associate degree toward a baccalaureate degree and beyond.

Students who need time to succeed in developmental reading, writing, and mathematics courses also need time to develop confidence, skills, and career goals before deciding whether to seek transfer into a four-year institution. Early tracking of students into nontransfer or terminal programs can perpetuate the idea that little education is needed to teach our youngest children. In addition, premature tracking may create unnecessary barriers to students' future options—a serious concern given the higher proportions of students of color in community college programs. Tracking students into nontransfer programs deprives the field of opportunities for these students to become part of a more diverse leadership.

The strongest associate and baccalaureate degree programs serving students already in the field are attempting to keep transfer doors open through high-quality professional course work offered concurrently with strong general education and also by designing programs that simultaneously enhance one's current practice while still maintain transfer options from associate to baccalaureate to graduate degree programs. Increasing numbers of associate degree programs are offering distance learning, noncredit to credit course work, courses offered at worksites, and specialized

courses that support particular settings and roles such as family child care or infant/toddler teacher.

Institutional and policy supports

Two recent surveys indicate some of the challenges facing early childhood degree programs as they strive to deliver high quality birth-through-age-8 preparation. A 2006 study found that only one-third (266) of accredited early childhood baccalaureate degree programs were designed as four-year programs, were housed in regionally accredited institutions of higher education, and offered both preschool and K–3 preparation. The study examines explicit and embedded preparation for diverse, multicultural, or inclusive classrooms and recommends a more comprehensive developmental theory and pedagogy, "transformation" of faculty, and attention to developing new leaders. The capacity of institutions and faculty to undertake these deep quality improvements is unclear, as are the market constraints posed by competition from alternative certification programs and from teacher specializations that are in more demand in the job market (Ray, Bowman, & Robbins 2006).

Hyson et al. (2009) surveyed 231 of an estimated 1,200 higher education institutions offering a degree in early childhood education. A large majority of programs at all degree levels (72 to 77 percent) relied heavily on NAEYC standards to guide program quality and improvement work. Most frequently, improvement efforts were focused on developing new student assessments, improving field experiences, and redesigning course work. Across degree levels, programs were focused on improvements related to preparation for linguistic and cultural diversity and to appropriate assessment of young children. The study makes a number of recommendations, including (1) invest in more full-time faculty with early childhood backgrounds, (2) expand faculty knowledge about research and evidence-based practices, (3) promote and support accreditation for higher education programs, and (4) strengthen connections between associate, baccalaureate, and graduate programs.

NAEYC's *Workforce Designs: A Public Policy Blueprint for State Early Childhood Professional Development Systems* offers guiding principles for states as they develop policy related to professional standards, career pathways, articulation, advisory structures, data, and financing. These guiding principles promote stronger integration across early childhood systems (teacher licensing, Head Start, prekindergarten, child care); quality improvement beyond minimum requirements; attention to diversity, inclusion and access issues; and building in compensation parity with rising qualifications (LeMoine 2008).

High-quality early childhood programs develop intentional responses to these current challenges. While a number of programs are engaged in quality improvements and innovative initiatives, there is a pressing need for faculty leadership from both current and new faculty as well as for institutional and policy support for efforts to improve early childhood professional preparation (e.g., Bowman 2000; Zaslow 2005; Washington 2008; Lutton 2009).

Components and organization of the standards

The standards that follow include a number of interconnected components. Those components, and their organization, are outlined below.

Core standards

There are six core standards, each of which describes in a few sentences what well-prepared students should know and be able to do. It is important to note, then, that the standard is not just that students know something about child development and learning—the expectations are more specific and complex than that.

Supporting explanations

Each standard includes a rationale or "supporting explanation," which offers a general description of why that standard is important.

Key elements

Three to five "key elements" within each standard clarify its most important features. These key elements break out components of each standard, highlighting what students should know, understand, and be able to do.

Examples of opportunities to learn and practice and of learning assessments

Guidance for programs seeking ECADA and NCATE accreditation will include examples of how early childhood degree programs might help students

learn and practice the knowledge, skills, and professional dispositions within that aspect of the standard.

Accreditation materials will also include examples of opportunities to learn and practice—examples of ways that faculty might assess or document student growth and development.

Terminology

Assessment. In these standards the term *assessment* refers primarily to the methods through which early childhood professionals gain understanding of children's development and learning. Systematic observations and other informal and formal assessments enable candidates to appreciate children's unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum (see Standard 3). Secondarily, *assessment*, here, refers to the formal and informal assessments of adult students as required for degree completion. In higher education accreditation systems, these are referred to as "key assessments" and provide evidence that the degree program and its graduates meet the NAEYC standards.

Candidates/students. Refers to college students who are candidates for completion of an early childhood professional preparation program. In some cases, these students are also candidates for professional licensure or certification.

Children. This term is used throughout the standards rather than *students* to refer to the young children in early childhood classrooms, child care homes, and other early childhood settings. In this document, child/children refers to young children in the period of early childhood development, from birth through age 8.

Culture. Includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Developmentally Appropriate Practice. Refers to the NAEYC position statement first developed in 1985 and most recently revised in 2009. The term *developmentally appropriate practice*, or DAP for short, refers to a framework of principles and guidelines for practice that promotes young children's optimal learning and development.

Field experiences. Includes field observations, fieldwork, practica, and student teaching or other clinical experiences such as home visiting.

Inclusion and diversity. Is not a separate standard, but is integrated into each standard. The phrase "each child" or "all children" is used to emphasize that every standard is meant to include all children: children with developmental delays or disabilities, children who are gifted and talented, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs.

Technology. Is not a separate standard, but is woven throughout the standards. Early childhood teachers understand technology and media as important influences on children's development. They use technology as one way of communicating with families and sharing children's work, while recognizing the importance of using other communication methods for families with limited internet access. Similarly, they use technology in child assessment and as a professional resource with colleagues and for their own professional development.

Young children. Refers to children in the developmental period known as early childhood. Although developmental periods do not rigidly correspond to chronological age, early childhood is generally defined as including all children from birth through age 8.

Standards Summary

Standard 1. Promoting Child Development and Learning

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

Key elements of Standard 1

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Supporting explanation

The early childhood field has historically been grounded in a child development knowledge base, and early childhood programs have aimed to support a broad range of positive developmental outcomes for all young children. Although the scope and emphasis of that knowledge base have changed over the years and while early childhood professionals recognize that other sources of knowledge are also important influences on curriculum and programs for young children, early childhood practice continues to be deeply linked with a "sympathetic understanding of the young child" (Elkind 1994).

Well-prepared early childhood degree candidates base their practice on sound **knowledge and understanding of young children's characteristics and needs.** This foundation encompasses multiple, interrelated areas of children's development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes; and motivation to learn—and is supported by coherent theoretical perspectives and by current research.

Candidates also understand and apply their understanding of the **multiple influences on young children's development and learning** and of how those influences may interact to affect development in both positive and negative ways. Those influences include the cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, children's health status and disabilities individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. Candidates also understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children.

