

# Nevada's Core Knowledge Areas and Core Competencies

*for Early Care and Education Professionals*





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### *Welcome!*

Thank you for your interest in the Core Knowledge Areas (CKA) and the newly developed Core Competencies for Early Care and Education Professionals! This document was designed to be a practical self-assessment tool that may be used in a variety of ways regardless of your role (caregiver, supervisor, trainer, career counselor, Nevada System of Higher Education (NSHE) faculty, etc.) or the setting in which you work. Use of this document is completely voluntary at the time of its approval in June 2006.

For more information or to request additional copies, please contact *The Nevada Registry* at (775) 327-0670 or (800) 259-1906. You may also visit [www.nevadaregistry.org](http://www.nevadaregistry.org) to download a copy of this publication.

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## Introduction:

### What are Core Knowledge Areas (CKA) and Core Competencies?

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The CKA and Core Competencies were developed in response to research findings indicating that professional education for Early Care and Education (ECE) practitioners is essential to the quality of care and education provided. Caregiver actions have also been shown to make a difference to the future learning capabilities and success of children. (Barnett, 2003) Core Knowledge Areas differ from Core Competencies in the following ways:

**Core Knowledge Areas** (CKA) are a set of **content areas** that define what caregivers should know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs. Distributing learning across all CKA helps professionals build a balanced approach to providing quality Early Care and Education.

**Core Competencies** are a set of **observable skills** that reflect a caregiver's knowledge and understanding of the Core Knowledge Areas. The competencies identify skills at the beginning, intermediate and advanced levels of professionalism related to providing quality Early Care and Education.

## Development of Core Competencies

Following the national trend, Nevada is working to strengthen the professional development system for ECE professionals in our state. Agreement about the expectations for adults who work with young children supports professional preparation and development.

Discussions about the development of Nevada's Core Competencies began during the Nevada State Early Care and Education Summit held in October 2005. At that time, a small group of early childhood

professionals representing a number of agencies/organizations in Nevada volunteered to assist with the development of Core Competencies for Nevada's ECE professionals. After an initial meeting in March 2006, more professionals in the field were recruited to assist with the process. As a result, a committee of twenty statewide representatives was formed. That committee met four times between April and July of 2006. A complete list of those who participated appears in the "Acknowledgements" section of this document.

Effort was made to involve members from all six Nevada System of Higher Education (NSHE) institutions in order to ensure alignment with the content of formal higher education coursework offered in the state. Representatives from five of the six institutions participated on the committee. Additionally, a number of resources were used to inform the development of both the Core Knowledge Areas and Core Competencies. The *Nevada Pre-Kindergarten Content Standards*, a position statement of the National Association for the Education of Young Children (NAEYC) titled *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, and the *NAEYC Standards for Early Childhood Professional Preparation: Associate Degrees* were used to assure that Nevada's Core Knowledge Areas and Core Competencies aligned with national and other state standards already in use. Several resources from the National Child Care Information Center (NCCIC) that compare Core Knowledge Areas and Core Competencies across states were also utilized. Finally, core knowledge and competency documents from Kansas/Missouri, New Jersey and West Virginia served as models for the committee. A complete list of the resources utilized by the committee can be found in the "Resources" section of this document.

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## The Process

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The committee's first task was to review and revise the existing Core Knowledge Areas (CKA) which had been developed and adopted by the Nevada State Child Care Advisory Committee in 2002. To achieve this, the committee compared Nevada's Core Knowledge Areas to those of other states. After comparisons were made, the committee revised Nevada's Core Knowledge Areas to align them more closely with approved training currently offered in Nevada and with the CKA used in other states. Originally, seven CKA were used by *The Nevada Registry* to approve trainings. Through this revision process, two previous CKA, "Understanding Children" and "Foundations of ECE" were eliminated and three new areas, "Human Growth and Development", "Positive Interactions and Guidance", and "Observation and Assessment" were added. This resulted in a final list of eight CKA. The Core Knowledge Areas as adopted in June of 2006 are listed below.

### Nevada's CORE KNOWLEDGE AREAS

1. Human Growth and Development
2. Positive Interactions and Guidance
3. Observation and Assessment
4. Environment and Curriculum
5. Health, Nutrition and Safety
6. Leadership and Professional Development
7. Family and Community Relationships
8. Management and Administration

The committee then developed definitions for each CKA to replace the list of sub-topics within each CKA that existed previously (provided on page 6). Finally, the committee broke into smaller workgroups to develop Core Competencies for each CKA. After the initial meeting, workgroups met independently, and brought their work back to the larger committee for review, feedback and final revision.

Margot Chappel, Director of the Nevada Head Start State Collaboration Office, facilitated committee meetings and aggregated the content based on input from committee members. Final document design

was developed by Shelly Nye, Program Coordinator for *The Nevada Registry*. Both offices worked collaboratively to co-write the introduction and background.

