West Virginia

STARS

State Training & Registry System

Core Knowledge and
Core Competencies
for Early Care and Education Professionals

Revised May 2009
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What are Core Knowledge and Core Competencies?

Core knowledge identifies what individuals providing early care and education experiences need to know in order to facilitate child learning and development.

Core competencies identify the observable skills that individuals providing early care and education experiences need to facilitate child learning and development.

What is the importance of Core Knowledge and Core Competencies?

Research demonstrates the vital importance of professional education of individuals providing early care and education experiences. Regardless of setting, specific early experiences are documented to support children’s optimal development in all domains. What we do or do not do for young children makes a difference in their learning capabilities and their future success in life. Providing voluntary parenting support helps parents understand their role as their child’s first and most important teacher. Ensuring that individuals who provide these experiences have the knowledge and the skills to provide quality early care and education services is essential. West Virginia Core Knowledge and Core Competencies provide the framework to build a comprehensive system to support these professional development experiences.

Who are the Early Care and Education Professionals that should use the Core Knowledge and Core Competencies?

Core Knowledge and Core Competencies pertain to all professionals working with or on behalf of children, ages birth through five and their families through a) direct work with young children and families; b) supervision, leadership or management; c) program coordination, development or regulation; d) training, instruction or technical assistance; or e) evaluation or research.
Document Organization and Content

The document content is guided by the following principles:

- Core knowledge and core competencies provide a fundamental and consistent set of knowledge and skill areas that are common to all roles in the early care and education field. They represent the most current effective practices.
- Core knowledge may be used in various ways depending on the role (teacher, administrator, higher education faculty, trainer, home visitor, etc.) or setting (child care center, Head Start, public school, higher education, etc.).
- Core knowledge and core competencies provide a framework for the different levels of professional preparation.
- Core knowledge areas and core competencies link to West Virginia’s Early Learning Standards Framework, Standards for Preparing Early Childhood Professionals, National Association for the Education of Young Children’s Standards for Programs, and In-Home Family Education accreditation standards.
- Recognition and support of the diversity of children and families is considered critical to all areas of core knowledge and core competencies.
- The core knowledge and core competencies support early experiences for the optimal development of all children and families, regardless of ability.

Core knowledge areas provide an overview of essential knowledge that all early care and education professionals should know and understand. The eight core knowledge content areas are as follows:

I. Child Growth and Development
II. Health, Safety, and Nutrition
III. Positive Interactions and Relationships
IV. Curriculum
V. Child Observation and Assessment
VI. Family and Community
VII. Program Management
VIII. Professionalism

The core competency areas follow the corresponding core knowledge areas and identify observable skills or attributes of acquired knowledge. Each core competency area has three to eight defined categories.

The core competency areas are organized into three tiers that establish a continuum of learning from entry level skills to an advanced level of academic preparation and varied experience. Each tier encompasses the knowledge base and competencies of the previous level. Individuals progress from one tier to another through a combination of formal study and experience. Tier 1 competencies are intentionally written in clear, specific language to support beginning levels.
Several critical connections are made between the Core Knowledge and Competencies:

**West Virginia State Training and Registry System (STARS) Career Pathway**
WV STARS is a comprehensive system of professional development, credentialing, and career mobility in early care and education. The Career Pathway encourages higher levels of skills, as illustrated in the three tiers of the core competency areas. Core knowledge and core competencies are the foundation for a professional development system. They provide a blueprint for individual professional growth, and also serve as guidelines for training and education programs that will meet the needs of professionals in the field.

**West Virginia Early Learning Standards Framework (WV ELSF)**
The WV Early Learning Standards Framework provide a guideline for what children should know, understand, and be able to do. The WV ELSF in turn provides a basis for what individuals providing early care and education experiences should know and be able to do. This critical alignment can support practitioners in attaining education that supports their abilities to plan and to implement quality early care and education environments and experiences. This framework is separated into domains related to children ages birth to thirty-five months and children three to five years of age.

Throughout the document, related WV ELSF Standards are identified to illustrate this critical connection.

**Standards for Preparing Early Childhood Professionals, National Association for the Education of Young Children’s Standards for Programs (2003)**
The Standards for Preparing Early Childhood Professionals NAEYC Standards for Programs provides a basis for the core knowledge areas. Connecting these standards to all tiers of the core knowledge and core competencies supports a continuum of professional growth and development.

Related standards are identified throughout the document for core knowledge and core competency areas.

**In-Home Family Education**
The Core Knowledge and Core Competencies are based on Prevent Child Abuse America--Healthy Families America Self-Assessment Tool, Parents as Teachers National Center Quality Indicators and Vanderbilt University, Center for Health Services Maternal Infant Health Outreach Worker (MIHOW) Standards of Practice for Sponsoring Agencies and Maternal Infant Health Outreach Worker (MIHOW) Standards of Practice for Outreach Workers.
<table>
<thead>
<tr>
<th>Level</th>
<th>Requirements</th>
<th>Abilities</th>
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<tbody>
<tr>
<td>Level VIII</td>
<td>Advanced (master's or doctorate) degree in an early care and education field or advanced degree with 18 college credit hours in early care and education and either 90 practicum contact hours or 1 year of relevant occupational experience or advanced degree and 5 years of relevant occupational experience.</td>
<td>Directly involved in the activities of state, regional and/or national groups; contribute to the formation, evaluation &amp; implementation of policies within the field.</td>
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<tr>
<td>Level VII</td>
<td>Bachelor's degree in an early care and education field or bachelor's degree with 15 college credit hours in early care and education and either 90 practicum hours or 1 year of relevant occupational experience or bachelor's degree and 3 years of relevant occupational experience.</td>
<td>Develop, select, and evaluate the early childhood program; apply theory into practice.</td>
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<tr>
<td>Level VI</td>
<td>Associate's degree in an early care and education field or associate's degree with 12 college credit hours in early care and education courses or associate's degree and 2 years of relevant occupational experience or 64 college credit hours with 12 college credit hours in early care and education courses or 64 college credit hours with 2 years of relevant occupational experience.</td>
<td>Make curricular decisions that conform to Core Knowledge and Core Competencies.</td>
</tr>
<tr>
<td>Level V</td>
<td>Apprenticeship for Child Development Specialist (ACDS) certificate or other comparable certificate program in early care and education or 28-63 college credit hours, with 9 college credit hours in early care and education or 28-63 college credit hours and 1 year of relevant occupational experience.</td>
<td>Plan and adapt programming which conforms to Core Knowledge and Core Competencies.</td>
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<tr>
<td>Level IV</td>
<td>Child Development Associate (CDA) credential or equivalent or 12 college credit hours in early care and education and 300 clock hours of relevant occupational experience or 4 completed semesters of the Apprenticeship for Child Development (ACDS) program.</td>
<td>Practice and implement programming that conforms to Core Knowledge and Core Competencies.</td>
</tr>
<tr>
<td>Level III</td>
<td>WV Training Certificate in Early Care and Education (WVTCECE) which includes completion of 120 clock hours of registered training through WV STARS or 120 completed training hours required for the Child Development Associate (CDA) credential or equivalent or 3 completed semesters of the Apprenticeship for Child Development Specialist (ACDS) program or completed 4 courses of the WVDE Child Development Specialist (CDS) Career and Technical Education program.</td>
<td>Practice programming that conforms to Core Knowledge and Core Competencies.</td>
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<tr>
<td>Level II</td>
<td>At least 18 years old with a high school diploma or equivalent and 0-1 years of experience.</td>
<td>Understand and practice Core Knowledge and Core Competencies with direction and instruction or through sponsorship/affiliation with a professional organization or qualified mentor.</td>
</tr>
<tr>
<td>Level I</td>
<td>At least 16 years old and enrolled in High School or GED preparation classes.</td>
<td>Conform to Core Knowledge and Core Competencies for Early Care and Education Professionals by following supervisory direction and instruction.</td>
</tr>
</tbody>
</table>
Integration and infusion of the core knowledge and core competencies throughout West Virginia’s early care and education system will support more consistent and coordinated infrastructure and services that provide quality early care and education experiences. There are a variety of roles and ways the core knowledge and core competencies can be used; such as:

**Individuals Providing Early Care and Education Experiences**
- Identify and plan for continuing professional development in each content area.

**Administrators of Programs/Services**
- Develop job descriptions and job qualifications.
- Develop individual professional development plans for staff.
- Create professional development policies.
- Use in conjunction with the WV STARS Pathway to create job responsibility and salary scale based on increased education and experience.

**Higher Education and Training Providers**
- Coordinate and design course content to facilitate transfer and articulation agreements.
- Plan and organize professional development/education.
- Offer varied levels of training to meet diverse needs.
- Organize and categorize professional development opportunities.
- Assess needs.

**State and Local Agencies**
- Integrate into policy/regulation to support quality early care and education experiences.

**Professional Development System**
- Foundation for all components of a professional development system.
- Trainer and training approval.
- Training registration and tracking.
- Develop credentials.
The promotion of optimal child outcomes requires knowledge and understanding of the principles, theories, and progression of fetal and young children's growth and development. An understanding of individual variations within normal development and the many factors that influence children's growth is critical for early care and education professionals. Additionally, early care and education professionals must understand how young children learn and the family's and caregiver's role in supporting each child's positive growth and development.

1.1 Characteristics and Needs of Young Children
1.2 Multiple Influences on Development and Learning
1.3 Learning Environments that Support Development
1.4 Prenatal Growth and Development
### 1.1 Characteristics and Needs of Young Children

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<thead>
<tr>
<th>Tier I</th>
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| • Identifies and recognizes basic developmental milestones.  
• Recognizes that children have different temperaments and learning styles.  
• Recognizes that children develop at different rates.  
| • Applies theories and principles of child development.  
• Addresses the physical, social-emotional, and cognitive needs of young children; recognizing the inter-relationship of all domains.  
| • Articulates, analyzes, evaluates and applies current theory and policies on child growth and development.  

#### In-Home Family Education

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<thead>
<tr>
<th>Tier I</th>
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| • Completes required program training on infant and child development.  
• Identifies and recognizes basic developmental milestones.  
• Provides services with the recognition that children have different temperaments and learning styles.  
• Provides services with the recognition that children develop at different rates.  
| • Adapts the program to address each child’s needs, temperaments, interests and learning styles.  
• Recognizes risk factors, delays and possible disabilities.  
| • Establishes a program that addresses each child’s needs, temperaments, interests and learning styles.  
• Communicates major theories, research and issues relevant to child growth and development to colleagues, families and communities.  