Candidates' competence is demonstrated in their ability to **use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments** for all young children (including curriculum, interactions, teaching practices, and learning materials). Such environments reflect *four critical features.*

- First, the environments are *healthy*—that is, candidates possess the knowledge and skills needed to promote young children's physical and psychological health, safety, and sense of security.
- Second, the environments reflect *respect* for each child as a feeling, thinking individual and then for each child's culture, home language, individual abilities or disabilities, family context, and community. In respectful environments , candidates model and affirm antibias perspectives on development and learning.
- Third, the learning environments created by early childhood teacher candidates are supportive. Candidates demonstrate their belief in young children's ability to learn, and they show that they can use their understanding of early childhood development to help each child understand and make meaning from her or his experiences through play, spontaneous activity, and guided investigations.
- Finally, the learning environments that early childhood candidates create are appropriately *challenging.* In other words, candidates apply their knowledge of contemporary theory and research to construct learning environments that provide achievable and stretching experiences for all children—including children with special abilities and children with disabilities or developmental delays.

Standard 2. Building Family and Community Relationships

Students prepared in early childhood degree programs 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.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

Supporting explanation

Because young children's lives are so embedded in their families and communities and research indicates that successful early childhood education depends upon partnerships with families and communities, early childhood professionals need to thoroughly understand and apply their knowledge in this area.

First, well-prepared candidates possess **knowledge and understanding of diverse family and community characteristics** and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children's lives. This knowledge is critical to the candidates' ability to help children learn and develop well.

Second, candidates possess the knowledge and skills needed to **support and engage diverse families through respectful, reciprocal relationships.** Candidates understand how to build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. Candidates consider family members to be resources for insight into their children, as well as resources for curriculum and program development. Candidates know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families.

In their work, early childhood teacher candidates develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional. Candidates also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children's positive development and learning. Well-prepared early childhood candidates are able to identify such resources and know how to connect families with appropriate services, including help with planning transitions from one educational or service system to another.

Finally, well-prepared candidates possess essential skills to **involve families and communities in many aspects of children's development and learning.** They understand and value the role of parents and other important family members as children's primary teachers. Candidates understand how to go beyond parent conferences to engage families in curriculum planning, assessing children's learning, and planning for children's transitions to new programs. When their approaches to family involvement are not effective, candidates evaluate and modify those approaches rather than assuming that families "are just not interested."

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

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. 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.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about assessment partnerships with families and with professional colleagues

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.

Supporting explanation

Although definitions vary, in these standards the term *assessment* includes all methods through which early childhood professionals gain understanding of children's development and learning. Ongoing, systematic observations and other informal and formal assessments are essential for candidates to appreciate children's unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. Although assessment may take many forms, early childhood candidates demonstrate its central role by embedding assessment-related activities in curriculum and daily routines so that assessment becomes a habitual part of professional life.

Well-prepared early childhood candidates can explain the central **goals, benefits, and uses of assessment.** In considering the goals of assessment, candidates articulate and apply the concept of *alignment*—good assessment is consistent with and connected to appropriate goals, curriculum, and teaching strategies for young children. The candidates know how to use assessment as a positive tool that supports children's development and learning and improves outcomes for young children and families. Candidates are able to explain positive uses of assessment and exemplify these in their own work, while also showing an awareness of the potentially negative uses of assessment in early childhood programs and policies.

Many aspects of effective assessment require collaboration with families and with other professionals. Through **partnerships with families and with professional colleagues**, candidates use positive assessment to identify the strengths of families and children. Through appropriate screening and referral, assessment may also result in identifying children who may benefit from special services. Both family members and, as appropriate, members of interprofessional teams may be involved in assessing children's development, strengths, and needs. As new practitioners, candidates may have had limited opportunities to experience such partnerships, but they demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines.

Early childhood assessment includes **observation and documentation and other appropriate assessment strategies.** Effective teaching of young children begins with thoughtful, appreciative, systematic observation and documentation of each child's unique qualities, strengths, and needs. Observation gives insight into how young children develop and how they respond to opportunities and obstacles in their lives. Observing young children in classrooms, homes, and communities helps candidates develop a broad sense of who children are—as individuals, as group members, as family members, as members of cultural and linguistic communities. Candidates demonstrate skills in conducting systematic observations, interpreting those observations, and reflecting on their significance. Because spontaneous *play* is such a powerful window on all aspects of children's development, well-prepared candidates create opportunities to observe children in playful situations as well as in more formal learning contexts.

Many *young children with disabilities* are included in early childhood programs, and early identification of children with developmental delays or disabilities is very important. All begin-

ning professionals, therefore, need essential knowledge about how to collect relevant information, including appropriate uses of screening tools and play-based assessments, not only for their own planning but also to share with families and with other professionals. Well-prepared candidates are able to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; adapt tools as needed, using assistive technology as a resource; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making.

Although assessment can be a positive tool for early childhood professionals, it has also been used in inappropriate and harmful ways. Well-prepared candidates understand and practice **responsible assessment.** Candidates understand that responsible assessment is ethically grounded and guided by sound professional standards. It is collaborative and open. Responsible assessment supports children, rather than being used to exclude them or deny them services. Candidates demonstrate understanding of appropriate, responsible assessment practices for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics. Finally, candidates demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.

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

Students prepared in early childhood degree programs 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. Students 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.

Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Supporting explanation

Early childhood candidates demonstrate that they understand the theories and research that support **the importance of relationships and high-quality interactions in early education.** In their practice, they display warm, nurturing interactions with each child, communicating genuine liking for and interest in young children's activities and characteristics. Throughout the years that children spend in early childhood settings, their successful learning is dependent not just on instruction but also on personal connections with important adults. Through these connections children develop not only academic skills but also positive learning dispositions and confidence in themselves as learners. Responsive teaching creates the conditions within which very young children can explore and learn about their world. The close attachments children develop with their teachers/caregivers, the expectations and beliefs that adults have about young children's capacities, and the warmth and responsiveness of adult-child interactions are powerful influences on positive developmental and educational outcomes. How children expect to be treated and how they treat others are significantly shaped in the early childhood setting. Candidates in early childhood programs develop the capacity to build a caring community of learners in the early childhood setting.

Early childhood professionals need **a broad repertoire of effective strategies and tools** to help young children learn and develop well. Candidates must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. In a sense, those approaches *are* the curriculum for infants and toddlers, although academic content can certainly be embedded in each of them. With preschool and

early primary grade children, the relative weight and explicitness of subject matter or academic content become more evident in the curriculum, yet the core approaches or strategies remain as a consistent framework. Engaging conversations, thought-provoking questions, provision of materials, and spontaneous activities are all evident in the candidate's repertoire of teaching skills.

Candidates demonstrate the essential *dispositions* to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges. In making the transition from family to a group context, very young children need continuity between the practices of family members and those used by professionals in the early childhood setting. Their feelings of safety and confidence depend on that continuity. Candidates know the cultural practices and contexts of the young children they teach, and they adapt practices as they continue to develop *cultural competence*—culturally relevant knowledge and skills.