## Developmentally Appropriate Practice as a Guiding Principle

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It is important to note that most of the skills identified in this document relate to developmentally appropriate practice (DAP) regarding the direct care and education of young children. The National Association for the Education of Young Children (NAEYC) has established twelve principles related to DAP, which is defined as "...[the providing of] a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families." The following principles of DAP are used with the permission of NAEYC:

1. Domains of children's development—physical, social, emotional, and cognitive—are closely related. Development in one domain influences and is influenced by development in other domains.
2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.
4. Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.
5. Development proceeds in predictable directions toward greater complexity, organization, and internalization.
6. Development and learning occur in and are influenced by multiple social and cultural contexts.
7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.

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8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
9. Play is an important vehicle for children’s social, emotional, and cognitive development, as well as a reflection of their development.
10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.
11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.
12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

## Linkages

Core Knowledge Areas (CKA) and Competencies were developed as part of the growing professional development system in Nevada. Consideration was given to how these components support, enhance and otherwise affect other parts of the system. As noted below, there are several clear linkages that can be made at this point.

### The Connection to the Career Ladder

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The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

### The Connection to Nevada’s Training Approval System

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The CKA are an important part of Nevada’s training approval system and are reflected in all training that is approved by *The Nevada Registry*. Because approved training is categorized by CKA, caregivers

and trainers can search for training by CKA on the Registry’s website and use that information to distribute their learning and instruction across all eight areas. This helps create a balanced approach to participating in professional development opportunities as well as affords trainers the opportunity to identify gaps and offer training in areas where there is limited availability to better meet the needs of professionals in the field.

### The Connection to Nevada’s Pre-K Content Standards

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Nevada’s Pre-K Content Standards are a joint effort supported by the Nevada Department of Education’s Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, as well as the State of Nevada, Department of Health and Human Resources, Welfare Division, Office of Early Care and Education and it’s contractors. These agencies were challenged by the Federal *Good Start, Grow Smart* initiative to work together to develop standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool. The Pre-K Content Standards are guidelines for teachers to use when developing learning experiences for young children that are grounded in the following guiding principles:

- Children are active learners
- Development and learning are inter-related
- Growth and learning are sequential
- Each child is an individual learner
- Development and learning are embedded in culture
- Family involvement is necessary
- Children’s learning can be clarified, enriched, and extended

Knowledge of the Pre-K Standards is embedded within the Core Competencies. While the Pre-K standards act as a guide for **child outcomes**, the core competencies focus on the preferred **outcomes for the adults** who care for young children. It is believed that early childhood teachers who provide quality learning environments and experiences for young children will help those children meet the goals set forth in the Pre-K Standards.

# Using This Document

Because this document was designed to be a self-assessment tool, it can be used in a variety of ways. The competencies can be used to assess learning needs, develop education and training curriculum, and as a tool for supervision and mentoring support. For instance,

- **Professionals** may use the competencies as a self-assessment of their own skills and knowledge and plan for their own professional development across the eight CKA.
- **Administrators** may use the competencies to assess the learning needs of their staff, create professional development plans with individual staff members, develop job descriptions/qualifications and use in conjunction with the Career Ladder to establish salary scales based on levels of competency.
- **Trainers, instructors and higher education faculty** may assess current program content and develop courses that provide a range of opportunities to develop the core competencies.
- **State and local agencies** can create and implement policies that enhance and support professionalism.

includes the knowledge and skills of the previous level and is designed to demonstrate a continuum of growth that occurs over time through formal education, training and experience.

Check boxes are provided beside each competency so that this document can be utilized as a self-assessment, supervision, and professional development tool. Use the checklists to determine the areas in which you have beginning, intermediate or advanced skill as well as the areas where further growth is needed\*.

*\*The examples provided within the core competencies are not meant to be exclusive or complete, but are only some of the possibilities that might exist.*

## Document Layout

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To provide a basis for the use of this document, the definitions for each of Nevada's Core Knowledge Areas are listed on page 16. To help you navigate through the document, each CKA has been color-coded. Though the CKA are presented individually, all areas are equal in importance and are inter-related and interdependent.

The identified core competencies for each CKA begin on page 17 and are, again, color coded to match the broader CKA that they fall under. Each CKA has a number of defined categories with a set of related competencies ranging from knowledge that a beginning professional would typically have to the more advanced knowledge possessed by individuals with advanced degrees. Each level of competency



# Nevada Early Care and Education Professional Career Ladder

The Nevada Early Care and Education Professional Career Ladder helps professionals plan their training and education and identify their career development goals. The ladder is based on what national research shows about the importance of specialized training in ECE and the correlation between formal education and quality environments for children (Barnett, 2003). The field of ECE is a distinct area of specialization with a unique body of knowledge specific to the discipline. This is represented by seven levels on

the Career Ladder combining various types of formal (college) education, training and direct experience (up to 4000 hours). The entry levels of the Career Ladder are somewhat informal and become increasingly more formal with a greater emphasis on formal education and training in ECE as a person advances along the continuum. By following this path, an individual knows exactly what he/she needs to accomplish before advancing to the next level.