### 1.2 Multiple Influences on Development and Learning

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<th>Tier I</th>
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| • Recognizes that children learn and develop through play.  
• Addresses the identified requirements of children with special needs.  
| • Adapts the program to address each child’s needs, temperaments, interests and learning styles.  
| • Establishes a program that addresses each family and child’s needs, temperaments, interests and learning styles.  
• Communicates major theories, research and issues relevant to child growth and development to colleagues, families and communities.  

#### In-Home Family Education

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| • Provides services with the recognition that children learn and develop through play.  
• Recognizes the influence of the family and cultural environments on the development of the child.  
• Recognizes that special needs may significantly affect development.  
| • Adapts the program to address each family and child’s needs, temperaments, interests and learning styles.  
• Recognizes and addresses developmental risk factors, delays and possible disabilities.  
| • Establishes a program that addresses each family and child’s needs, temperaments, interests and learning styles.  
• Communicates major theories, research and issues relevant to child growth and development to colleagues, families and communities.  

### 1.3 Learning Environments that Support Development

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| • Recognizes and supports appropriate and culturally responsive environments for all children.  
• Uses technology, such as TV and computers, appropriately. | • Develops appropriate and culturally supportive environments.  
• Provides a responsive environment where children initiate and extend their learning through play.  
• Incorporates appropriate technology to support and expand young children’s learning, including assistive technology for children with disabilities. | • Integrates research, theories, policies and knowledge to create meaningful learning environments for all children.  
• Articulates, analyzes, evaluates and applies current research and most effective practice on use of technology. |

#### In-Home Family Education

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| • Assists caregivers in recognizing that children learn through play.  
• Discusses with caregivers how to incorporate learning into daily routines.  
• Encourages appropriate use of television and computers.  
• Uses comprehensive curriculum approved by the credentialing/accrediting entity.  
• Interprets and condenses information for families.  
• Promotes an unbiased environment that respects all people. | • Seizes moments in home visits to educate caregivers on appropriate learning environments.  
• Remains current on research and best practice strategies and shares knowledge with colleagues and families.  
• Adapts curriculum to meet each child’s needs.  
• Provides families with the necessary tools to enhance the child’s learning environment.  
• Respects and embraces differences in all people. | • Ensures staff has the knowledge base and resources to do their job effectively.  
• Articulates, analyzes, evaluates and applies current theory and research on appropriate learning environments for children.  
• Evaluates and adapts curriculum to maximize each family’s potential.  
• Models acceptance and appreciation for all people. |

### 1.4 Prenatal Growth and Development

#### In-Home Family Education

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| • Completes required program training on prenatal issues.  
• Understands and shares information on basic fetal development.  
• Understands and shares information on the basic components of a healthy pregnancy.  
• Understands and shares information on the benefits of breastfeeding.  
• Encourages prenatal bonding. | • Applies theories and principles of fetal development and healthy pregnancy in their work with families and coworkers.  
• Understands and shares the effects of unhealthy maternal practices on the fetus.  
• Problem-solves with participants the barriers to breastfeeding.  
• Promotes prenatal bonding. | • Articulates, analyzes, evaluates and applies current theories and policies on healthy fetal development and bonding.  
• Provides staff with information, materials, and training about prenatal growth and development. |
Knowing about all domains of development, the influences on development and how adults support positive growth and development supports children's learning in all areas of the WV ELSF.

**Birth to Thirty-Five Months of Age**

**All Domains:** Approaches to Learning, Social/Emotional Development, Creative Expression, Fine/Gross Motor Development, Health and Nutrition, Language and Literacy, Cognitive

**Three to Five Years of Age**

**All Domains:** Social and Emotional Development, The Arts, Physical Health and Development, Language and Literacy, Mathematics, Science

**Standard 1. Promoting Child Development and Learning**

Use understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

**Sub-Standard 1a:** Knowing and understanding young children’s characteristics and needs.

**Sub-Standard 1b:** Knowing and understanding the multiple influences on development and learning.

**Sub-Standard 1c:** Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.
CORE KNOWLEDGE/CORE COMPETENCIES AREA 2: Health, Safety and Nutrition

Young children’s health and safety is vital for fostering competence in all developmental domains. During pregnancy and in the early years of life, each child must be provided the opportunity for optimum health and well-being. Early care and education professionals must know and understand how to ensure that children are safe, how to promote sound health practices, how to recognize and respond to child abuse and neglect, and how to encourage good nutrition and exercise during pregnancy and with young children. Early care and education professionals must know and understand how to assist and support parents in maintaining their child’s health and safety.

2.1 Indoor and Outdoor Safety

2.2 Health Promotion

2.3 Health Appraisal and Management

2.4 Child Abuse and Neglect/Family Violence

2.5 Nutritional Needs of Children/Energy Balance
### Core Competencies Area 2: Health, Safety, and Nutrition

#### 2.1 Indoor and Outdoor Safety

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| • Possess current age appropriate CPR and First Aid Certification.  
• Follows current emergency procedures and safety practices.  
• Supervises all children’s activities, both indoors and outdoors, to prevent dangerous situations and accidents.  
• Ensures all materials and equipment provided for use by children are safe.  
• Follows current medication administration policies and procedures. | • Applies basic First Aid in emergency situations.  
• Ensures health and safety precautions are incorporated in daily routines, drills, and emergency situations.  
• Observes and acts to avoid problems before they occur, adjusting supervision to meet different ages, abilities, activities, and environments.  
• Monitors to ensure that all materials and equipment are safe and free of hazards.  
• Implements medication administration policies and follows appropriate procedures and best practice guidelines. | • Arranges and evaluates the learning environment to ensure that it is free of potential risks and hazards.  
• Critiques established emergency procedures and safety practices and makes recommendations for change as necessary.  
• Designs and plans policies and practices to adjust supervision of children that protects their well-being.  
• Evaluates the appropriateness of materials and equipment and assures that actions are taken to ensure children’s safety.  
• Evaluates the effectiveness of medication administration policy and procedures.  
• Ensures that children’s program includes learning opportunities that support safety. |

#### In-Home Family Education

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| • Is knowledgeable about and follows program and agency safety policies.  
• Recognizes environmental and home safety hazards and discusses with caregivers.  
• Shares information about safe and appropriate activities according to the child’s stage of development.  
• Addresses safety issues before a child reaches developmental stages according to program guidelines.  
• Reports safety concerns to supervisor and informs other staff members. | • Works with program staff to develop, update, and revise program safety policy.  
• Works with families to address home safety hazards.  
• Discusses safety concerns with supervisor and/or other staff, and helps problem-solve and implement solutions.  
• Mentors other staff members on best safety practices. | • Develops safety policies for program and provides supervision to ensure they are followed.  
• Ensures that all staff members are trained in safety policies before conducting home visits.  
• Updates and revises policies as needed.  
• Provides staff with information, materials, and training about environmental and safety hazards.  
• Provides solutions to home safety concerns and issues as needed.  
• Follows program policy and other regulations related to domestic violence, mental health, and substance abuse. |
### 2.2 Health Promotion

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| * Follows appropriate hand washing requirements and procedures.  
* Follows Universal Precautions.  
* Models good health practices such as: washing hands, brushing teeth, and covering mouth and nose when coughing or sneezing. | * Models and assures appropriate hand washing techniques are followed.  
* Assures Universal Precautions are followed.  
* Provides intentional opportunities for children to learn the basics of good health practices through active learning opportunities. | * Designs and plans policies and procedures to ensure a healthy environment.  
* Articulates, analyzes, evaluates, and applies current theory and research on health practices. |

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| * Completes required program training in the area of health and safety issues.  
* Shares and interprets information and perinatal health issues.  
* Links families to available health resources for pregnant women, infants, young children and families.  
* Promotes the establishment of a Medical Home.  
* Encourages and records prenatal and well-child health care (i.e., immunizations, well-child check-ups).  
* Models good health practices. | * Participates in ongoing education to enhance knowledge base in prenatal, postpartum, and child health.  
* Helps families develop health care plans, and helps find resources for follow through.  
* Educates families about appropriate use of health care systems.  
* Records and assesses families’ health care usage.  
* Serves as a role model to others in providing family support and education in health promotion.  
* Represents program at local health screenings and other community events. | * Provides training to staff to enhance knowledge base in prenatal, postpartum, and child health.  
* Interprets health care usage information and makes program adaptations accordingly.  
* Maintains contacts in health care agencies to provide comprehensive and cooperative services for families (i.e. breastfeeding, perinatal health, etc.).  
* Ensures program representation at local health screenings and other community events. |

### In-Home Family Education
### 2.3 Health Appraisal and Management

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<tr>
<td>• Recognizes signs and symptoms of common childhood diseases.</td>
<td>• Ensures appropriate health screenings for young children are conducted.</td>
<td>• Designs and plans policies and procedures for health appraisal, management, and referrals.</td>
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<td>• Shows awareness of and participates in health screenings.</td>
<td>• Refers families to appropriate community health resources.</td>
<td>• Ensures that children's program includes learning opportunities that support healthy nutritional practices.</td>
</tr>
<tr>
<td>• Shows awareness of community health resources.</td>
<td>• Responds to signs and symptoms of common childhood illnesses.</td>
<td></td>
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<tr>
<td>• Follows appropriate health policies and procedures.</td>
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<td>• Maintains the confidentiality of health information.</td>
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### In-Home Family Education

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<th>Tier I</th>
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<tr>
<td>• Promotes positive pregnancy practices.</td>
<td>• Works with families to develop a birth plan and a plan for comprehensive health care.</td>
<td>• Builds and maintains relationships with health care providers.</td>
</tr>
<tr>
<td>• Assists families in recognizing and responding to pre/post-natal risks.</td>
<td>• Participates in ongoing education to enhance knowledge base in pre/post-natal health issues.</td>
<td>• Develops and implements policies to ensure that staff members provide support to families in managing health care.</td>
</tr>
<tr>
<td>• Assists families in recognizing and responding to signs and symptoms of childhood illnesses.</td>
<td>• Develops contacts within health care agencies.</td>
<td>• Develops programs that support families to practice healthy habits.</td>
</tr>
<tr>
<td>• Links families to pregnancy and health resources in the community.</td>
<td>• Assists in the development of programs that support healthy habits for young children and families.</td>
<td>• Collaborates with other agencies to provide resources and support for healthy lifestyles (i.e., smoking cessation, substance abuse treatment).</td>
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### 2.4 Child Abuse and Neglect/Family Violence