Well-prepared early childhood professionals make purposeful use of various learning formats based on their understanding of children as individuals and as part of a group, and on alignment with important educational and developmental goals. A flexible, research-based **repertoire of teaching/learning approaches to promote young children's development** includes

- Fostering oral language and communication
- Drawing from a continuum of teaching strategies
- Making the most of the environment, schedule, and routines
- Setting up all aspects of the indoor and outdoor environment
- Focusing on children's individual characteristics, needs, and interests
- Linking children's language and culture to the early childhood program
- Teaching through social interactions
- Creating support for play
- Addressing children's challenging behaviors
- Supporting learning through technology.
- Using integrative approaches to curriculum

All of these teaching approaches are effective across the early childhood age span. From the infant/toddler room to the early grades, young children are developing not only early language and reading skills but also the *desire* to communicate, read, and write. They are developing not only early math and science skills and concepts but also the *motivation* to solve problems. They are developing empathy, sociability, friendships, self-concept and self-esteem. Concept acquisition, reasoning, self-regulation, planning and organization, emotional understanding and empathy, sociability—development of all of these is deeply entwined with early experiences in mathematics, language, literacy, science, and social studies in the early education program.

Early childhood professionals make decisions about their practice based on expertise. They make professional judgments through each day based on knowledge of child development and learning, individual children, and the social and cultural contexts in which children live. From this knowledge base, effective teachers design activities, routines, interactions and curriculum for specific children and groups of children. They consider both what to teach and how to teach, developing the habit of **reflective, responsive and intentional practice** to promote positive outcomes for each child.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an 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. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Supporting explanation

Strong, effective early childhood curricula do not come out of a box or a teacher-proof manual. Early childhood professionals have an especially challenging task in developing effective curricula. As suggested in Standard 1, well-prepared candidates ground their practice in a thorough, research-based understanding of young children's development and learning processes. In developing curriculum, they recognize that every child constructs knowledge in personally and culturally familiar ways. In addition, in order to make curriculum powerful and accessible to all, well-prepared candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status—and, in fact, the curriculum actively counters such biases.

The teacher of children from birth through age 8 must be well versed in **the essential content knowledge and resources in many academic disciplines**. Because children are encountering those content areas for the first time, early childhood professionals set the foundations for later understanding and success. Going beyond conveying isolated facts, well-prepared early childhood candidates possess the kind of content knowledge that focuses on the "big ideas," methods of investigation and expression, and organization of the major academic disciplines. Thus, the early childhood professional knows not only *what* is important in each content area but also *why* it is important—how it links with earlier and later understandings both within and across areas. Because of its central place in later academic competence, the domain of language and literacy requires in-depth, research-based understanding and skill. Mathematics too is increasingly recognized as an essential foundation.

Teachers of young children demonstrate the understanding of **central concepts, inquiry tools, and structure of content areas** needed to provide appropriate environments that support learning in each content area for all children, beginning in infancy (through foundational developmental experiences) and extending through the primary grades. Candidates demonstrate basic knowledge of the research base underlying each content area and of the core concepts and standards of professional organizations in each content area. They rely on sound resources for that knowledge. Finally, candidates demonstrate that they can analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and to professional standards.

Well-prepared candidates choose their approaches to the task depending on the ages and developmental levels of the children they teach. They use their own **knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curriculum for each child.** With the youngest children, early childhood candidates emphasize the key experiences that will support later academic skills and understandings—with reliance on the core approaches and strategies described in sub-standard 4b and with emphasis on oral language and the development of children's background knowledge. Working with somewhat older or more skilled children, candidates also identify those aspects of each subject area that are critical to children's later academic competence. With all children, early childhood professionals support later success by modeling engagement in challenging subject matter and by building children's faith in themselves as young learners—young mathematicians, scientists, artists, readers, writers, historians, economists, and geographers (although children may not think of themselves in such categories).

Early Childhood curriculum content/discipline areas include learning goals, experiences, and assessment in the following academic disciplines or content areas:

- Language and literacy
- The arts—music, creative movement, dance, drama, and visual arts
- Mathematics

- Science
- Physical activity, physical education, health and safety
- Social studies

Designing, implementing, and evaluating meaningful, challenging curriculum requires alignment with appropriate early learning standards and knowledgeable use of the discipline's resources to focus on key experiences for each age group and each individual child.

Early childhood teacher candidates, just like experienced teachers, go beyond their own basic knowledge to identify and use high-quality resources, including books, standards documents, Web resources, and individuals who have specialized content expertise in developing early childhood curriculum. In addition to national or state standards (NAEYC & NAECS/SDE 2002), or several larger goals are also held by all early childhood teachers:

- **Security and self-regulation.** Appropriate, effective curriculum creates a secure base from which young children can explore and tackle challenging problems. Well-implemented curriculum also helps children become better able to manage or regulate their expressions of emotion and, over time, to cope with frustration and manage impulses effectively rather than creating high levels of frustration and anxiety.
- **Problem-solving and thinking skills.** Candidates who have skills in developing and implementing meaningful, challenging curricula will also support young children's ability—and motivation—to solve problems and think well.
- **Academic and social competence.** Because good early childhood curriculum is aligned with young children's developmental and learning styles, it supports the growth of academic and social skills.

With these goals in mind, candidates develop curriculum to include both planned and spontaneous experiences that are developmentally appropriate, meaningful, and challenging for all young children, including those with developmental delays or disabilities; address cultural and linguistic diversities; lead to positive learning outcomes; and,as children become older, develop positive dispositions toward learning within each content area.

Standard 6. Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members 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.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

The early childhood field has a distinctive history, values, knowledge base, and mission. Early childhood professionals, including beginning teachers, have a strong **identification and involvement with the early childhood field** to better serve young children and their families. Well-prepared candidates understand the nature of a profession. They know about the many connections between the early childhood field and other related disciplines and professions with which they may collaborate while serving diverse young children and families. Candidates are also aware of the broader contexts and challenges within which early childhood professionals work. They consider current issues and trends that might affect their work in the future.

Because young children are at such a critical point in their development and learning, and because they are vulnerable and cannot articulate their own rights and needs, early childhood professionals have compelling responsibilities to **know about and uphold ethical guidelines and other**

professional standards. The profession's code of ethical conduct guides the practice of responsible early childhood educators. Well-prepared candidates are very familiar with NAEYC's Code of Ethical Conduct and are guided by its ideals and principles. This means honoring their responsibilities to uphold high standards of confidentiality, sensitivity, and respect for children, families, and colleagues. Candidates know how to use the Code to analyze and resolve professional ethical dilemmas and are able to give defensible justifications for their resolutions of those dilemmas. Well-prepared candidates also know and obey relevant laws, such as those pertaining to child abuse, the rights of children with disabilities, and school attendance. Finally, candidates are familiar with relevant professional guidelines, such as national, state, or local standards for content and child outcomes; position statements about, for example, early learning standards, linguistic and cultural diversity, early childhood mathematics, technology in early childhood, prevention of child abuse, child care licensing requirements, and other professional standards affecting early childhood practice.