## Level 1

- 1.1 Meet Child Care Licensing requirements *and* a minimum of 1000 hours of direct experience
- 1.2 All of 1.1 plus a high school diploma/GED
- 1.3 All of 1.1, 1.2 *and* 1 ECE college credit *or* 15 hours approved training

## Level 2

- 2.1 Current CDA *or* 8 ECE college credits *and* 2000 hours direct experience, *or* high school diploma/GED, 120 hours of approved training, *and* 2000 hours direct experience
- 2.2 12 ECE college credits *and* 3000 hours direct

## Level 3

- 3.1 Apprenticeship Certificate *or* 20 ECE college credits *and* 4000 hours direct experience
- 3.2 1-year ECE certificate *or* 30 college credits with 24

## Level 4

- 4.1 Associate's degree in ECE *or* Associate's degree in another field with 30 or more ECE college credits
- 4.2 All of 4.1 *and* 4000 hours direct experience

## Level 5

- 5.1 Bachelor's degree in ECE *or* Bachelor's degree in another field with a state teaching license containing an ECE endorsement *or* a Bachelor's degree in another field with 30 or more ECE college credits
- 5.2 All of 5.1 *and* 4000 hours direct experience

## Level 6

- 6.1 Master's degree in ECE *or* Master's degree in another field with a state teaching license containing an ECE endorsement *or* a Master's degree in another field with 30 or more ECE college credits

## Level 7

- 7.1 Doctorate in ECE *or* Doctorate in another field with a state teaching license containing an ECE endorsement *or* Doctorate in another field with 30 or more ECE college credits
- 7.2 All of 7.1 *and* 4000 hours direct experience

# Definitions of Core Knowledge Areas

## Human Growth and Development

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for Early Care and Education professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult's role in supporting each child's growth and development is imperative.

## Positive Interactions and Guidance

Early Care and Education professionals need to have realistic expectations regarding children's behavior and understand developmentally appropriate guidance techniques in accordance with children's ages and developmental levels. They investigate factors that may impact children's behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills, and positive interactions with their peers and adults.

## Observation and Assessment

Well prepared Early Care and Education professionals understand the goals, benefits and uses of assessment in early childhood environments. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impacts the development and learning of those children. Program improvements can be planned for and implemented by using early childhood environment and program administration scales.

## Environment and Curriculum

Early Care and Education professionals need to understand and utilize strategies that are characteristic of high quality early childhood environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children's learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school. They should also be able to integrate Nevada Content Standards into curriculum planning.

## Health, Safety and Nutrition

Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children's safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

## Family and Community Relationships

Knowledge and understanding of diverse family structures and influences enable Early Care and Education professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.

## Leadership and Professional Development

Early Care and Education professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

## Management and Administration

ECE professionals need to understand the importance of relationships and positive communication between colleagues, especially those working together to create a nurturing learning environment for children. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards applicable to programs and how to meet regulations and standards is essential to quality environments for children. Management should also model for and support staff with regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

# Core Knowledge Area 1:

## Human Growth and Development

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for Early Care and Education professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult's role in supporting each child's growth and development is imperative for Early Care and Education professionals.

### Developmental Domains

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Defines terms describing developmental domains: cognitive, physical, language, social-emotional and creative development.</li> <li><input type="checkbox"/> Gives examples of each domain as demonstrated by children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates theories within the developmental domains.</li> <li><input type="checkbox"/> Articulates that the developmental domains are inter-related.</li> <li><input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental domains.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and policies on child growth and development.</li> <li><input type="checkbox"/> Uses theories to explain how children learn and develop within the domains.</li> <li><input type="checkbox"/> Uses knowledge of developmental theories to meet children's individual needs in the group setting.</li> <li><input type="checkbox"/> Models and shares information about developmental domains with staff and families.</li> </ul> |

### Developmental Stages and Milestones

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates that development is continuous and generally sequential.</li> <li><input type="checkbox"/> Defines the terms developmental stages and milestones.</li> <li><input type="checkbox"/> Gives an example of developmental stages and milestones appropriate to the age group they work with.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental domains.</li> <li><input type="checkbox"/> Articulates that patterns of development vary within developmental domains.</li> <li><input type="checkbox"/> Describes "typically developing" children.</li> <li><input type="checkbox"/> Recognizes and makes referrals for suspected developmental delays.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses individual patterns of development among children in care to guide planning.</li> <li><input type="checkbox"/> Sets goals for individual children using their developmental level.</li> <li><input type="checkbox"/> Provides information about the developmental stages and milestones within the developmental domains to staff and families.</li> </ul> |

Human Growth and Development  
*continued on next page...*

# Core Knowledge Area 1: (cont'd)

## Human Growth and Development

### Development Through Play

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates specific concepts children learn through play (e.g., play with puzzles helps children practice fine motor skills).</li> <li><input type="checkbox"/> Promotes learning by participating in child-initiated play.</li> <li><input type="checkbox"/> Utilizes learning centers (or interest areas) to encourage learning and development through play.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, adapts, and utilizes learning centers to encourage learning and development through play.</li> <li><input type="checkbox"/> Provides a responsive environment where children initiate and extend their learning through play.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops strategies that support children's role in planning curriculum.</li> <li><input type="checkbox"/> Demonstrates through examples to staff and families that children learn and develop through play.</li> </ul> |