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<tr>
<td>• Recognizes signs and symptoms of child abuse and neglect.</td>
<td>• Ensures that state and federal mandated Child Abuse and Neglect regulations are followed.</td>
<td>• Acts as a resource and advocate for public education for prevention of child abuse and neglect.</td>
</tr>
<tr>
<td>• Knows and follows state and federal mandated Child Abuse and Neglect regulations.</td>
<td></td>
<td>• Advocates for child abuse and neglect prevention.</td>
</tr>
<tr>
<td>• Follows programmatic procedures for reporting child abuse and neglect.</td>
<td></td>
<td>• Designs and plans a risk management procedure that reduces the risk of potential abuse or neglect.</td>
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### In-Home Family Education

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<tbody>
<tr>
<td>• Completes required program training on family violence issues.</td>
<td>• Ensures that state and federally mandated Child Abuse and Neglect regulations are followed.</td>
<td>• Acts as a resource and advocate for public education for prevention of child abuse and neglect.</td>
</tr>
<tr>
<td>• Recognizes signs and symptoms of child abuse and neglect.</td>
<td>• Develops contacts with family service agencies to provide comprehensive support to families.</td>
<td>• Provides training to staff members on mandated reporter requirements.</td>
</tr>
<tr>
<td>• Knows and follows state and federally mandated Child Abuse and Neglect regulations.</td>
<td>• Works with families to develop safety plans.</td>
<td>• Provides current materials to staff.</td>
</tr>
<tr>
<td>• Follows program policy and procedures for reporting child abuse and neglect.</td>
<td>• Shares knowledge about family violence issues with others.</td>
<td>• Collaborates with other agencies to address the issue of family violence.</td>
</tr>
<tr>
<td>• Provides families with positive discipline strategies.</td>
<td>• Helps families problem-solve and implement their individual solutions to family violence issues.</td>
<td>• Makes community aware of in-home family education services for the prevention and reduction of violence in the family.</td>
</tr>
<tr>
<td>• Provides families with positive coping strategies.</td>
<td>• Helps caregivers understand their role as their child’s first and most important role model.</td>
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### 2.5 Nutritional Needs of Children/Energy Balance

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<th>Tier I</th>
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| • Practices appropriate hand washing and food handling techniques.  
• Follows current policies and procedures as related to food and nutrition, such as the USDA Dietary Guidelines and CACFP meal patterns.  
• Matches nutritional practices to the child’s developmental stage and special dietary needs.  
• Models healthy and appropriate nutritional behaviors for children.  
• Describes how nutrition impacts children’s growth and development. | • Provides for nutritional needs as specified under USDA/CACFP.  
• Ensures the food program meets the nutritional and dietary needs of each child.  
• Provides a relaxed, positive and social atmosphere during meals.  
• Provides intentional opportunities for children to learn the basics of good nutrition and to develop and practice healthy eating habits and behaviors through active learning opportunities.  
• Discusses individual children’s food preferences with parents and accommodates when possible. | • Plans and implements policies and procedures that support a safe and nutritious food program.  
• Articulates, analyzes, evaluates, and applies current theory and research on child nutrition.  
• Ensures that children’s program includes learning opportunities that support healthy nutritional practices. |

### In-Home Family Education

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</table>
| • Completes required program training on the need for energy balance for families.  
• Shares information on nutritional needs of pregnant women.  
• Shares information on nutritional needs and appropriate feeding of infants and young children.  
• Shares information on the advantages of breastfeeding and provides support for breastfeeding.  
• Shares information about the importance of physical activity.  
• Links families to community resources to meet nutritional and physical activity needs. | • Participates in ongoing education to increase knowledge base of nutritional needs of infants, children and families.  
• Helps develop recipes and ideas for families to help establish healthy eating habits.  
• Understands the importance of modeling healthy energy balance.  
• Develops contacts for breastfeeding and nutritional support for families.  
• Encourages family exercise and provides ideas and suggestions for fun ways for families to exercise together. | • Develops programs that support and encourage energy balance for families.  
• Develops and maintains contacts in health and family service agencies.  
• Provides current information about energy balance to staff.  
• Encourages staff members to practice healthy habits.  
• Collaborates with other agencies to provide nutritional and physical activity resources to families. |
Related NAEYC Standard

\textbf{Birth to Thirty-Five Months of Age}
\textit{Domain:} Health and Nutrition

\textbf{Three to Five Years of Age}
\textit{Domain:} Physical Health and Development
\textbf{Standard 3:} Health Practices
\textbf{Standard 4:} Safety Practices

\textbf{Standard 1: Promoting Child Development and Learning}
Use understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

\textbf{Sub-Standard 1c:} Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
Children grow and learn through the context of positive relationships. Early care and education professionals must understand that the connections formed with children support and facilitate learning academic skills, learning dispositions, as well as a positive sense of self. Professionals in the field of early care and education must also know the importance of understanding families' cultural and social needs; maintaining professional boundaries; and interacting with families in a responsive, consistent, and strength-based way.

Techniques and dispositions for developing positive relationships and guiding young children's learning, as well as encouraging parents to practice these techniques, are fundamental for early educators. Additionally, early care and education professionals must recognize the critical influence of relationships with co-workers, families, and others in children's lives. Developing, promoting, and modeling positive relationships with children and others in the environment supports children's optimal learning in all areas.

3.1 Relationships with Individual Children/Relationships with Parents and Children

3.2 Managing Environmental Design

3.3 Developmentally Appropriate Guidance

3.4 Relationships with Others
CORE COMPETENCIES AREA 3: Positive Interactions and Relationships

3.1 Relationships with Individual Children/Relationships with Parents and Children

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<tr>
<th>Tier I</th>
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<tr>
<td>• Interacts positively with children in ways that are responsive, consistent, encouraging and nurturing.</td>
<td>• Practices and models responsive, consistent, encouraging, and nurturing interactions that build positive relationships.</td>
<td>• Uses child observation and assessment to individualize and improve interactions.</td>
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<tr>
<td>• Uses a variety of strategies for building relationships such as: one-on-one attention, talking about interests, respecting each child’s uniqueness, listening to children, using children’s names, being at children’s eye level, responding consistently, and smiling at children.</td>
<td>• Adapts to and includes each child individually, accommodating for his/her temperament, personality, strengths, interests and development pattern.</td>
<td>• Moderates interactions with each child based on the child’s specific characteristics, strengths, interests and needs.</td>
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<tr>
<td>• Treats all children with fairness and consistency.</td>
<td>• Conveys acceptance of children’s diverse ethnic and cultural backgrounds, abilities or learning challenges.</td>
<td>• Develops and implements written policies for effective interactions.</td>
</tr>
<tr>
<td>• Accepts physical, social, emotional, cultural, and developmental differences in children and their families.</td>
<td>• Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences.</td>
<td>• Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions.</td>
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In-Home Family Education

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<tr>
<td>• Completes required program training in the area of relationship skills.</td>
<td>• Applies theories and principles of relationship skills in work with children and families.</td>
<td>• Ensures training needs to staff are met.</td>
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<tr>
<td>• Introduces self and program in a non-threatening, comfortable manner to participants.</td>
<td>• Uses a manner of communication and conduct that establishes credibility of the program throughout the community.</td>
<td>• Recognizes and uses teaching moments to promote positive interaction among staff and between staff and families.</td>
</tr>
<tr>
<td>• Understands and interprets cultural and social needs of families and the community.</td>
<td>• Models appropriate relationships with families for new staff shadowing on home visits.</td>
<td>• Provides or ensures supervision that models the relationship expected between the home visitor and participant.</td>
</tr>
<tr>
<td>• Maintains professional boundaries and responds to each participating family equitably.</td>
<td>• Conveys acceptance and respect for diverse ethnic and cultural backgrounds, abilities.</td>
<td>• Nurtures networks and collaboration with other services and agencies for the benefit of families served.</td>
</tr>
<tr>
<td>• Accepts physical, social, emotional, cultural, and developmental differences in children and families.</td>
<td>• Incorporates strength-based philosophy and strategies in all aspects of their work.</td>
<td>• Recognizes and uses teaching moments to promote positive interaction among staff and between staff and families.</td>
</tr>
<tr>
<td>• Practices and models responsive, consistent, encouraging, and nurturing interactions.</td>
<td>• Accepts and responds appropriately to feedback from families.</td>
<td>• Provides or ensures supervision that models the relationship expected between the home visitor and participant.</td>
</tr>
<tr>
<td>• Recognizes individual strengths in every child and family and is able to articulate to participants.</td>
<td>• Facilitates group discussions during socializations, with tact and sensitivity.</td>
<td>• Nurtures networks and collaboration with other services and agencies for the benefit of families served.</td>
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### 3.2 Managing Environmental Design

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| - Provides appropriate supervision and interventions to keep children safe.  
- Follows strategies that encourage positive behaviors and reduce challenging behaviors such as: consistent schedules and routines, activities for moving from one activity or place to another, age appropriate limits, interesting materials and activities, and room arrangement.  
- Follows and supports plans for children and families during times of change or transition. | - Plans, implements and adapts a supportive learning environment that promotes positive interactions and behaviors and minimizes risk.  
- Observes children and makes modifications and adaptations to support individual children and the group.  
- Facilitates children’s and families’ positive support through times of change and transition. | - Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies.  
- Uses child observation and assessment to individualize and improve environmental management.  
- Designs and implements policy and practice that support needs of children and families through environmental design.  
- Plans for times of change and transition that support children and families. |
### 3.3 Developmentally Appropriate Guidance

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| • Avoids actions that would cause physical or emotional harm.  
• Participates in developmentally appropriate guidance approaches such as choice, appropriate limits, redirection, ignoring, positive feedback and encouragement, and effective directions.  
• Bases expectations for behavior on age and developmental level of children.  
• Demonstrates awareness that challenging behaviors have different causes by seeking to find reasons and responding with positive guidance techniques. | • Practices and models developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.  
• Models behavior expectations based on age and developmental level.  
• Observes children and adapts guidance approaches to knowledge of individual children and levels of development.  
• Communicates with families regarding areas of concern and develops cooperative strategies to manage the behavior. | • Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children.  
• Uses observation and assessment to modify and adapt guidance strategies.  
• Designs written policies for using effective positive child guidance.  
• Collaborates with families to develop individually appropriate expectations for children’s behavior.  
• Develops individual guidance plans, accessing appropriate professionals as needed. |