Continuous, collaborative learning to inform practice is a hallmark of a professional in any field. An attitude of inquiry is evident in well-prepared candidates' writing, discussion, and actions. Whether engaging in classroom-based research, investigating ways to improve their own practices, participating in conferences, or finding resources in libraries and on Internet sites, candidates demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children. Candidates—and professional preparation programs—view graduation or licensure not as the final demonstration of competence but as one milestone among many, including professional development experiences before and beyond successful degree completion.

At its most powerful, learning is socially constructed in interaction with others. Even as beginning teachers, early childhood candidates demonstrate involvement in collaborative learning communities with other candidates, higher education faculty, and experienced early childhood practitioners. By working together on common challenges, with lively exchanges of ideas, members of such communities benefit from one another's perspectives. Candidates also demonstrate understanding of and essential skills in interdisciplinary collaboration. Because many children with disabilities and other special needs are included in early childhood programs, every practitioner needs to understand the role of the other professionals who may be involved in young children's care and education (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, school psychologists). Candidates demonstrate that they have the essential communication skills and knowledge base to engage in interdisciplinary team meetings as informed partners and to fulfill their roles as part of Individualized Family Service Plan and Individualized Education Program (IFSP/IEP) teams for children with developmental delays or disabilities. They use technology effectively with children, with peers, and as a professional resource.

Well-prepared candidates' practice is influenced by **knowledgeable, reflective, and critical perspectives.** As professionals, early childhood candidates' decisions and advocacy efforts are grounded in multiple sources of knowledge and multiple perspectives. Even routine decisions about what materials to use for an activity, whether to intervene in a dispute between two children, how to organize nap time, what to say about curriculum in a newsletter, or what to tell families about new video games are informed by a professional context, research-based knowledge, and values. In their work with young children, candidates show that they make and justify decisions on the basis of their *knowledge* of the central issues, professional values and standards, and research findings in their field. They also show evidence of *reflective approaches* to their work, analyzing their own practices in a broader context, and using reflections to modify and improve their work with young children. Finally, well-prepared candidates display a *critical stance*, examining their own work, sources of professional knowledge, and the early childhood field with a questioning attitude. Their work demonstrates that they do not just accept a simplistic source of truth; instead, they recognize that while early childhood educators share the same core professional values, they do not agree on all of the field's central questions. Candidates demonstrate an understanding that through dialogue and attention to differences, early childhood professionals will continue to reach new levels of shared knowledge.

Finally, early childhood candidates demonstrate that they can engage in **informed advocacy for children and families and the profession.** They know about the central policy issues in the field, including professional compensation, financing of the early education system, and standards setting and assessment. They are aware of and engaged in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of those issues for advocacy and policy change. Candidates have a basic understanding of how public policies are developed, and they demonstrate essential advocacy skills, including verbal and written communication and collaboration with others around common issues.

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The 2008–2009 Standards Work Group

Becky Brinks
Child Development Program Director, Grand Rapids Community College, Michigan
Chair, Commission on NAEYC Early Childhood Associate Degree Accreditation

Julie Bullard
Director, Early Childhood Education, University of Montana–Western, Dillon, Montana
NAEYC Reviewer and Audit Team member, NCATE

Josué Cruz Jr.
President and CEO, Council for Professional Recognition, Washington, D.C.

Sharon Fredericks
Education Division Director/Instructor, College of Menominee Nation, Green Bay, Wisconsin
Community College faculty in ECADA Self Study, Head Start Higher Education Grantee

John Johnston
Professor and Director of Assessment, College of Education, University of Memphis, Tennessee
NAEYC Reviewer, Audit Team, and Specialty Areas Standards Board member, NCATE

Frances O'Connell Rust
Senior Vice President for Academic Affairs, Dean of Faculty, Erikson Institute, Chicago, Illinois

Ursula Thomas-Fair
Assistant Professor, University of West Georgia, Carrollton, Georgia

Exhibit D

Anti-Bias Education

for Young Children and Ourselves

Louise Derman-Sparks
&
Julie Olsen Edwards

With acknowledgement of the Anti-Bias Curriculum Task Force, whose work and thinking were the foundation for the original edition

National Association for the Education of Young Children
Washington, DC

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National Association
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of Young Children
1313 L Street NW, Suite 500
Washington, DC 20005-4101
202-232-8777 • 800-424-2460
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Contents

Voices from the Field

At intervals throughout the book are short pieces we call "Voices from the Field" in which anti-bias educators contribute their insights in their own areas of experience and expertise.

What Is Anti-Bias Education?

1

We find these joys to be self-evident: That all children are created whole, endowed with innate intelligence, with dignity and wonder, worthy of respect. The embodiment of life, liberty, and happiness, children are original blessings, here to learn their own song. Every girl and boy is entitled to love, to dream, and belong to a loving "village." And to pursue a life of purpose.

—Raffi, "A Covenant for Honouring Children"

Early childhood educators have deep faith in the principle that all people deserve the opportunities and resources to fulfill their complete humanity. Moreover, we have a unique role in making this principle real, in promoting all children's chances to thrive and to succeed in school, in work, and in life. A basic principle in early childhood work is that when educators treat children as if they are strong, intelligent, and kind, children are far more likely to behave in strong, intelligent, kind ways. They are more likely to learn and thrive and succeed.

But what happens when children receive messages about themselves of disapproval, of disdain, of dislike? What happens when children do not see themselves or their families reflected and respected in their early childhood programs? When adults do not actively guide children's thinking about diversity, how do children make sense of information—accurate *or* biased—about people who are different from themselves?

"I don't want to sit next to her. She talks funny," comments a 3-year-old, regarding a new teacher who speaks English with a strong accent.

"I don't want to!" defiantly states a 4-year-old from a single-mom family when the teacher announces they are making cards for Father's Day.

"You can't be the princess! Princesses have blond hair!" announces a White 4-year-old to an African American friend.

"No girls allowed. No girls allowed. We're big. We're superheroes. No girls, no girls," chant three 5-year-old boys from the top of the climbing structure.

"This is supposed to be a happy painting. Why are you using all that black paint?" observes a teacher to a young child at an easel.

"Martin's daddy is going to drive on our field trip. He's going to bring his new car! Isn't that wonderful? It's blue and shiny and brand new!" announces a teacher at circle time.

Each of these statements, whether made by teachers or children, sends a negative message about self-worth—evidence of harmful lessons learned about oneself or about others. In an anti-bias classroom, teachers intervene with immediate and follow-up activities to counter the cumulative, hurtful effects of these messages. In an anti-bias classroom, children learn to be proud of themselves and of their families, to respect human differences, to recognize bias, and to speak up for what is right.

"Don't say 'No way, José; it will hurt José's feelings," explains a 4½-year-old to a 4-year-old in a preschool where teachers carefully teach not to use hurtful language about another's identity.