### Individual Needs and Differences

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|--|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with children as individuals.</li> <li><input type="checkbox"/> Articulates developmental differences and unique characteristics of children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Relates theories within developmental domains to individual children.</li> <li><input type="checkbox"/> Defines "individually appropriate" practice.</li> <li><input type="checkbox"/> Adapts the program to address each child's needs, temperament, interests and learning styles.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates the ranges of development in young children.</li> <li><input type="checkbox"/> Integrates information on growth, development and learning patterns of individuals and groups and applies to practice.</li> <li><input type="checkbox"/> Establishes the program to address each child's needs, temperament, interests and learning styles.</li> </ul> |

### Children with Identified Special Needs

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Is informed about and can name children with identified special needs.</li> <li><input type="checkbox"/> Consistently follows specific requirements for children in their care. For example, those with Individual Education Plans (IEP), Individual Family Service Plans (IFSP), medical or nutritional needs, etc.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates assistive technology for children with special needs.</li> <li><input type="checkbox"/> Participates in the planning team for children with special needs.</li> <li><input type="checkbox"/> Articulates the basic understanding of the special needs and disabilities laws and the rights of children and families.</li> <li><input type="checkbox"/> Articulates possible limitations and adaptations for children with special needs.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates knowledge of inclusive philosophy and practices.</li> <li><input type="checkbox"/> Develops activities to meet individual requirements of children with special needs.</li> </ul> |

# Core Knowledge Area 1: (cont'd)

## Human Growth and Development

### Effects of Cultural Differences

| <b>BEGINNING COMPETENCIES</b>  | <b>INTERMEDIATE COMPETENCIES</b><br>(all of the beginning competencies, <i>plus</i> )   | <b>ADVANCED COMPETENCIES</b><br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|---|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Speaks positively about cultural differences as they arise in the classroom.</li><li><input type="checkbox"/> Allows children to make non-stereotypical play choices (e.g., boys wearing dresses in dramatic play).</li><li><input type="checkbox"/> Consistently follows established adaptations for children with cultural or religious needs (e.g., makes sure snack selections are Kosher).</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Provides materials and activities that affirm and respect cultural/ethnic/linguistic diversity.</li><li><input type="checkbox"/> Models acceptance for cultural differences.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Communicates with parents and staff regarding non-stereotypical play choices.</li><li><input type="checkbox"/> Communicates with parents and staff the variety of cultural values and traits represented within the program.</li></ul> |

# Core Knowledge Area 2:

## Positive Interactions and Guidance

Early Care and Education professionals need to have realistic expectations regarding children’s behavior and understand developmentally appropriate guidance techniques in accordance with children’s ages and developmental levels. They investigate factors that may impact children’s behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills, and positive

### Relationships with Individual Children

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides physical and emotional security to build trusting relationships by interacting positively with children.</li> <li><input type="checkbox"/> Interacts positively with children in ways that are responsive, consistent, encouraging and nurturing.               <ul style="list-style-type: none"> <li>• Gives one-on-one attention</li> <li>• Talks about children’s interests</li> <li>• Respects each child’s uniqueness</li> <li>• Listens to children</li> <li>• Uses children’s names</li> <li>• Communicates at children’s eye level</li> <li>• Responds consistently</li> <li>• Smiles at children</li> <li>• Speaks at children’s level of understanding</li> </ul> </li> <li><input type="checkbox"/> Treats all children with fairness and consistency.</li> <li><input type="checkbox"/> Accepts physical, social, emotional, cultural, and developmental differences in children and families.</li> <li><input type="checkbox"/> Encourages children to express emotions positively.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Relates guidance practices to knowledge of children’s personalities and levels of development.</li> <li><input type="checkbox"/> Recognizes and responds to individual behavioral problems related to developmental or emotional stress.</li> <li><input type="checkbox"/> Moderates interactions with each child based on the child’s specific characteristics, strengths, interests and needs.</li> <li><input type="checkbox"/> Conveys acceptance of children’s diverse ethnic and cultural backgrounds, abilities or learning challenges.</li> <li><input type="checkbox"/> Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences.</li> <li><input type="checkbox"/> Solicits information from parents regarding effective strategies to support individual children.</li> <li><input type="checkbox"/> Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions.</li> <li><input type="checkbox"/> Adapts interactions to include each child individually, accommodating for his/her temperament, personality, strengths, interests and development pattern.</li> <li><input type="checkbox"/> Uses child observation and assessment to individualize and improve interactions.</li> <li><input type="checkbox"/> Articulates the principles for intervention and conflict resolution in children’s play and learning.</li> <li><input type="checkbox"/> Develops and implements written policies for effective interactions.</li> </ul> |