### In-Home Family Education

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| • Discusses with and encourages families to use appropriate guidance approaches such as choice, appropriate limits, use of appropriate toys, redirection, ignoring, positive feedback and encouragement, and effective directions.  
• Helps caregivers base expectations for behavior on age and developmental level of children.  
• Helps caregivers understand that challenging behaviors have different causes, and guides them to find reasons and to respond with positive guidance techniques. | • Models developmentally appropriate approaches to guidance that promotes positive behaviors, problem-solving, and self-control.  
• Respects each family’s knowledge of their own children and assists families in using their knowledge to develop appropriate guidance for each child.  
• Communicates observation and assessment in a non-threatening manner so that families are able to accept the information as helpful and useful in developing strategies to manage behavior.  
• Encourages and helps families access other professionals or services as needed for managing behavior and developing appropriate guidance techniques.  
• Helps families interpret professionals’ recommendations. | • Evaluates, articulates, and applies current theory to assist staff in encouraging families to create guidance strategies according to their needs and the needs of their children.  
• Assists staff in interpreting assessment and observation.  
• Locates and creates training opportunities for staff to improve skills and stay up-to-date on developmentally appropriate guidance. |

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3.4 Relationships with Others

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| • Realizes that relationships with coworkers, families and others impacts children.  
• Treats coworkers, parents and others with respect.  
• Respects confidentiality of coworkers, parents and others.  
• Shares appropriate information and resources.  
• Cooperates with and participates as a member of the team.  
• Uses appropriate channels for conflict resolution per program policies and/or code of ethical conduct. | • Models relationships of respect, trust and cooperation with coworkers, parents and others.  
• Promotes teamwork and positive communication.  
• Practices constructive conflict resolution strategies. | • Establishes a work environment that supports and promotes teamwork and trusting, respectful interactions.  
• Implements policies and procedures that support effective communication and conflict resolution. |
Birth to Thirty-Five Months of Age


Three to Five Years of Age

Domain: Social and Emotional

Standard 1: Self-Concept

Standard 2: Social Relationships

Standard 4: Teaching and Learning

Sub-Standard 4a: Connecting with Children and Families
Know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b: Using developmentally effective approaches.
Effective early care and education professionals understand how to design, implement, and evaluate environments and experiences that use developmentally appropriate approaches to learning, as well as share developmentally appropriate information and activities with parents and families. By integrating all domains of development and content areas, early care and education professionals purposefully guide young children’s learning and development. Professionals in the field of early care and education must also know how to develop effective curriculum and individualize strategies by building on the interests, needs, abilities, and strengths of each child and family.

4.1 Learning Environment
4.2 Social Development
4.3 Emotional Development
4.4 Creative Expression of the Arts
4.5 Health Practices and Physical Education
4.6 Language and Literacy Development
4.7 Mathematical Thinking
4.8 Scientific Thinking
### 4.1 Learning Environment

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<th>Tier I</th>
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| ☆ Follows a daily schedule.  
☆ Gives children choices.  
☆ Encourages children’s learning through play.  
☆ Uses technology such as TV and computers appropriately. | ☆ Develops an appropriate schedule with a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities.  
☆ Uses observations to provide appropriate choices for children.  
☆ Ensures that the environment facilitates learning for all children in each developmental domain: cognitive, language, physical, and social and emotional.  
☆ Implements appropriate use of technology.  
☆ Uses various teaching approaches along a continuum from child initiated exploration to adult directed scaffolding or modeling.  
☆ Shows evidence of intentionality in plans and interactions with children.  
☆ Bases planned and spontaneous interactions with children on the child’s assessed interests and needs (intentional teaching).  
☆ Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math, science, social studies, health safety, nutrition, art, music, drama, and movement. | ☆ Plans, implements, and evaluates learning environments and curricula to maximize learning potential.  
☆ Teaches others about developmentally appropriate curricula and learning environments.  
☆ Advocates for appropriate curricula and learning environments.  
☆ Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches.  
☆ Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology. |
### 4.2 Social Development

#### Tier I
- Engages in everyday conversations with children to promote their positive self-concept.
- Encourages and supports children's efforts, ideas, accomplishments and interests.
- Recognizes that periods of stress, separation and transition may affect children's social interactions and behaviors.
- Encourages children to interact positively with one another.
- Acknowledges differences and treats others respectfully.
- Supports the children's participation in group activities.

#### Tier II
- Plans and implements strategies that support the development of a positive self-concept.
- Plans and provides opportunities for children to communicate, form friendships, and to interact with each other respectfully.
- Guides children in resolving conflicts through negotiations and communication.
- Embeds developmental guidance into the curriculum.
- Designs and implements a child-centered environment that encourages autonomy, responsibility, and positive social skills through spontaneous and planned activities.
- Plans and provides opportunities for children to identify their roles as members of a family, group and community.

#### Tier III
- Applies theory and current research to create a community in the classroom that fosters social and emotional development.
- Communicates to others the process for developing curricula that promotes social development.

#### In-Home Family Education

#### Tier I
- Completes required program training in the area of social-emotional development and appropriate curricula.
- Encourages caregivers to: engage in everyday conversations with children to promote their positive self-concept; encourage and support children's efforts, ideas, accomplishments and interests; and recognize that periods of stress, separation and transition may affect children's social interactions and behaviors.
- Shares developmentally appropriate information and/or activities about social development.
- Provides opportunities for participating families to come together for group activities.

#### Tier II
- Participates in ongoing training regarding social development and appropriate curricula.
- Implements activities and seizes teachable moments to enhance caregivers' skills in promoting optimum social development.
- Assures that group activities meet the socialization needs of the children served.
- Accesses appropriate family-to-family support and/or professional interventions.

#### Tier III
- Remains current on research and best practice strategies for social development.
- Ensures staff have the knowledge base and resources to do their job effectively.
- Ensures that the structure of group activities meet the needs of participating families.
- Develops working relationships with community partners to meet the social needs of families.
### 4.3 Emotional Development

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<tbody>
<tr>
<td>• Acknowledges the need for appropriate expression of all emotions.</td>
<td>• Demonstrates appropriate interactions when young children display emotions,</td>
<td>• Designs policy and practice that support the development of age appropriate communication and expression of emotions.</td>
</tr>
<tr>
<td>• Identifies the various ways young children express and communicate emotions, both verbally and non-verbally.</td>
<td>• Plans and implements a variety of strategies for children to appropriately name, identify, communicate and control their own emotions as well as others.</td>
<td>• Articulates, analyzes, evaluates and applies current theory and research on emotional development.</td>
</tr>
<tr>
<td>• Accepts age appropriate emotional expression.</td>
<td>• Designs an environment that supports the positive, constructive expression of emotions and the development of problem solving skills.</td>
<td>• Accesses appropriate professional interventions.</td>
</tr>
<tr>
<td>• Carries out activities for helping children name, identify and control their emotions such as children's books, labeling, puppets, songs, and games.</td>
<td>• Recognizes behaviors that may indicate suspected emotional disorders and require additional resources and/or referrals.</td>
<td>• Ensures implementation of age appropriate positive behavior management techniques, to include problem solving skills.</td>
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<tr>
<td>• Follows effective/age appropriate techniques to support children's ability to problem solve.</td>
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### In-Home Family Education

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<tr>
<td>• Encourages prenatal bonding.</td>
<td>• Participates in ongoing training regarding emotional development and appropriate curricula.</td>
<td>• Remains current on research and best practice strategies for emotional development.</td>
</tr>
<tr>
<td>• Encourages caregivers to hold their baby to stimulate bonding and attachment.</td>
<td>• Implements activities and seizes teachable moments to enhance caregivers' skills in promoting optimum emotional development.</td>
<td>• Ensures staff have the knowledge base and resources to do their job effectively.</td>
</tr>
<tr>
<td>• Helps the caregivers understand and accept the child(ren's) age appropriate emotional response—crying, tantrums, etc.</td>
<td>• Assures that group activities meet the emotional needs of the children served.</td>
<td>• Ensures that the structure of group activities meet the needs of participating families.</td>
</tr>
<tr>
<td>• Assists caregivers in helping children name, identify and control their emotions.</td>
<td>• Assists caregivers to support children's ability to problem-solve.</td>
<td>• Develops working relationships with community partners to meet the emotional needs of families.</td>
</tr>
<tr>
<td>• Assists caregivers to support children's ability to problem-solve.</td>
<td>• Shares developmentally appropriate information and/or activities about emotional development.</td>
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</tr>
<tr>
<td>• Provides opportunities for participating families to come together for group activities.</td>
<td>• Provides developmentally appropriate information and activities about emotional development.</td>
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<td>• Discusses developmental concerns with family and supervisor.</td>
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### 4.4 Creative Expression of the Arts

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| • Supports children’s exploration of different media without the expectation of a specific product.  
• Supports all creative expression including: visual arts, music and movement, and dramatic play. | • Fosters imagination and creativity as the foundation for new ideas.  
• Elicits the creative spirit of each child by offering opportunities for expression through artistic representation.  
• Encourages and integrates creative expression throughout the curriculum.  
• Uses on-going assessment of children to adapt and modify interactions to support creativity of individual children. | • Explains, using specific examples, how children represent their thoughts, feelings and ideas through creative outlets.  
• Articulates, analyzes, evaluates and applies current theory and research on promoting creative experiences. |
4.5 Health Practices and Physical Development

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| ✷ Interacts appropriately with children during physical activities.  
✹ Incorporates a variety of equipment, activities and opportunities to promote the physical development of all children.  
✹ Carries out learning opportunities that promote healthy living habits such as: hand-washing, tooth-brushing, self-help skills, healthy eating, and hygiene.  
✹ Models healthy living habits. | ✷ Supports and guides children as they engage in activities that refine their physical abilities.  
✹ Integrates physical development with all curriculum areas.  
✹ Plans and implements intentional experiences that promote healthy living habits.  
✹ Uses on-going assessment of children to adapt activities to meet specific physical development and health needs/objectives of individual children. | ✷ Evaluates the effectiveness of physical development and health practices curriculum and modifies as needed.  
✹ Articulates, analyzes, evaluates and applies current theory and research on promoting physical development and positive health practices. |