In a preschool where the teacher engages children to examine stereotyping and omissions in their books, a 5-year-old writes in awkward printing, "This book is irregular. It doesn't have any women in it."

Why teachers do anti-bias education

Anti-bias work is essentially optimistic work about the future for our children. Anti-bias teachers are committed to the principle that every child deserves to develop to his or her fullest potential. Anti-bias work provides teachers a way to examine and transform their understanding of children's lives and also do self-reflective work to more deeply understand their *own* lives.

Teachers' accounts of what drew them to anti-bias education in their practice illustrate their determination to make life better for children and also the deep hopefulness of this work. Perhaps you will hear your own "voice" in theirs:

Lupe Marks, a Head Start teacher:

> I remember that many adults put me down when I was a child, like saying, "Oh, she is just a little Mexican." These comments really affected how I felt about myself, and I vowed I wouldn't do the same to someone else. As a teacher, I wanted to break the cycle.

Lee Lesser, a preschool teacher and community college instructor:

> Hearing children say disturbing things, to which I did not know how to respond, was one big reason anti-bias curriculum attracted me. One European American girl told an Asian American boy, "You're stupid." When I asked her why she said that, she said, "Because he doesn't know how to talk." Another time an African American parent asked me for advice. Her light-skinned daughter didn't want to play with a Black Barbie doll and had told her that a Latino boy whose skin was about the same shade as hers wouldn't want to marry her because she was too dark for him. These events had a big impact on me and made me realize I needed support in my anti-bias journey.

Merrie Najimy, a primary school teacher:

> I think everyone who does anti-bias education has a turning point in their life that makes them pick up the work. As a Lebanese Arab American child, I was invisible in school curriculum and materials. Now I see my responsibility as a teacher to make sure that students of color in my classroom do not have that same experience. At the same time, I have to figure out how to get White kids to expand their thinking to understand that they are not the only people in the classroom, the school, the town, the country, the world.

Mary Pat Martin, a community college instructor:

> The anti-bias education approach put into words everything in my life that I always thought was right about equality and justice. It gave me the tools to put into practice what I always knew was the right way for me to do early childhood education.

Brian Silveira, a preschool teacher:

> Anti-bias curriculum changed the way I looked at child development and the world. I probably wouldn't be such an activist today without it. We *are* creating a better world.

The vision of anti-bias education

The heart of anti-bias work is a vision of a world in which *all* children are able to blossom, and each child's particular abilities and gifts are able to flourish. In this world:

- All children and families have a sense of belonging and experience affirmation of their identities and cultural ways of being.
- All children have access to and participate in the education they need to become successful, contributing members of society.
- The educational process engages all members of the program or school in joyful learning.
- Children and adults know how to respectfully and easily live, learn, and work together in diverse and inclusive environments.
- All families have the resources they need to fully nurture their children.
- All children and families live in safe, peaceful, healthy, comfortable housing and neighborhoods.

This vision of anti-bias education also reflects the basic human rights described in the United Nations (1989) Declaration of the Rights of the Child:

- The right to *survival.*
- The right to *develop to the fullest.*
- The right to *protection* from harmful influences, abuse, and/or exploitation.
- The right to *participate fully* in family, cultural, and social life.

In order for children to receive all these rights, their society, their families, and those responsible for their care and education must work to provide everything that each child needs to flourish. A worldwide community of educators shares the vision toward which anti-bias education strives. They adapt its goals and principles to the needs of children and families in their specific contexts.

Stop & Think: Imagine

Because of societal inequities, too many children still do not have access to the "basic human rights" due them. Imagine a world of justice and equal opportunity for *all*.

- What would that world look like for each of the children you work with?
- What would that world look like for the program you work in?
- What would *you* add to the "vision of anti-bias education" list?

Bias is built into the system

Early childhood teachers want children to feel powerful and competent. They strive to welcome children and to show respect to their families as best they know how. However, beyond individual teachers' hopes, beliefs, and actions is a society that has built advantage and disadvantage into its institutions and systems. These dynamics of advantage and disadvantage are deeply rooted in history. They continue to shape the degree of access children have to education, health care, security—in a word, access to the services necessary for children's healthy development. These dynamics also greatly affect the early childhood education system, despite whatever values individual teachers may have.

Inequity of resources, and the biases that justify that inequity, have an enormous impact on children's lives. *It is important to remember that it is not human differences that undermine children's development but rather unfair, hurtful treatment based upon those differences.*

One major dynamic of advantage and disadvantage that especially affects early childhood practice is that of the "visibility" or "invisibility" of certain kinds of people and cultures in a program. Too many early childhood materials focus on children and families who resemble the stereotypes of American culture as it is most commonly depicted—middle-class, White, suburban, able-bodied, English-speaking, mother-and-father (nuclear) family—as if these were the only types of children and families we work with. Books that accurately and positively depict children from low-income or rural families are few in number. While there are increasing numbers of authentic and respectful books about children of color, they do not yet cover all of America's many ethnic groups and cultures. Only a handful of toys, pictures, songs, posters, and the like, depict the full range of family structures, such as shared-custody families; single-parent families; foster families; gay/lesbian-headed families; families with a parent or other family member with a disability or who is homeless, unemployed, or incarcerated; newly arrived immigrant families; families separated by military duty; and on and on. This invisibility or visibility in the classroom's physical environment undermines some young children's positive sense of self, while teaching other children that they are specially deserving.

Given the continuing societal inequities into which children are born, anti-bias education raises these questions for early childhood educators:

- How does living in a highly diverse and inequitable (unjust) society affect children's development?
- What do children need in a diverse but inequitable society to grow up healthy and strong?
- What do early childhood educators (and families) need in order to respond to this challenge?

This book looks at these three questions and provides a set of strategies for teachers who want to see themselves as champions for *all* children and their families. Anti-bias education is needed because children live in a world that is not yet a place where all of them have equal opportunity to become all they could be. We know children need to feel safe and secure in all their many identities, feel pride in their families, and feel at home in their early childhood programs. We also know that children need tools to navigate the complex issues of identity, diversity, prejudice, and power in their daily lives so that they may learn, thrive, and succeed.

Rita Tenorio, an experienced early childhood educator, puts it this way:

> Racism and other biases are part of our society and part of what children have to learn to deal with, to become savvy about. They have to be ready to take what is their right to have: respect, decent jobs, a decent education. What we are about in education is preparing children for the future—giving them what they need to be successful. We need to give children a critical perspective and appropriate tools. Those they will need no matter what they become in life.

The four goals of anti-bias education

Anti-bias education has four core goals, each of which applies to children of all backgrounds and influences every arena of our programs. As illustrated in the box "Gears," each goal interacts and builds on the other three. Together, they provide a safe, supportive learning community for all children. Effective anti-bias education happens when all four goals are part of your program.

Goal 1

Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

This is the starting place for all children, in all settings. A basic goal of quality early childhood education work is to nurture each child's individual, personal identity. Anti-bias education adds to that goal the important idea of nurturing social (or group) identities. Goal 1 strengthens social, emotional, and cognitive development. As children develop a strong sense of both individual and group identity, they also develop more tools for success in school and in life.