Positive Interactions and Guidance  
*continued on next page....*

## Core Knowledge Area 2: (cont'd)

### Positive Interactions and Guidance

#### Developmentally Appropriate Guidance

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids actions that would cause physical or emotional harm.</li> <li><input type="checkbox"/> Participates in developmentally appropriate guidance approaches (e.g., choices, appropriate limits, redirection, ignoring, positive feedback and encouragement, and giving effective directions).</li> <li><input type="checkbox"/> Bases expectations for behavior on age and developmental level of children.</li> <li><input type="checkbox"/> Responds to children's behaviors in ways that encourage self-control.</li> <li><input type="checkbox"/> Demonstrates awareness that challenging behaviors have different causes.</li> <li><input type="checkbox"/> Seeks to find reasons for challenging behavior and responds with positive guidance techniques.</li> <li><input type="checkbox"/> Refers to problem behaviors or situations, rather than labeling the child.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Practices and models developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.</li> <li><input type="checkbox"/> Models behavior expectations based on children's age and developmental level.</li> <li><input type="checkbox"/> Observes children and adapts guidance approaches to knowledge of individual children and levels of development.</li> <li><input type="checkbox"/> Communicates with families regarding areas of concern and develops cooperative strategies to manage behavior.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children.</li> <li><input type="checkbox"/> Uses observation and assessment to modify and adapt guidance strategies.</li> <li><input type="checkbox"/> Designs written policies for using effective positive child guidance.</li> <li><input type="checkbox"/> Collaborates with families to develop individually appropriate expectations for children's behavior.</li> <li><input type="checkbox"/> Develops individual guidance plans, accessing appropriate professionals as needed.</li> </ul> |

#### Managing Groups and the Environment

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate supervision and interventions to keep children safe.</li> <li><input type="checkbox"/> Establishes and communicates limits for acceptable behavior.</li> <li><input type="checkbox"/> Leads activities in a positive, relaxed, and pleasant atmosphere.</li> <li><input type="checkbox"/> Follows strategies that encourage positive behaviors and reduce challenging behaviors.               <ul style="list-style-type: none"> <li>• Provides consistent schedules and routines</li> <li>• Alerts children to and facilitates transitions from one activity to another</li> <li>• Provides interesting materials and activities</li> <li>• Articulates how physical environment effects behavior</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans, implements and adapts a supportive learning environment that promotes positive interactions and behaviors and minimizes risk.</li> <li><input type="checkbox"/> Observes children and makes modifications and adaptations to support individual children and the group.</li> <li><input type="checkbox"/> Facilitates positive support of children and families through times of change and transition.</li> <li><input type="checkbox"/> Anticipates and diffuses disruptive behavior.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies.</li> <li><input type="checkbox"/> Uses child observation and assessment to individualize and improve environmental management.</li> <li><input type="checkbox"/> Designs and implements policy and practice that support needs of children and families through environmental design.</li> <li><input type="checkbox"/> Plans for times of change and transition that support children and families.</li> </ul> |

# Core Knowledge Area 3:

## Observation and Assessment

Well prepared Early Care and Education professionals understand the goals, benefits and uses of assessment in early childhood environments. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impacts the development and learning of those children. Program improvements can be planned for and implemented by using early childhood environment and program administration scales.

### Observation and Assessment

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Has basic understanding of child development.</li> <li><input type="checkbox"/> Acknowledges that children develop at their own rate.</li> <li><input type="checkbox"/> Demonstrates an understanding of the process of observation and assessment for children, personnel and programs which are being used by the program.</li> <li><input type="checkbox"/> Maintains daily records as needed (diaper changing, feeding schedules, accidents, etc.) and other documentation as required.</li> <li><input type="checkbox"/> Assists with the collection of objective and meaningful information about each child's development, recognizing that observation and assessment is an ongoing process.</li> <li><input type="checkbox"/> Seeks guidance and support from other professionals as needed in documentation of observation and assessment.</li> <li><input type="checkbox"/> Recognizes that findings in child observation and assessment assist in planning classroom curriculum.</li> <li><input type="checkbox"/> Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.</li> <li><input type="checkbox"/> Recognizes that observation and assessment information should be shared with families in a sensitive and supportive manner.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses knowledge of child development to understand and interpret the abilities and behavior of the children.</li> <li><input type="checkbox"/> Appreciates and accommodates a range of developmental skills among children.</li> <li><input type="checkbox"/> Makes decisions about appropriate observation and assessment tools and gathers samples of children's work to gain a well-rounded picture of individual children.</li> <li><input type="checkbox"/> Selects and models appropriate use of a variety of observation and assessment methods and tools.</li> <li><input type="checkbox"/> Uses observation and assessment results to plan and carry out developmentally appropriate curriculum.</li> <li><input type="checkbox"/> Communicates observation and assessment results to families in a clear and supportive manner.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Has an in-depth understanding of child development and uses this understanding to assess individual children in the context of their age, gender, culture, and ability.</li> <li><input type="checkbox"/> Develops and implements individual plans based on observation and assessment.</li> <li><input type="checkbox"/> Establishes criteria, procedures, and documentation methods for observation and assessment.</li> <li><input type="checkbox"/> Interprets observation and assessment data and develops action plans based on findings.</li> <li><input type="checkbox"/> Provides guidance and mentoring to staff in understanding the methods and uses of observation and assessment.</li> <li><input type="checkbox"/> Reviews and interprets child observation and assessment data to ensure that children's developmental needs are met and to ensure informed practice.</li> <li><input type="checkbox"/> Based on observation and assessment results, communicates next step for individual children to families in a clear and supportive manner.</li> </ul> |