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<td>Tier I</td>
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| ✷ Completes required program training in the area of physical development and appropriate curricula.  
✹ Models and encourages healthy living habits (i.e., teeth-brushing, hand-washing).  
✹ Encourages caregivers to engage in appropriate activities to enhance their child(ren)s physical development (i.e., tummy time).  
✹ Shares developmentally appropriate information and/or activities about physical development.  
✹ Discusses developmental concerns with family and supervisor. | ✷ Participates in ongoing training regarding health practices and physical development.  
✹ Implements activities and seizes teachable moments to enhance caregivers skills in promoting optimum health practices and physical development.  
✹ Accesses appropriate professional interventions. | ✷ Remains current on research and best practice strategies for physical development.  
✹ Ensures staff have the knowledge base and resources to do their job effectively.  
✹ Ensures that the structure of group activities meet the needs of participating families.  
✹ Develops working relationships with community partners to meet the physical needs of families. |
## 4.6 Language and Literacy Development

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| • Talks with and listens to children to stimulate conversation.  
• Carries out formal and informal book reading experiences that encourage both listening and talking.  
• Uses age appropriate techniques to support language and literacy development such as: reading, singing, talking, labeling; using music and movement, sign language, word and picture recognition; and recognizing common words and signs in the environment.  
• Provides opportunities for children to see writing and to use beginning writing skills. | • Plans and provides experiences to stimulate the emerging verbal and written communication skills.  
• Plans and implements book reading experiences to support learning goals for children.  
• Uses concrete experiences and play to enhance and extend young children’s language development and early literacy.  
• Immerses children in a print rich environment.  
• Uses on-going assessment of children to adapt and modify activities to meet needs of individual children. | • Articulates, analyzes, evaluates and applies current theory and research on promoting language and literacy development.  
• Evaluates the effectiveness of language and literacy curriculum and modifies as needed. |

### In-Home Family Education

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| • Completes required program training in the area of language and literacy development.  
• Encourages caregivers to talk, sing, read, and listen to their child(ren) to encourage language development (prenatally, also).  
• Shares developmentally appropriate information and/or activities about language and literacy development.  
• Discusses developmental concerns with family and supervisor. | • Participates in ongoing training regarding language and literacy development.  
• Implements activities and seizes teachable moments to enhance caregivers’ skills in promoting optimum language and literacy development.  
• Accesses appropriate professional interventions. | • Remains current on research and best practice strategies for language and literacy development.  
• Ensures staff has the knowledge base and resources to do their job effectively.  
• Articulates, analyzes, evaluates and applies current theory and research.  
• Develops working relationships with community partners to meet the language and literacy development needs of families. |
### 4.7 Mathematical Thinking

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<tr>
<td>Engages children in activities that support mathematical thinking such as: counting, sorting, measuring, matching, comparing, charting and moving in space.</td>
<td>Plans and implements age appropriate learning opportunities to support mathematical development.</td>
<td>Evaluates the effectiveness of mathematics curriculum and modifies as needed.</td>
</tr>
<tr>
<td>Incorporates mathematical language in daily experiences, for example: bigger than, more than; as many as; and over/under.</td>
<td>Revisits mathematical activities with children so they can reflect and build on previous learning to develop and refine thinking skills.</td>
<td>Articulates, analyzes, evaluates and applies current theory and research on promoting mathematical thinking.</td>
</tr>
<tr>
<td>Provides appropriate materials so children can explore properties relating to mathematical concepts.</td>
<td>Uses on-going assessment of children to adapt activities with all children to support mathematical thinking.</td>
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### 4.8 Scientific Thinking

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<td>Encourages children to ask questions and listens to their answers.</td>
<td>Plans age appropriate science exploration in response to children's emerging interests.</td>
<td>Evaluates the effectiveness of the science curriculum and modifies as needed.</td>
</tr>
<tr>
<td>Asks questions that require more than a one word answer, actively listens to and expands on children's answers.</td>
<td>Encourages children to observe and describe what they experience using all their senses.</td>
<td>Articulates, analyzes, evaluates and applies current theory and research on promoting scientific knowledge and inquiry.</td>
</tr>
<tr>
<td>Engages children in activities that support scientific thinking and inquiry such as collecting, comparing, investigating, problem solving, predicting, observing, exploring and recording.</td>
<td>Revisits science activities with children so they can reflect and build on previous learning to develop and refine thinking skills.</td>
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<tr>
<td>Uses on-going assessment of children to adapt activities with children to support scientific thinking.</td>
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</table>
Linkages to the West Virginia Early Learning Standards Framework (WV ELSF)

Birth to Thirty-Five Months of Age

Three to Five Years of Age

Standard 4: Teaching and Learning
Well prepared early childhood professionals build close relationships with children and families; use developmentally effective teaching and learning strategies; have sound knowledge of academic disciplines or content areas; and combine all of these to give children experiences that promote development and learning.

Sub-Standard 4a: Connecting with children and families.

Sub-Standard 4b: Using developmentally effective approaches.

Sub-Standard 4c: Understanding content knowledge in early education.

Sub-Standard 4d: Building meaningful curriculum.
Early care and education professionals must know about procedures for child development observation and encourage parents to become observers of their children. Positive benefits to children and families can be promoted by knowing about the goals, the uses, and the variety of assessment approaches. Responsible and ethical early care and education professionals understand effective assessment strategies, how to use them responsibly, and how to involve families and other professionals. Early care and education professionals must understand how to use ongoing observation, documentation, and assessment to develop curriculum, plan for home visits, and make needed referrals.

5.1 Principles of Observation and Assessment of Children

5.2 Documentation Methods

5.3 Observation and Assessment Findings and Uses

5.4 Reporting Methods
### CORE COMPETENCIES AREA 5: Child Observation and Assessment

#### 5.1 Principles of Observation and Assessment of Children

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<thead>
<tr>
<th>Tier I</th>
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| • Acknowledges that children develop at their own rate.  
• Follows appropriate procedures of child observation.  
• Identifies differences in development and skills among children.  
• Seeks guidance and support from other professionals as needed (such as: behavioral problems, atypical behavior).  
• Recognizes that observation is an on-going process. | • Accommodates for the range of development and skills among children.  
• Observes children continually and applies basic principles of observation and assessment.  
• Recognizes environmental factors that may place children at risk.  
• Selects appropriate observation and assessment methods for the individual child and the situation.  
• Applies basic elements of child development theory to observation.  
• Involves families and other professionals, when appropriate, as partners in observation and assessment. | • Analyzes and evaluates observation and assessment findings and applies this knowledge to practice.  
• Articulates and applies current theory, research, and policy on assessment. |

### In-Home Family Education

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<tr>
<th>Tier I</th>
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</table>
| • Completes required program training in child observation and assessment.  
• Provides services with the acknowledgement that children develop at different rates.  
• Follows appropriate procedures for child observation.  
• Recognizes developmental differences and makes adaptations as necessary.  
• Seeks guidance and support from other professionals as needed.  
• Recognizes that observation is an on-going process.  
• Encourages parents to be good observers of their children.  
• Refers families to necessary agencies and services to meet family and child’s specific needs. | • Accommodates for the range of development and skills among children.  
• Observes children and applies basic principles of observation and assessment.  
• Recognizes and responds to environmental factors that may place children at risk.  
• Selects appropriate observation and assessment methods for the family, individual child and the situation.  
• Involves other professionals, when appropriate, as partners in observation and assessment. | • Ensures that staff have the necessary training and resources for observation and assessment of children.  
• Articulates and applies current theory, research, and policy on assessment.  
• Analyzes and evaluates observation and assessment findings and applies this knowledge to practice. |
### 5.2 Documentation Methods

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<tr>
<th>Tier I</th>
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| • Assists with collection of information about each child’s developmental progress.  
• Maintains confidentiality between the program and the child’s family regarding each child’s observation and assessment.  
• Recognizes appropriate documentation methods. | • Collects and organizes information about each child utilizing age-appropriate assessment tools.  
• Ensures confidentiality of individual child’s assessments. | • Establishes criteria, procedures, and documentation methods for assessment.  
• Plans and utilizes culturally diverse assessment methods.  
• Utilizes a variety of appropriate assessment tools to record child observations. |

In-Home Family Education

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<tr>
<th>Tier I</th>
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</table>
| • Completes required program training on documentation and adheres to program and agency documentation guidelines.  
• Maintains confidentiality. | • Collects and organizes information about each child utilizing age appropriate assessment tools.  
• Ensures confidentiality of individual child’s assessments.  
• Supports parent’s observations and findings. | • Establishes criteria, procedures, and documentation methods for assessment.  
• Ensures that assessment methods are appropriate for a culturally diverse population.  
• Ensures the availability of a variety of appropriate assessment tools to record child observations. |

### 5.3 Observation and Assessment Findings and Uses

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<tr>
<th>Tier I</th>
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| • Recognizes that findings in child observation and assessment assist in planning classroom curricula.  
• Recognizes that findings in child observation and assessment guide each individual child’s development plan. | • Modifies classroom curriculum to meet individual needs of young children based on observation and assessment findings.  
• Develops and implements individual plans based on observation and assessment findings.  
• Ensures that results of assessments are used responsibly and to benefit the child and family. | • Communicates major theories, research, and issues relevant to findings in observation and assessment.  
• Works cooperatively and collaboratively with assessment and health care teams for children with special needs.  
• Refers children for further assessment when appropriate.  
• Based on assessment results, establishes next steps for individual children. |

In-Home Family Education

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| • Incorporates observation and assessment findings to assist caregivers in identifying strengths and areas of need for each child.  
• Incorporates observation and assessment findings in home visit plans.  
• Uses observation/assessment findings to make referrals. | • Modifies program curriculum to meet individual needs of young children and families based on observation and assessment findings.  
• Develops and implements individual plans based on observation and assessment findings. | • Communicates major theories, research, and issues relevant to findings in observation and assessment.  
• Works cooperatively and collaboratively with assessment and health care teams for children with special needs. |
### 5.4 Reporting Methods

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<th>Tier I</th>
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| • Recognizes the importance of confidentiality in reporting child observation and assessment results.  
• Identifies appropriate reporting methods for child observation and assessment.  
• Plans for communicating observation to families. |

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| • Communicates observation in written and oral form.  
• Explains the importance of ongoing assessment to staff and families.  
• Communicates assessment results to families in a clear and supportive manner. |

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</table>
| • Based on assessment results, communicates next steps for individual child to families in a clear and supportive manner.  
• Communicates assessment results with appropriate staff and administration. |
Birth to Thirty Five-Months of Age


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

Well prepared early childhood professionals 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 children’s development and learning.

Sub-Standard 3a: Understanding the goals, benefits, and uses of assessment.

Sub-Standard 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.

Sub-Standard 3c: Understanding and practicing responsible assessment.