Guidelines for teaching Goal 1

- Build on self-concept activities you already do by also exploring the children's various social identities (e.g., racial, cultural, gender, economic class). Each of chapters 5 through 11 offers many ideas for how to do this in each arena. You may also want to read *What If All the Kids Are White?* (Derman-Sparks & Ramsey 2006) for further ideas about social identity issues and activities.

- Remember that respectfully making visible and supporting *all* of the children's families is an essential element in nurturing a positive sense of self for each child. (See chapter 9 for more information on families.)

- Support children fully in the social identity aspects of Goal 1 before you move on to any of the other goals. This is essential. As Bill Martin (1970) says in his poem "I Am Freedom's Child": "As I learn to like the differences in me, I learn to like the differences in you."

Goal 2

Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

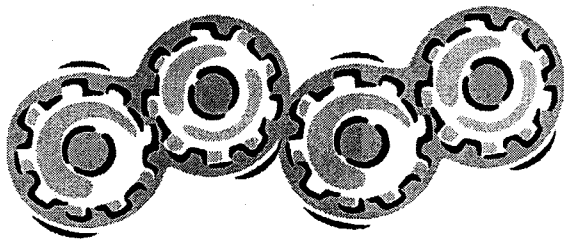
In an anti-bias approach, encouraging children to learn about how they are different from other children and learn about how they are similar go hand in hand. These are never either/or realities because people are simultaneously the same and different from one another. This is at the heart of learning how to treat all people caringly and fairly.

From infancy on, children notice and are curious about all kinds of differences among people. They also develop their own (often surprising) explanations for the differences that they observe and experience. By preschool, children have already developed ideas about many aspects of human diversity—including ideas that may seem quite strange to adults. Moreover, many children already have begun to develop discomfort about or even fear of specific kinds of differences.

Some teachers and parents are not sure they should encourage children to "notice" and learn about differences among people. They think it is best to teach only about how people are the same, worrying that learning about differences causes prejudice. While well intentioned, this concern arises from a mistaken notion about the sources of bias. Differences, in and of themselves, do not create the problem. *Children learn prejudice from prejudice*—not from learning about human diversity. It is how people respond to differences that teaches bias and fear.

Gears

At a conference in Berlin, Germany, on early childhood anti-bias education, teachers from 31 child care centers, participants in a national initiative organized by Projekt Kinderwelten (a nonprofit, nongovernment organization), displayed storyboards documenting their work. One center had a wonderful way to show the relationship among the four anti-bias education goals. They made four wooden, interlocking gears—each representing one goal. When you moved any one of the gears, the rest also moved.



Goal 1 . . . moves Goal 2 . . . moves Goal 3 . . . moves Goal 4

Moreover, a difference-denial approach, which ignores children's identities and family cultures, runs the risk of making invisible the many children who do not have the social identity of the dominant group.

Guidelines for teaching Goal 2

- Strike a balance between exploring people's similarities and differences. We share similar biological attributes and needs (e.g., the need for food, shelter, and love; the commonalities of language, families, and feelings) *and* we live these in many different ways.
- Developmentally, it is best to teach children by beginning with what they already know and have experienced. Therefore, it is important to explore the many kinds of diversity present among the children in the group, even when they come from similar racial, cultural, economic class, and family backgrounds. This will set the stage for learning about diversity in their larger communities beyond the classroom.
- Further broaden children's knowledge of diversity by acquainting children with groups of people who live and work in their larger neighborhood and city. Preschoolers learn best about people as individuals, not as representatives of groups or countries.
- Avoid a "tourist curriculum" approach to diversity, as described later in this chapter.

Goal 3

Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

Children cannot construct a strong self-concept or develop respect for others if they do not know how to identify and resist hurtful, stereotypical, and inaccurate messages or actions directed toward them or others. Developing the ability to think critically strengthens children's sense of self, as well as their capacity to form caring relationships with others. Furthermore, being able to think critically about the world is a skill important for later school success.

Guidelines for teaching Goal 3

- Assess children's misconceptions and stereotypes. First, find out their thinking and feelings about a particular kind of diversity (e.g., a person who is deaf, a person who is White or American Indian, a person who is homeless). Note comments children make in informal conversations or play (see the box "Dealing with Misinformation"). Hold planned conversations to draw out their ideas; use a picture, a question, or a book to spark their insights.
- Plan activities that help children learn how to contrast inaccurate, untrue images or ideas with accurate ones.
- In the same activities, build children's budding capacities for empathy and fairness.
- Support critical-thinking activities, which pave the way for their learning to take action to make unfair things fair.

Taking into account the social background of children as we make plans for teaching them helps to make education equitable and fair. For example:

> In an inclusive kindergarten classroom in a public school, the teacher does a unit with the children about "handicapped" parking spaces. They look at photos of these spaces and at the signs that people put in their cars so they can park there. When they find out that some teachers are inappropriately parking in their school's handicapped parking spaces, the children make "tickets" to put on those cars, and the inappropriate parking soon stops—thus moving naturally into Goal 4.

Goal 4

Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

This fourth building block of anti-bias education is about helping every child learn and practice a variety of ways to act when:

- another child behaves in a biased manner toward her or him
- a child behaves in a biased manner toward another child
- unfair situations occur in the center/classroom
- unfair situations occur in the children's immediate community

Children's growth on Goal 4 strengthens their growth on the other three goals. If a child is the target of prejudice or discrimination, she needs tools to resist and to know that she has worth (Goal 1). When a child speaks up for another child, it reinforces his understanding of other people's unique feelings (Goal 2). When children are helped to take action, it broadens their understanding of "unfairness" and "fairness" (Goal 3).

Biased behaviors among children such as teasing, rejection, and exclusion based on some aspect of a child's identity are a form of aggressive behavior and are just as serious as physical aggression. The old saying "Sticks and stones may break my bones, but

Dealing with Misinformation

Overhearing a child telling classmates that adopted children were "thrown away" by their "real parents," I knew I needed to deal with this misinformation immediately. I told the children that two doll "classmates" had told Rachel (one of our persona dolls) that "she had been thrown away by her real parents because she was a bad baby." I invited the children to explore Rachel's feelings of hurt, sorrow, and anger. One of the kids said Rachel might feel afraid that she would be "thrown away" again if she did something bad.

I then asked the children what they knew about adoption. "What do you think? Were those [doll] kids right about adopted kids being thrown away?" Only one child, herself adopted, knew something true about adoption. I acknowledged her information and reassured her: "Barbara knows some real information about adoption. That's right, Barbara."

The next step was asking about where to get correct information: "Rachel needs to find out the truth about adoption right away. How do you think she can get real information? Whom could she ask?" The children had several ideas: "Her mom." . . . "Her Bubbe [grandmother]." . . . "Maybe her teacher knows." . . . "A book about being adopted." I supported their ideas.