## Core Knowledge Area 3: (cont'd)

### Observation and Assessment

#### Children with Special Needs

| <b>BEGINNING COMPETENCIES</b>  | <b>INTERMEDIATE COMPETENCIES</b><br>(all of the beginning competencies, <i>plus</i> )  | <b>ADVANCED COMPETENCIES</b><br>(all of the beginning and intermediate competencies, <i>plus</i> )                  |
|--|--|---|
| <input type="checkbox"/> Understands that children with disabilities are required by law to have an individualized plan based on observation and assessment. | <input type="checkbox"/> Assists in developing and adhering to the Individual Education Plan (IEPs) or Individual Family Service Plan (IFSPs) of children with special needs or disabilities as necessary or applicable. | <input type="checkbox"/> Takes leadership role in teams that develop IEPs and IFSPs for children with disabilities. |

# Core Knowledge Area 4:

## Environment and Curriculum

Early Care and Education professionals need to understand and utilize strategies that are characteristic of high quality early childhood environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children’s learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school. They should also be able to integrate Nevada Pre-Kindergarten Content Standards into curriculum planning.

### Planning Framework

| <b>BEGINNING COMPETENCIES</b>   | <b>INTERMEDIATE COMPETENCIES</b><br>(all of the beginning competencies, <i>plus</i> )   | <b>ADVANCED COMPETENCIES</b><br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows daily schedule.</li> <li><input type="checkbox"/> Gives children choices.</li> <li><input type="checkbox"/> Encourages children’s learning through play.</li> <li><input type="checkbox"/> Is familiar with and assists with implementing planned curriculum.</li> <li><input type="checkbox"/> Supports and encourages children’s participation in a variety of activities.</li> <li><input type="checkbox"/> Provides an interesting and secure environment that encourages play, exploration, and learning using space, relationships, materials and routines as resources.</li> <li><input type="checkbox"/> Is aware of the Nevada Pre-Kindergarten Content Standards.</li> </ul> <p style="text-align: right;"><i>continued on next page...</i></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops an appropriate schedule that includes a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities.</li> <li><input type="checkbox"/> Uses observations to provide appropriate choices and adapt environments for children.</li> <li><input type="checkbox"/> Ensures that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative and social-emotional.</li> <li><input type="checkbox"/> Uses various teaching approaches along a continuum from child-initiated exploration to adult-directed activities or modeling.</li> <li><input type="checkbox"/> Bases planned and spontaneous interactions with children on the child’s assessed interests and needs (intentional teaching).</li> <li><input type="checkbox"/> Uses appropriate materials, activities and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.</li> <li><input type="checkbox"/> Plans and adapts curricula and environments, including the selection of materials, appropriate to the levels of all children.</li> </ul> <p style="text-align: right;"><i>continued on next page...</i></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches.</li> <li><input type="checkbox"/> Plans, implements, and evaluates learning environments and curricula to maximize learning potential.</li> <li><input type="checkbox"/> Teaches others about developmentally appropriate curricula and learning environments.</li> <li><input type="checkbox"/> Advocates for appropriate curricula and learning environments.</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology.</li> <li><input type="checkbox"/> Plans environment and adapts curriculum for children with special needs or learning styles.</li> <li><input type="checkbox"/> Develops strategies that support children’s role in planning curriculum.</li> <li><input type="checkbox"/> Designs curriculum and shares curriculum designs with others.</li> </ul> <p style="text-align: right;"><i>continued on next page...</i></p> |

Environment and Curriculum  
*continued on next page...*

# Core Knowledge Area 4: (cont'd)

## Environment and Curriculum

### Planning Framework (cont.)

| BEGINNING COMPETENCIES                        | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|--|--|
| <p><i>continued from previous page...</i></p> | <p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops curriculum that promotes the goals of the Nevada Pre-Kindergarten Content Standards.               <ul style="list-style-type: none"> <li>• Language and Early Literacy</li> <li>• Mathematics</li> <li>• Social Studies (including social-emotional)</li> <li>• Science</li> <li>• Creative Arts</li> <li>• Physical Development and Health</li> </ul> </li> </ul> | <p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consults with parents and appropriate professionals to address developmental or environmental concerns.</li> <li><input type="checkbox"/> Assesses curriculum and individual progress of children based on Nevada Pre-Kindergarten Content Standards.</li> </ul> |

### Physical Development and Health

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts appropriately with children during physical activities both indoors and outdoors.</li> <li><input type="checkbox"/> Incorporates a variety of equipment, activities and opportunities to promote the physical development of all children.</li> <li><input type="checkbox"/> Carries out learning opportunities that promote healthy living habits and hygiene (e.g., hand-washing, tooth-brushing, healthy eating).</li> <li><input type="checkbox"/> Models healthy living habits.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans activities that integrate physical development with all other curriculum areas.</li> <li><input type="checkbox"/> Adapts activities for children with special needs.</li> <li><input type="checkbox"/> Supports and guides children as they engage in activities that refine their physical abilities.</li> <li><input type="checkbox"/> Plans and implements intentional experiences that promote healthy living habits.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt activities to meet specific physical development and health needs/objectives of individual children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting physical development and positive health practices.</li> <li><input type="checkbox"/> Evaluates the appropriateness of physical development activities for individual children.</li> <li><input type="checkbox"/> Explains how physical development and other areas of development are related.</li> <li><input type="checkbox"/> Designs and fosters alternative approaches to learning for children with limited mobility or other physical disabilities.</li> <li><input type="checkbox"/> Works collaboratively with other agencies to research and communicate information about promoting physical development and health.</li> <li><input type="checkbox"/> Evaluates the effectiveness of physical development and health practices in curriculum and modifies as needed.</li> </ul> |