Sub-Standard 3d: Knowing about assessment partnerships with families and other professionals.
Early care and education professionals must know and understand that the family and community are integral to each child’s optimal learning and development. Recognizing each family’s unique strengths and differences and respecting the family as the child’s first teacher are fundamental in providing early care and education opportunities for children. Knowledge and understanding of diverse family structures and influences enable early educators to support individual children and families in positive ways. Critical to young children’s development is the knowledge of how to build respectful and reciprocal relationships with families, as well as how to provide meaningful family and community involvement. Early care and education professionals must be aware of community resources and opportunities, and know how to make collaborative connections to benefit children and families.

6.1 Family Characteristics and Influences

6.2 Respectful and Reciprocal Relationships with Families

6.3 Family Involvement

6.4 Community Collaboration and Relationships
### CORE COMPETENCIES AREA 6: Family and Community

#### 6.1 Family Characteristics and Influences

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<th>Tier I</th>
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| - Supports and respects strengths and differences in all families.  
- Recognizes that culture, language, socioeconomic factors, support systems, and special needs may influence how families nurture their children.  
- Follows rules of confidentiality. | - Designs and implements an environment that reflects sensitivity and acceptance of diverse family structures, values, cultures and languages.  
- Builds on families’ strengths and supports diverse needs.  
- Involves families in contributing to the diversity of the environment. | - Establishes policy and practice that ensures respect and acceptance of diverse families and situations.  
- Articulates, analyzes, evaluates, and applies current theory and research on family systems and the effects of stress on families.  
- Analyzes children’s behaviors as they relate to family stress, collaborates with parents to respond to behaviors, and accesses appropriate community resources. |

#### In-Home Family Education

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<th>Tier I</th>
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| - Supports and respects strengths and differences in all families.  
- Recognizes that culture, language, socioeconomic factors, support systems, and special needs may influence how families nurture their children. | - Builds on families’ strengths, and supports diverse needs.  
- Considers cultural differences in parenting, and plans for visits accordingly.  
- Considers the special circumstances of substance abuse and mental illness and plans for visits accordingly. | - Helps staff identify their strengths.  
- Develops hiring practices to employ strength-based applicants.  
- Establishes policies and practices that ensure respect and acceptance of diverse families and situations.  
- Articulates, analyzes, evaluates, and applies current theory and research on family systems and the effects of stress on families. |
### 6.2 Respectful and Reciprocal Relationships with Families

#### Tier I
- Follows established communications mechanisms for building positive relationships.
- Supports children’s relationships with their families.
- Accepts and follows adaptations/changes designed to meet the needs and preferences of individual children and families.
- Demonstrates effective communication skills to build positive relationships (i.e. listens attentively, clearly expresses oneself).
- Supports families during the pregnancy and post-natally in their adjustment to parenthood.
- Supports the caregivers in building their relationship with their child.
- Adapts to individual differences in learning styles.
- Develops rapport and trust with others.
- Includes other individuals in visit, as requested or approved by participant.

#### Tier II
- Builds partnerships with families through frequent, effective communication about their child’s experiences and development.
- Establishes a variety of communication mechanisms.
- Adapts and/or modifies appropriate teaching strategies to reflect individual children’s and families’ needs.
- Collaborates with families to resolve problems and issues.

#### Tier III
- Develops and implements policies and practice that facilitates respectful and reciprocal relationships with families.
- Articulates, analyzes, evaluates, and applies current theory and research on relationships with families.

### In-Home Family Education

#### Tier I
- Models and teaches effective communication skills to participants (i.e. active listening, assertiveness).
- Promotes positive parent-child relationships.
- Identifies and responds appropriately to differing individual and family values and attitudes.
- Demonstrates trusting relationships with participants.
- Adapts and modifies strategies to reflect each child’s and/or family’s needs.

#### Tier II
- Demonstrates effective communication skills to build positive relationships (i.e. listens attentively, clearly expresses oneself).
- Supports families during the pregnancy and post-natally in their adjustment to parenthood.
- Supports the caregivers in building their relationship with their child.
- Adapts to individual differences in learning styles.
- Develops rapport and trust with others.
- Includes other individuals in visit, as requested or approved by participant.

#### Tier III
- Promotes healthy communication in all levels of the program.
- Articulates, analyzes, evaluates, and applies current theory and research on positive parent/child relationships.
- Ensures services are individualized to the needs and strengths of each participating family.
### 6.3 Family Involvement

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| • Respects the family as the child’s first teacher.  
• Respects and supports practices that nurture parent involvement in their child’s care and education. | • Designs and provides a variety of meaningful opportunities for parents to participate and influence their child’s care and education.  
• Incorporates, on a routine basis, opportunities for families to share strengths, skills, and talents.  
• Supports and respects families’ decision-making related to their child’s development and learning.  
• Engages families in planning curriculum, evaluating program and planning transitions. | • Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.  
• Assesses, plans, and conducts diverse opportunities for family support and participation. |

#### In-Home Family Education

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<th>Tier I</th>
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</table>
| • Respects the family as the child’s first teacher.  
• Respects the family’s right to accept services voluntarily.  
• Works with the family to identify and meet the family’s goals.  
• Encourages participation of families in program group activities.  
• Engages each family in evaluating the program. | • Accepts and supports the decisions that families make.  
• Incorporates opportunities for families to share their strengths, skills, and talents.  
• Facilitates group activities with families.  
• Facilitates program evaluation via family input. | • Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.  
• Provides the resources for the program to offer group activities.  
• Ensures ongoing program evaluation via family input. |

### 6.4 Community Collaboration and Relationships

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<th>Tier I</th>
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| • Develops an awareness of community resources to support families.  
• Works cooperatively with volunteers and community representatives. | • Connects families to appropriate community resources.  
• Promotes interaction between children and community.  
• Utilizes services for children in the community (ex. library story time, field trips, etc.).  
• Provides families with appropriate information, referrals, and assistance to access and coordinate appropriate community resources and services. | • Works collaboratively with community agencies to meet the needs of individual children and families.  
• Develops a partnership with the larger community to develop resources that support children and families.  
• Advocates for needed services and resources for families.  
• Develops and maintains relationships with other disciplines and specialties in related fields. |
Birth to Thirty-Five Months of Age

**All Domains:** Approaches to Learning, Social/Emotional Development, Creative Expression, Fine/Gross Motor Development, Health and Nutrition, Language and Literacy, Cognitive

Three to Five Years of Age

**Domain: Social and Emotional Development**

**Standard 3:** Knowledge of Family and Community

Well prepared professionals 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.

**Sub-Standard 2a:** Knowing about and understanding family and community characteristics.

**Sub-Standard 2b:** Supporting and empowering families and communities through respectful, reciprocal relationships.

**Sub-Standard 2c:** Involving families and communities in their children's development and learning.
Critical to providing an optimal environment and services for young children’s growth and development is effective and efficient program management and evaluation. Early care and education professionals should understand the importance of personal interactions, leadership, and organizational management in creating quality programs that provide a nurturing environment for children and families. Knowledge of effective human resources and financial management, as well as policies, regulations and quality standards, ensures that early care and education professionals know how to implement and evaluate services that meet standards for quality programs.

7.1 Professional Interactions

7.2 Leadership

7.3 Organizational Management

7.4 Financial Management

7.5 Human Resource Management

7.6 Regulations, Policies and Quality Standards

7.7 Program Philosophy and Evaluation
### 7.1 Professional Interactions

<table>
<thead>
<tr>
<th>Tier I</th>
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| - Works cooperatively and communicates effectively with co-workers, families, children and others.  
- Follows established communications chain of command.  
- Respects confidentiality of co-workers, parents and others. | - Implements established communications chain of command.  
- Mentors other staff.  
- Facilitates exchange of professional ideas from staff. | - Develops an effective chain of command for communication.  
- Networks with other professionals. |

**In-Home Family Education**

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| - Works cooperatively and communicates effectively with co-workers, families, children, and others.  
- Realizes that relationships with co-workers and families impacts children, program reputation, and program credibility.  
- Cooperates with and participates as a member of the team.  
- Treats co-workers, caregivers and others with respect and tolerance.  
- Follows established communications chains of command.  
- Respects confidentiality of co-workers, families and others.  
- Articulates program philosophy and services. | - Promotes a work environment that fosters effective communication, teamwork and respect.  
- Mentors other staff and serves as a professional role model.  
- Facilitates exchange of professional ideas from staff.  
- Represents program with other agencies and at community events.  
- Develops positive working relationships with other service providers working with the same families. | - Establishes and implements policies and practices that create a positive work environment.  
- Mentors others and models professionalism.  
- Networks with other professionals.  
- Serves as a leader in the field of family services.  
- Serves as a representative of the program. |
### 7.2 Leadership

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</table>
| ✷ Demonstrates a commitment to promoting the development and learning of all children.  
� Supports the diverse needs of children, families, coworkers, and others.  
� Participates in identifying and accomplishing program goals and objectives. | ✷ Communicates and supports the vision of the program.  
✷ Recognizes and supports the diverse needs of children, families, coworkers and others.  
✷ Integrates program goals and objectives into daily practice. | ✷ Provides vision and direction for the program through knowledge of current research, trends, and effective practice relating to children and families.  
✷ Articulates and implements program vision, goals and expectations clearly and consistently.  
✷ Collects input and data for productive decision-making.  
✷ Develops public relations strategies to establish the program in the community.  
✷ Articulates, analyzes, evaluates and applies current theory and policies on program management. |

### In-Home Family Education

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</table>
| ✷ Demonstrates a commitment to promoting the development, education, and support of all families and children.  
✷ Supports the diverse needs of children, families, coworkers, and others.  
✷ Participates in identifying and accomplishing program goals and objectives.  
✷ Participates in helping families identify and express opinions about program services. | ✷ Supports and communicates the vision of the program.  
✷ Ensures the diverse needs of children, families, coworkers, and others are met.  
✷ Integrates program philosophy, goals and objectives into daily practice.  
✷ Mentors and supports new program staff. | ✷ Provides vision and direction for the program through knowledge of current research, trends, and effective practice relating to children and families.  
✷ Articulates and implements program philosophy, vision, goals and expectations clearly and consistently.  
✷ Develops public relations strategies to establish the program in the community.  
✷ Develops and maintains relationships in the community that enhance the program.  
✷ Shares experience and knowledge of program with staff, outside agencies, and the larger community. |
### 7.3 Organizational Management