Then I added to the story, telling how the doll got reliable information, and I related an accurate explanation about adoption. (Remember that if you need to do some research to be sure you have the correct information in a similar situation, tell the children you need to collect the true information and will talk with them about it the next day.) We ended by my asking, "Are there other things you would like to know about adoption? Who has a question?" I answered a few more questions and ended the discussion.

Source: Adapted from T. Whitney, *Kids Like Us: Using Persona Dolls in the Classroom* (St. Paul, MN: Redleaf, 1999), pp. 107–10. Used with permission.

names will never hurt me" does not apply. Children's developing sense of self *is* hurt by name-calling, teasing, and exclusion based on identity. And children who engage in such hurtful behaviors are learning to be bullies. An anti-bias approach calls on teachers to gently but firmly intervene, support the child who has been hurt by the biased behavior, and help children learn other ways of interacting. Anti-bias education is a necessary partner of conflict-resolution education.

Guidelines for teaching Goal 4

- Be alert for unfair practices that directly affect children's lives. You may be the first to identify the problem, or the children may bring a problem to your attention.
- Engage the children in dialogue about their feelings and ideas regarding the specific situation. Provide information about the situation, as appropriate.
- Consider the interests and dynamics of your group of children. Do they care about the problem? What kind of actions would help them appropriately address the issue?
- Consider the children's families. Learn how each family teaches their child to handle being the target of discriminatory behaviors. Explain why you believe it is important for children to learn several ways to respond. Incorporate diverse strategies based on what families do.
- Plan and carry out an action to address the problem (see the example below and the box "Children Figure Out What Actions to Take"). If one action works, great! If it does not, try again with a different activity.

> A teacher in a Midwest college child development center helps children address the problem of racial bias in a calendar sent to them in which all the children in the pictures are White. After carefully looking at the pictures and discussing their observations, the children decide the calendar is not fair because it does not show many kinds of children. They dictate a letter to the company, but do not receive a response. Their teacher then helps them create a petition using the words from their dictated letter. The children collect a hundred signatures from the college students on their campus. The company replies to the petition, promising the next calendar will show many kinds of children.

Chapters 3 and 4 will help you to understand how to go about putting these four goals into practice. Chapters 5 through 11 will help you focus on the various specific aspects of identity for which children need support.

Educational principles for putting anti-bias goals into action

Now that you have a grasp on what anti-bias education hopes to accomplish, here are some principles for using the four anti-bias education goals.

- **The four anti-bias education goals are for everyone, and everyone benefits.**

Social inequities and biases undermine healthy development in *all* children, in one way or another; and *all* children benefit from being made visible and

equitably included in daily classroom activities. Some people wonder how White children fit into an anti-bias approach, thinking that diversity issues only really affect children of color. However, the continued realities and messages of inequity in our society and world also negatively affect White children's sense of self and attitudes toward others. Nurturing White children's healthy identity and their positive attitudes toward others is an essential part of anti-bias education.

Conversely, some people wonder whether anti-bias education is primarily for White children. Carol Brunson Day offers her insights about this question:

> People of color often have the feeling that anti-bias education is work that Whites need to do, because the sources of racism come from White history and culture. They question its relevancy for children of color, for whom they believe empowerment is the key issue.
>
> White children definitely need anti-bias education. So, too, do children of color, although the specific work differs from that with White children. Education to prevent internalized oppression by fostering strong personal and social identities and to counter prejudices about *other* groups of color are two essential tasks that are part of the larger anti-bias work. We also need to create alliances to achieve our shared ultimate goal of a more equitable society.

• Anti-bias education activities pay attention to the realities of children's lives.

The four anti-bias education goals create a framework for teaching all children, but a one-size-fits-all curriculum is not effective in anti-bias work any more than it is effective for any other aspect of early childhood education that is developmentally (culturally) appropriate. There are different kinds of inequity and power issues connected to each area of diversity, and each one affects children's development in a somewhat different way.

Some children need support to resist social messages of racial or cultural inferiority, which undercut their positive identity; others need guidance to develop a positive self-concept without absorbing social messages of superiority. Children of wealthy families need help resisting the message that material accumulation defines their worth; children of poor families need teachers who make them visible and respect their lives. Some girls will need extra support to develop their math and science abilities; some boys will require help to develop skills for having nurturing, cooperative interactions with their peers.

Anti-bias educators also design their work based on the specific cultural backgrounds of the individual children and families they serve. Here is some useful advice from African American anti-bias educator Anne Stewart:

> As teachers, we know that developing strong self- and group identity, being rooted in home culture, and having skills to resist messages that undermine confidence enable children to succeed in school and afterward. Ask yourself, "What is already in the culture to which we can tie ABE goals?" For example, African American families understand that kids must have pride in themselves to do well in school and in the world. Families, however,

Children Figure Out What Actions to Take

At circle time, the teacher explains that a group of the doll boys were playing Fort with the outdoor climbing equipment. Jamie, a girl persona doll, wanted to join in, but the boys declared, "Only boys can play in this fort. You do not know how to play."

Teacher: How do you think Jamie felt? Has this ever happened to you? Can girls play that game too? What could Jamie do?

Children: She could tell him he hurt her feelings. . . . I would climb into that fort anyway. . . . I'd go find someone else.

Teacher: You have many good ideas. Jamie has many choices of what she can do. It depends on how she feels. She could try to work it out, or tell the boys to let her in, or she could go find someone else to play with. What could she say if she wanted to try to work it out with them?

Children: "Girls can too!" . . . "How would he like it?"

Teacher: Those are all great ideas. What if she wanted some help? Where could she find help?

Children: Her friends; she could go get 'em. . . . Maybe the teacher? . . . Make her own fort.

Teacher: What if she's feeling bad? What could you do or say to help her feel better?

Children: I'd give her a hug. . . . "Don't listen to him. He's wrong!" . . . "I'll play with you. I like you."

Teacher: We could also make a sign that reminds everyone that everyone can play where she or he wants. What should we write?

Children: "Girls can play where they want to. So can boys." . . . "Don't hurt kids' feelings." . . . "Friends can help you."

The teacher makes up the sign and posts it where the children can read it. Later, when incidents occur among them to which their "rules" apply, she reminds the children of what the sign says.

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may not make the connection between school success and children learning to change the world in which they live—even though the connection is real and there is a long history of African Americans acting on it.

• Anti-bias education is developmentally appropriate.

As in all other areas of early childhood curriculum, teachers tailor and scaffold anti-bias education materials and activities to each child's cognitive, social, and emotional developmental capacities. They plan and choose learning experiences that stimulate children to explore the next step of new ideas and skills and allow each child to apply new understandings and behaviors in his or her daily life.

Principle 8 of NAEYC's position statement on developmentally appropriate practice—"Development and learning occur in and are influenced by multiple social and cultural contexts"—makes explicit that anti-bias education is developmentally appropriate. So, too, does the principle of "Creating a caring community of learners." As the position statement explains,

> Because early childhood settings tend to be children's first communities outside the home, the character of these communities is very influential in development. How children expect to be treated and how they treat others is significantly shaped in the early childhood setting. In developmentally appropriate practice, practitioners create and foster a "community of learners" that supports all children to develop and learn. (NAEYC 2009, 16)

• Anti-bias planning uses both child- and teacher-initiated activities.