Environment and Curriculum  
*continued on next page....*

## Core Knowledge Area 4: (cont'd)

### Environment and Curriculum

#### Science

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|---|---|
| <ul style="list-style-type: none"><li>Engages children in activities that support scientific thinking and inquiry (e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, and reporting).</li></ul> | <ul style="list-style-type: none"><li>Plans age appropriate science exploration in response to children's emerging interests.</li><li>Encourages children to observe and describe what they experience using all their senses.</li><li>Revisits science activities with children so they can reflect and build on previous learning to develop and refine thinking skills.</li><li>Uses on-going assessment of children to adapt activities to support scientific thinking.</li></ul> | <ul style="list-style-type: none"><li>Articulates, analyzes, evaluates and applies current theory and research on promoting scientific knowledge and inquiry.</li><li>Evaluates the effectiveness of the science curriculum and modifies as needed.</li></ul> |

#### Math

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|--|--|
| <ul style="list-style-type: none"><li>Familiarizes children with mathematical language in daily experiences (e.g., bigger than, more than, as many as, etc.).</li><li>Engages children in activities that support mathematical thinking (e.g., counting, sorting, measuring, matching, comparing, charting, and moving in space, etc.).</li></ul> | <ul style="list-style-type: none"><li>Plans and implements age appropriate learning opportunities to support mathematical development.</li><li>Revisits mathematical activities with children so they can reflect and build on previous learning to develop and refine thinking skills.</li><li>Provides appropriate materials so children can explore properties related to mathematical concepts.</li><li>Uses on-going assessment of children to adapt activities to support mathematical thinking.</li></ul> | <ul style="list-style-type: none"><li>Articulates, analyzes, evaluates and applies current theory and research on promoting mathematical thinking.</li><li>Evaluates the effectiveness of mathematics curriculum and modifies as needed.</li></ul> |

Environment and Curriculum  
*continued on next page...*

## Core Knowledge Area 4: (cont'd)

### Environment and Curriculum

#### Social-Emotional Development

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Engages in everyday conversations with children to promote their positive self-concept.</li> <li><input type="checkbox"/> Models and supports children in learning self-help skills (e.g., putting blocks away, pouring juice, using soap when washing hands, etc.).</li> <li><input type="checkbox"/> Models recognition and expression of feelings.</li> <li><input type="checkbox"/> Recognizes and responds to children as individuals with their own strengths and needs.</li> <li><input type="checkbox"/> Encourages children to interact positively with one another.</li> <li><input type="checkbox"/> Helps children problem-solve in daily classroom interactions.</li> <li><input type="checkbox"/> Recognizes differences and treats everyone respectfully.</li> <li><input type="checkbox"/> Supports children's participation in group activities.</li> <li><input type="checkbox"/> Assists children in separating from family and integrating into the classroom.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and implements strategies that support the development of a positive self-concept.</li> <li><input type="checkbox"/> Plans and provides opportunities for children to communicate, form friendships, and to interact with each other respectfully.</li> <li><input type="checkbox"/> Guides children in resolving conflicts through negotiations and communication.</li> <li><input type="checkbox"/> Embeds developmental guidance into the curriculum.</li> <li><input type="checkbox"/> Designs and implements a child-centered environment that encourages autonomy, responsibility, and positive social skills through spontaneous and planned activities.</li> <li><input type="checkbox"/> Plans and provides opportunities for children to identify their roles as members of a family, a group and a community.</li> <li><input type="checkbox"/> Incorporates social studies into curriculum in accordance with Nevada Pre-Kindergarten Content Standards.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies theory and current research to create a community in the classroom that fosters social and emotional development and social studies in the curriculum.</li> <li><input type="checkbox"/> Communicates to others the process for developing curricula that promotes social development.</li> </ul> |

#### Language and Early Literacy

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Talks with and listens to children to stimulate conversation.</li> <li><input type="checkbox"/> Offers formal and informal book reading experiences that encourage children to listen and talk.</li> <li><input type="checkbox"/> Provides opportunities for children to see writing and to use beginning writing skills.</li> </ul> <p style="text-align: center;"><i>continued on next page...</i></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and provides experiences to stimulate emerging verbal and written communication skills.</li> <li><input type="checkbox"/> Plans and implements book reading experiences to support learning goals for children.</li> <li><input type="checkbox"/> Uses concrete experiences and play to enhance and extend young children's language development and early literacy.</li> </ul> <p style="text-align: center;"><i>continued on next page...</i></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting language and literacy development.</li> <li><input type="checkbox"/> Evaluates the effectiveness of language and literacy curriculum and modifies as needed.</li> <li><input type="checkbox"/> Develops strategies to support second language learners.</li> </ul> <p style="text-align: center;"><i>continued on next page...</i></p> |