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<th>Tier I</th>
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| - Completes and maintains designated records.  
- Follows staffing and facility schedules.  
- Contributes to program planning as appropriate.  
- Makes effective use of available resources.  
- Selects and uses materials and equipment in developmentally appropriate ways.  
- Communicates essential information to coworkers, families and others to maintain continuity of care. | - Assures appropriate documentation is maintained to meet federal, state, and local legislation, regulations and professional records.  
- Monitors and adapts staffing and facility schedules to meet the legal requirements and the needs of children and families.  
- Manages program resources effectively.  
- Guides staff in the selection of appropriate materials for the classroom.  
- Communicates the events and changes that influence the daily operation of the program to parents and staff. | - Applies federal, state and local legislation, regulation and professional standards to organize and development program records and processes.  
- Designs and implements staffing and facility schedules that support legal requirements and the needs of children and families.  
- Designs and implements policy and procedure for selection and use of materials and equipment; and for communication mechanisms that provide essential information to employees, families, and others.  
- Communicates effectively with board/advisory groups. |

### In-Home Family Education

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| - Completes and maintains designated records.  
- Follows program guidelines for storage of participant files.  
- Follows program guidelines for maintenance of files after participate exits program.  
- Maintains appropriate schedule according to caseload.  
- Schedules home visits and groups consistently, and is considerate of families’ needs and schedules.  
- Contributes to program planning as appropriate.  
- Makes effective use of available resources.  
- Selects and uses home visiting materials and equipment in developmentally appropriate ways.  
- Communicates essential information to coworkers, families, and others to maintain quality family support services. | - Assures appropriate documentation is maintained to meet program, state, and professional standards.  
- Ensures home visit schedule is appropriate to caseload and is flexible to meet families’ needs.  
- Manages program resources effectively.  
- Guides other program staff in the selection and use of appropriate materials.  
- Communicates ideas and suggestions for program modification to program management and others as indicated. | - Trains staff in maintaining, storing, and managing participant files.  
- Uses experience and skills to help develop and update materials for program improvement.  
- Collects input and data for productive decision-making and reporting.  
- Develops and implements an ongoing quality assurance plan.  
- Communicates effectively with boards/advisory groups. |
### 7.4 Financial Management

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<tr>
<th>Tier I</th>
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<tr>
<td>- Uses time and materials effectively.</td>
<td>- Assists in planning and carrying out a budget.</td>
<td>- Articulates, analyzes, evaluates, and applies current theory, research, and policy on financial management.</td>
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<tr>
<td>- Shows care in the use and maintenance of materials.</td>
<td>- Conducts and maintains the inventory of supplies, materials and equipment.</td>
<td>- Develops, maintains, and reports on program budget ensuring that fiscal policy supports program goals.</td>
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<td>- Models and teaches the care and maintenance of materials.</td>
<td>- Seeks additional funding opportunities.</td>
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<td>- Collaborates with appropriate community partners to ensure unduplicated costs.</td>
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#### In-Home Family Education

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<tbody>
<tr>
<td>- Uses time and materials efficiently.</td>
<td>- Models and teaches the care and maintenance of materials.</td>
<td>- Oversees program budget and adapts services accordingly.</td>
</tr>
<tr>
<td>- Shows care in the use and maintenance of materials.</td>
<td>- Uses creativity to make the most of available resources.</td>
<td>- Seeks additional funding opportunities.</td>
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<td>- Helps staff and families find ways to stretch resources.</td>
<td>- Meets report requirements.</td>
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<td>- Collaborates with appropriate community partners to ensure unduplicated costs.</td>
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### 7.5 Human Resource Management

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<th>Tier I</th>
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<tr>
<td>- Knows and follows job description.</td>
<td>- Works with staff to assure awareness of developmentally appropriate practice.</td>
<td>- Designs, implements, analyzes and revises organizational structure, job descriptions, evaluations, and personnel policies and procedures.</td>
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<tr>
<td>- Shares program responsibilities.</td>
<td>- Coordinates services and cooperates with other professionals.</td>
<td>- Ensures staff knows and understands expectations.</td>
</tr>
<tr>
<td>- Knows and follows program policies and procedures.</td>
<td>- Ensures program policies and procedures are implemented consistently.</td>
<td>- Develops staff recruitment, selection and retention program.</td>
</tr>
<tr>
<td>- Assists in identifying areas for personal professional development.</td>
<td>- Delegates job responsibilities.</td>
<td>- Designs and implements professional development plans based on program mission, goals and identified individual staff needs and interests.</td>
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<tr>
<td>- Participates in staff development opportunities.</td>
<td>- Identifies personal professional development needs.</td>
<td>- Provides opportunities for professional advancement.</td>
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<td>- Identifies professional development opportunities to support staff development.</td>
<td>- Articulates, analyzes, evaluates, and applies current theory, research, and policy of personnel management.</td>
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<td>- Ensures that volunteers are guided and supported.</td>
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<td><strong>In-Home Family Education</strong></td>
<td>- Knows the social service, health and education resources of the community and uses them when appropriate.</td>
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<td><strong>Tier I</strong></td>
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<td><strong>Tier III</strong></td>
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<tr>
<td>- Completes required program training in staff-related issues.</td>
<td>- Ensures program policies and procedures are implemented.</td>
<td>- Develops program policies, procedures and work plans.</td>
</tr>
<tr>
<td>- Knows and adheres to job description.</td>
<td>- Helps with the development of program policies and procedures, work plans, review and visioning.</td>
<td>- Facilitates staff evaluations.</td>
</tr>
<tr>
<td>- Shares program responsibilities.</td>
<td>- Ensures that volunteers are guided and supported.</td>
<td>- Ensures staff understands and meets expectations.</td>
</tr>
<tr>
<td>- Knows and follows program and agency policies and procedures.</td>
<td>- Utilizes the social service, health, and education resources of the community.</td>
<td>- Develops professional relationships within the community.</td>
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<tr>
<td>- Participates in employee evaluation.</td>
<td>- Optimizes guidance and supervision.</td>
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### 7.6 Regulations, Policies and Quality Standards

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</table>
| - Demonstrates awareness of regulations that apply to specific program/facility.  
- Complies with appropriate regulations.  
- Follows policies and procedures designed to support regulation.  
- Demonstrates awareness of quality standards for early care and education programs. | - Understands the purpose of regulations.  
- Describes the functions of regulatory agencies.  
- Identifies strategies for working cooperatively with regulatory agencies.  
- Implements quality standards for early care and education programs. | - Articulates the rationale for regulations, policies and standards.  
- Designs and implements policies and procedures to comply with applicable regulations, policies and quality standards.  
- Participates in statewide groups and organizations to evaluate and develop regulations, policies and quality standards.  
- Analyzes and evaluates federal, state, and local regulations, policies, and standards. |

### In-Home Family Education

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<tr>
<th>Tier I</th>
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</table>
| - Demonstrates awareness of and complies with agency and program standards.  
- Demonstrates awareness for In-Home Family Education programs.  
- Participates in accreditation/credentialing process for program. | - Implements quality standards for In-Home Family Education,  
- Accepts a leadership role in the accreditation/credentialing process. | - Articulates the rationale for regulations, policies, and standards.  
- Ensures policies and procedures are in compliance with regulations, policies and standards.  
- Participates in local, regional and statewide efforts to develop and evaluate regulations, policies, and quality standards.  
- Models quality standards and works with other programs to acquire program accreditation or credential. |
### 7.7 Program Philosophy and Evaluation

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<th>Tier I</th>
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</table>
| • Supports the program philosophy and mission statement.  
  • Assists in evaluating program’s effectiveness. | • Verbalizes the relationship between the program’s philosophy and daily practice.  
  • Participates in a variety of program evaluation activities to improve program quality. | • Integrates early care and education philosophy throughout the program.  
  • Articulates, analyzes, evaluates and applies current theory and policy on program planning and evaluation.  
  • Analyzes and evaluates program evaluation data and uses it to make program modifications, improvements and develop goals for the program.  
  • Establishes and implements quality assurance processes. |

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**In-Home Family Education**

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</table>
| • Embraces the program philosophy and mission.  
  • Assists in evaluating program’s effectiveness.  
  • Articulates and describes program philosophy and services. | • Verbalizes the relationship between the program’s philosophy and daily practice.  
  • Participates in a variety of program evaluation activities to improve program quality.  
  • Articulates how program philosophy applies to individual situations and participants. | • Integrates program philosophy throughout the program.  
  • Ensures that program philosophy is incorporated into all aspects of program.  
  • Analyzes program evaluation data and uses it to make program modifications and improvements. |
Early care and education professionals must know and understand ethical responsibilities and practices with children, families, co-workers, and the community. Early educators must also comprehend how to seek continuous opportunities to learn, base decisions on reflection of knowledge of most effective practice, advocate for effective services and legislation for children and families, and develop collaborative partnerships.

8.1 Ethical Standards and Professional Guidelines
8.2 Continuous, Collaborative Learning
8.3 Reflective Practice
8.4 Advocacy
8.5 Collaborative Partnerships
## 8.1 Ethical Standards and Professional Guidelines

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<thead>
<tr>
<th>Tier I</th>
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<th>Tier III</th>
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<tbody>
<tr>
<td>• Shows awareness of and practices the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC).</td>
<td>• Practices and promotes the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC).</td>
<td>• Analyzes ethical dilemmas and determines appropriate course of action.</td>
</tr>
<tr>
<td>• Understands the rationale for a Code of Ethics.</td>
<td>• Discusses applicable sections of the code with colleagues in relation to workplace issues.</td>
<td>• Integrates the ethical code into practice, policies and instruction.</td>
</tr>
<tr>
<td>• Recognizes the difference between a Code of Ethics and personal values.</td>
<td>• Recognizes potentially unethical practices.</td>
<td>• Identifies ethical dilemmas.</td>
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### In-Home Family Education

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<tr>
<th>Tier I</th>
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<tbody>
<tr>
<td>• Recognizes the difference between ethics and personal values.</td>
<td>• Identifies ethical dilemmas.</td>
<td>• Analyzes ethical dilemmas and determines appropriate course of action.</td>
</tr>
<tr>
<td>• Conducts oneself in an ethical manner.</td>
<td>• Recognizes potentially unethical practices and seeks guidance.</td>
<td>• Mentors staff and others in maintaining job-specific professional and personal boundaries.</td>
</tr>
<tr>
<td>• Maintains job-specific professional and personal boundaries.</td>
<td>• Mentors co-workers in maintaining job-specific professional and personal boundaries.</td>
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## 8.2 Continuous, Collaborative Learning