Children's questions, comments, and behaviors are a vital source of anti-bias curriculum. They spark teachable moments as well as longer-term projects. However, it is not sufficient to do anti-bias activities only when a child brings up a relevant issue.

Teacher-initiated activities are also necessary—be they intentionally putting materials in the environment to broaden children's awareness or planning specific learning experiences around issues or areas that matter to families and the community. Teacher-initiated activities open up opportunities to uncover and help children explore ideas. We do not wait for children to open up the topic of reading or numbers before making literacy and numeracy part of our daily early childhood curriculum. Because we have decided that these understandings and skills are essential for children, we provide literacy and numeracy discussions and activities in our classrooms. The same is true for anti-bias.

A balance between child-initiated and teacher-initiated activities is as vital in anti-bias education as in any other part of the early childhood curriculum.

• Anti-bias learning does not happen in one lesson or one day.

Anti-bias education is not just a set of activities for occasional use (although that is often how new anti-bias educators begin). It is a focus that permeates everything that happens in our program. All learning proceeds unevenly and requires many lessons on the same topic. Children need multiple ways to think about and experience the ideas and skills of anti-bias work, too.

As children first begin to talk about identity and fairness issues, they may make more, rather than fewer, biased comments than before. But such comments are a natural part of the anti-bias process—it takes many attempts before they learn a new way of thinking about difference, so children need to be free to ask questions and share their ideas.

• Anti-bias education calls on teachers to know themselves.

As you saw in the quotes from teachers early in this chapter, teachers themselves are on a journey as they work with children, families, and colleagues on the four anti-bias education goals. Broadening our understanding of ourselves is both a challenge and a reward of being anti-bias educators. (See chapter 3 for further discussion of this topic and suggestions for getting-to-know-yourself activities.)

Anti-bias education work is a journey with many paths and rhythms; each person chooses her or his own (see the box "What Do the ABE Goals Mean to Me?"). Some teachers focus on their own growth and the changes they make in their own work. Others move on to conversations with other adults—colleagues, families, friends. Many anti-bias educators also decide to engage in change work beyond their classroom.

• Anti-bias education avoids the pitfall of tourist curriculum.

One of the most common mistakes teachers new to anti-bias work make when incorporating diversity activities into their program is to do "tourist curriculum." Tourist curriculum, a superficial educational approach, does not make diversity a routine part of the ongoing, daily learning environment and experiences. Instead it is curriculum that "drops in" on strange, exotic people to see their holidays and taste their foods, and then returns to the "real" world of "regular" life. That "regular" daily learning environment is shaped by the cultural norms, rules of behavior, images, and teaching and learning styles of the dominant U.S. groups (middle-class, White, suburban, able-bodied).

Several teaching behaviors signal a tourist curriculum, including *tokenism, trivializing, misrepresenting,* and *stereotyping.* (See the section "Tourist Curriculum Is Hazardous to Growing Children" in chapter 4 for an explanation of these practices.) The most frequently seen example is when a teacher does activities about "other" cultural groups as part of a holiday/special unit, and then the group disappears from the curriculum until the same time the following year.

This kind of teaching about diversity communicates messages (even if unintentionally) that undermine respect for different ways of living. One message is that the dominant way of life must be the "normal" or "right" way, as it is the daily experience of school. Another message is that because "other" cultural groups are only occasionally part of the curriculum, they must be less important than the dominant groups. Through these messages, tourist curriculum in essence undermines the core goals and values of anti-bias education.

- **Anti-bias education rests on strong relationships among staff and between staff and families.**

Many teachers find that raising issues of diversity and inequity with other adults is more challenging for them than working with children is. This is not surprising. A kind of "emperor's new clothes" syndrome in our society (i.e., thinking it's better to pretend not to see what is in front of our eyes) keeps many of us silent about anti-bias issues. However, collaboration has the benefit of providing more effective anti-bias education for the children and a richer, more complex, and more effective experience for the adults.

What we do matters

Anti-bias education work in early childhood is shaped by a deep-seated belief in the importance of justice, the dream of each child being able to achieve all he or she is capable of, the knowledge that together human beings can make a difference. Listen to the voices of children who have experienced anti-bias education at school or at home. They give us hope and direction.

> Several 3-year-olds (Asian, White, and Latino) are at the art table playing with small mirrors while they paint on paper ovals. As they look at their eyes, Jesse starts crooning to himself: "Oh, pretty eyes, pretty eyes. Lots of different eyes, pretty eyes, pretty eyes. Brown and blue, pointy, round. Pretty eyes, pretty eyes."

> Two preschool girls are playing Indians by whooping and pretending to have tomahawks. Miriam (age 4) stops them by saying, "Stop! That isn't like real Indians. Mrs. Cowell is Cherokee, and you will hurt her feelings!"

> A kindergarten teacher shows the children a magazine picture titled "Brides of America." All of the women pictured are White. She asks, "What do you think of this picture?" Sophia, whose family is Nicaraguan, responds, "That's a silly picture. My mom was a bride, and she doesn't look like that."

> A mother relates the following anecdote: "When I picked Jonah up from kindergarten the other day, he said, 'Mom, Kevin had tears in his eyes and his face looked sad and he told me that a bigger kid pushed him off the bars at recess. So Zena and I went to go find the boy and ask him why he did it. We couldn't find him, but then we found him on the field. We're not allowed to go on the field, but we *had to* because we had to save Kevin.' After he told his story, I reflected, 'Wow. You are a really good friend, Jonah.' He said, 'Yeah, when I see something unfair, Mom, I change it.'"

Why do we do anti-bias education work? We do it because we live in a world that is not yet a place where all children have equal opportunity to become all they are. A worldwide community of educators shares the vision toward which anti-bias education strives, adapting its goals and principles to the specific needs of the children and families they work with.

We invite you to be a part of this community, and we hope this book will provide some beginning maps for your journey.

"What Do the ABE Goals Mean to Me?"

Consider the four core anti-bias education goals as they apply to your own daily life and work. How do you assess yourself on each? (You can do this exercise by yourself or with your learning partners.)

1. (ABE Goal 1) To what degree, or in what ways, do I nurture construction of a knowledgeable, confident self-identity and group identity in myself?
2. (ABE Goal 2) How do I promote my own comfortable, empathetic interactions with people from diverse backgrounds?
3. (ABE Goal 3) In what ways do I foster my critical thinking about bias?
4. (ABE Goal 4) Under what circumstances do I cultivate my ability to stand up for myself and for others in the face of bias?
5. What are the challenges to achieving these goals in my life?
6. What might be ways for me to develop each of these goals in my work? in my personal life?

Source: Adapted from C. Lamm, "Anti-Bias Perspective Seminar," unpublished manuscript (ECE Department, Fullerton College, CA, Spring 2007). Used with permission.