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<th>Tier I</th>
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<tbody>
<tr>
<td>• Demonstrates awareness of professional resources.</td>
<td>• Uses professional resources to improve practices.</td>
<td>• Evaluates and applies current research and trends presented in professional resources.</td>
</tr>
<tr>
<td>• Participates in opportunities for professional growth and development.</td>
<td>• Uses resources available through participation in professional organizations.</td>
<td>• Participates in professional organizations or groups in a leadership capacity.</td>
</tr>
<tr>
<td>• Participates in statewide early care and education professional development system (WV STARS).</td>
<td>• Develops and implements a personal professional development plan.</td>
<td>• Facilitates professional development opportunities for others.</td>
</tr>
<tr>
<td>• Shows familiarity with current research based practices in early care and education.</td>
<td>• Explores current trends and research based practices in early care and education.</td>
<td>• Mentors others in professional growth.</td>
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### In-Home Family Education

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<tr>
<th>Tier I</th>
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<tbody>
<tr>
<td>• Assists in identifying areas for professional development.</td>
<td>• Continues to engage in professional growth opportunities.</td>
<td>• Mentors others in professional growth.</td>
</tr>
<tr>
<td>• Participates in opportunities for professional growth and development.</td>
<td>• Uses resources and knowledge obtained through professional training opportunities.</td>
<td>• Ensures that program staff have completed required program training.</td>
</tr>
<tr>
<td>• Follows program guidelines for required training and education.</td>
<td>• Identifies professional development opportunities to support staff development.</td>
<td>• Facilitates professional development opportunities for others.</td>
</tr>
<tr>
<td>• Shows familiarity with current research-based practices.</td>
<td>• Mentors new staff.</td>
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</table>
## 8.3 Reflective Practice

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<th>Tier I</th>
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<tbody>
<tr>
<td>- Questions own practices and seeks input from supervisors and colleagues.</td>
<td>- Uses reflections to modify and improve work with young children, families and colleagues.</td>
<td>- Examines own work, sources of professional knowledge, and the early care and education field.</td>
</tr>
<tr>
<td>- Discusses experiences and practices with colleagues identifying areas of strengths and weaknesses.</td>
<td>- Develops personal goals based on reflections of current practice.</td>
<td>- Encourages the expression of multiple perspectives.</td>
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<td>- Participates in evaluation of program related to quality standards.</td>
<td>- Supports and teaches reflective approaches to current practices.</td>
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### In-Home Family Education

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<tr>
<th>Tier I</th>
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<tbody>
<tr>
<td>- Seeks to continuously improve skills, and welcomes input from supervisors and colleagues.</td>
<td>- Uses personal reflection and input from supervisor and colleagues to improve work from families.</td>
<td>- Examines own work, sources of professional knowledge, and the in-home family education field.</td>
</tr>
<tr>
<td>- Discusses experiences and practices with colleagues and supervisor, identifying strengths and areas for improvement.</td>
<td>- Develops personal goals based on reflections of current practice.</td>
<td>- Encourages the expression of multiple perspectives.</td>
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<td>- Participates in evaluation of program related to quality standards.</td>
<td>- Supports and teaches reflective approaches to current practices.</td>
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### 8.4 Advocacy

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<tbody>
<tr>
<td>• Knows why quality early care and education experiences are important.</td>
<td>• Understands that national, state and local legislation and public policy affects children, families, programs and the early care and education profession.</td>
<td>• Informs others about current research, trends, and most effective practice.</td>
</tr>
<tr>
<td>• Recognizes how caring for and educating young children differs from care and education of older children.</td>
<td>• Discusses the significance of the early years and the value of early care and education programs to families in the community.</td>
<td>• Advocates for appropriate services and legislation for young children and families.</td>
</tr>
<tr>
<td>• Recognizes early care and education as a profession.</td>
<td>• Uses knowledge of cultural issues to support programs for children and families.</td>
<td>• Advocates for recognition of early care and education as a profession.</td>
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### In-Home Family Education

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<tbody>
<tr>
<td>• Articulates the importance of in-home family education programs.</td>
<td>• Understands that national, state, and local legislation and public policy affects children, families, and programs.</td>
<td>• Advocates for appropriate services and legislation for young children and families.</td>
</tr>
<tr>
<td>• Recognizes the in-home family educator as a professional.</td>
<td>• Articulates the significance of the early years and value of in-home family education to families in the community.</td>
<td>• Informs others about current research, trends, and most effective practice.</td>
</tr>
<tr>
<td>• Articulates the correlation between prenatal in-home family education and positive pregnancy outcomes.</td>
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<td>• Understands how public policies are developed and uses strategies to influence public policy.</td>
</tr>
<tr>
<td>• Articulates the correlation between in-home family education and positive family outcomes.</td>
<td></td>
<td>• Advocates for recognition of in-home family education as a profession.</td>
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</table>
### Tier I
- Identifies various services available to children birth through eight years of age.
- Describes the importance of collaboration in early care and education settings.
- Cooperates with a variety of agencies and professionals who enter the early childhood setting.

### Tier II
- Communicates the value of collaborative relationships to others.
- Links with community agencies to develop collaborative relationships.
- Uses community resources to support families.
- Participates on collaborative teams.

### Tier III
- Develops and implements policies designed to facilitate collaborative relationships.
- Fosters effective relationships within collaborative teams.
- Practices strategies for advocacy and collaboration on a current issue.
- Facilitates collaborative teams.

### In-Home Family Education

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<tbody>
<tr>
<td>• Identifies various community resources available to pregnant women, infants, young children and families.</td>
<td>• Stays up-to-date on available community resources and develops personal agency contacts.</td>
<td>• Develops and implements policies designed to promote collaborative relationships.</td>
</tr>
<tr>
<td>• With the families’ permission, makes appropriate community agency referrals and provides follow-up.</td>
<td>• With the families’ permission, makes community referrals and promotes collaborative teams.</td>
<td>• Participates on local, regional and/or state collaborative teams.</td>
</tr>
<tr>
<td>• Cooperates with a variety of agencies and professionals that are also providing services for families.</td>
<td>• Participates on local and regional collaborative teams.</td>
<td>• Strives to foster effective relationships within collaborative teams.</td>
</tr>
<tr>
<td>• Advocates for family and specific family members, when necessary.</td>
<td>• Communicates the value of collaborative relationships to others.</td>
<td>• Collaborates with other agencies to address gaps in the services delivery system.</td>
</tr>
<tr>
<td>• Describes the importance of collaboration in providing a continuum of services to families.</td>
<td>• Identifies gaps in available, affordable resources in the community.</td>
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</table>
Standard 5: Becoming a Professional
Well prepared early childhood professionals 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.

Sub-Standard 5a: Identifying and involving oneself with the early childhood field.

Sub-Standard 5b: Knowing about and upholding ethical standards and other professional guidelines.

Sub-Standard 5c: Engaging in continuous, collaborative learning to inform practice.

Sub-Standard 5d: Integrating knowledgeable, reflective, and critical perspectives on early education.

Sub-Standard 5e: Engaging in informed advocacy for children and the profession.
After completing a professional development training/education session, use this record to document your training clock hours. Keep track of your professional development record. Plan to complete training/education sessions in several content areas during each year.

The West Virginia Training Certificate in Early Care and Education (WVTCECE) is awarded to participants credentialed on the WV STARS Career Pathway at Level III for completion of 120 clock hours of registered training in the WV Core Knowledge/Core Competencies. These training hours must be registered with the WV State Training and Registry System (STARS). To receive the WVTCECE, participants must have at least 20 hours in each of the Core Knowledge Content Areas 1-2-3-4-5 and 5 hours in each of the areas 6-7-8. The 5 additional training hours may be in any Core Knowledge/Core Competency area(s) of the participant's choice. Use this self-monitoring tool to track hours toward the certificate and to ensure you are receiving the appropriate number of hours in each content area.

### Core Knowledge Content Area 1: Child Growth and Development

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<th>Training Title</th>
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### Core Knowledge Content Area 2: Health, Safety and Nutrition

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## Core Knowledge Content Area 3: Positive Interactions and Relationships

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## Core Knowledge Content Area 4: Curriculum

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### Core Knowledge Content Area 5: Child Observation and Assessment

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### Core Knowledge Content Area 6: Family and Community

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**Core Knowledge Content Area 8: Professionalism**

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Acknowledgements and Process

The Core Knowledge and Core Competencies document for the WV STARS Professional Development System for Early Care and Education was built on the work of the Professional Development Committee, a committee of the Governor’s Early Childhood Implementation Commission. A sub-group of the Partners Implementing an Early Care and Education System (PIECES) Professional Development Committee provided dedicated time, expertise and resources to update the core competencies. The competencies support the growing professional development system for early care and education in West Virginia.

The PIECES Core Competencies Workgroup researched, wrote, and edited an initial draft that was distributed for comment to a broad group of stakeholders and experts. Comments and suggestions received from the comment period were considered by the workgroup and appropriate edits completed. The PIECES Professional Development Committee recommended adoption of the revised core knowledge and core competencies to the PIECES Advisory Council on November 12, 2004.

Primary resources for the revised core knowledge and core competencies include: Preparing Early Childhood Professionals NAEYC’s Standards for Programs; National Child Care Information Center (NCCIC); Early Childhood Environment Rating Scale-Revised (ECERS-R); Infant Toddler Environment Rating Scale-Revised (ITERS-R); West Virginia Early Learning Standards Framework (ELSF); WV Birth to Three Core Competencies for Early Intervention; Kansas and Missouri Core Competencies for Early Care and Education Professionals; New Mexico Core Content; The Kent County Professional Development System.

The In-Home Family Education Core Knowledge and Core Competencies were adapted from the Early Care and Education Core Knowledge and Core Competencies by the Partners in Community Outreach. The Training Committee of Partners in Community Outreach included representatives from Healthy Families America, Parents as Teachers, Maternal Infant Health Outreach Worker, and WV Department of Health and Human Resources/Bureau for Children and Families/Early Care and Education. The In-Home Family Education Core Knowledge and Core Competencies are linked to Prevent Child Abuse America--Healthy Families America Self Assessment Tool 2008-2010, Vanderbilt University--Center for Health Services MICHOW Standards of Practice for Sponsoring Agencies and Standards of Practice for Outreach Workers, and Parents as Teachers National Center Quality Standards. Funding provided by the Claude Worthington Benedum Foundation. The West Virginia STARS Policy Council approved the In-Home Family Education Core Knowledge and Core Competencies on Sept. 17, 2008.

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For more information, please visit
www.wvearlychildhood.org

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