## Core Knowledge Area 4: (cont'd)

### Environment and Curriculum

#### Language and Early Literacy (cont.)

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> ) |
|---|---|---|
| <p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages children to ask questions and actively listens to their answers.</li> <li><input type="checkbox"/> Uses age appropriate techniques to support language and literacy development.               <ul style="list-style-type: none"> <li>• Reading</li> <li>• Singing</li> <li>• Talking</li> <li>• Labeling</li> <li>• Music and Movement</li> <li>• Sign Language</li> <li>• Word and Picture Recognition</li> <li>• Rhythm and Rhyme</li> <li>• Recognizing Common Words and Signs in the Environment</li> </ul> </li> </ul> | <p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Immerses children in a print rich environment.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt and modify activities to meet needs of individual children.</li> <li><input type="checkbox"/> Implements activities designed to support second language learners.</li> </ul> | <p><i>continued from previous page...</i></p>   |

#### Creative Development

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages individuality which includes unique individual expression.</li> <li><input type="checkbox"/> Provides children with opportunities to be creative, without a pre-determined outcome, emphasizing the process rather than the product.</li> <li><input type="checkbox"/> Accepts cultural differences that may affect children's ways of expressing themselves creatively.</li> <li><input type="checkbox"/> Models and encourages creativity through language, music, dramatic play and art.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Fosters imagination and creativity as the foundation for new ideas.</li> <li><input type="checkbox"/> Elicits the creative spirit of each child by offering opportunities for expression through artistic representation.</li> <li><input type="checkbox"/> Encourages and integrates creative expression throughout the curriculum.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt and modify interactions to support creativity of individual children.</li> <li><input type="checkbox"/> Ensures that children are exposed to a variety of creative expression.               <ul style="list-style-type: none"> <li>• Music</li> <li>• Movement</li> <li>• Dramatic Play</li> <li>• Visual Arts</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Explains, using specific examples, how children represent their thoughts, feelings and ideas through creative outlets.</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting creative experiences.</li> </ul> |

# Core Knowledge Area 5:

## Health, Nutrition and Safety

Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children's safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

### Knowledge of Regulations

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows regulations regarding health and safety.               <ul style="list-style-type: none"> <li>• Administration of medication</li> <li>• CPR and First Aid training</li> <li>• Fire and disaster drills</li> <li>• Abuse and neglect</li> <li>• Communicable disease</li> </ul> </li> <li><input type="checkbox"/> Releases children only to authorized persons.</li> <li><input type="checkbox"/> Recognizes signs and symptoms of child abuse and neglect.</li> <li><input type="checkbox"/> Knows and follows mandated child abuse and neglect reporting laws.</li> <li><input type="checkbox"/> Maintains the confidentiality of health, nutrition and child abuse/ neglect information.</li> <li><input type="checkbox"/> Demonstrates awareness of quality standards for Early Care and Education programs.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Practices procedures for fires and other emergencies, including safety procedures for children with disabilities.</li> <li><input type="checkbox"/> Monitors compliance with regulatory requirements.</li> <li><input type="checkbox"/> Understands the purpose of regulations.</li> <li><input type="checkbox"/> Describes the functions of regulatory agencies.</li> <li><input type="checkbox"/> Identifies strategies for working cooperatively with regulatory agencies.</li> <li><input type="checkbox"/> Implements quality standards for early care and education programs.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that the program promotes the optimal growth and development of every child.</li> <li><input type="checkbox"/> Articulates, adheres to and stays current with laws pertaining to children and families.</li> <li><input type="checkbox"/> Uses Code of Ethics to ensure compliance with regulations.</li> <li><input type="checkbox"/> Articulates the rationale for regulations, policies and standards.</li> </ul> |

### Health

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains a sanitary environment by following appropriate policies and procedures.</li> <li><input type="checkbox"/> Models and promotes good health practices (e.g., washing hands, brushing teeth, covering mouth and nose when coughing, sneezing, etc.).</li> <li><input type="checkbox"/> Practices safe and sanitary diapering procedures.</li> <li><input type="checkbox"/> Recognizes signs and symptoms of common childhood diseases and reports to supervisor.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes good health by maintaining an environment that contributes to the prevention of illness.</li> <li><input type="checkbox"/> Provides intentional opportunities for children to learn the basics of good health practices through active learning.</li> <li><input type="checkbox"/> Responds appropriately to children's illnesses (e.g., determine when the exclusion policy applies, contact parents, etc.).</li> <li><input type="checkbox"/> Administers medicine and approved medical treatments following required guidelines.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, assesses and applies current research based on commonly recognized standards and community policies for health and safety.</li> <li><input type="checkbox"/> Monitors and ensures that children have many opportunities to learn the basics of good health through active learning.</li> <li><input type="checkbox"/> Develops program policies and exclusion criteria based on current regulations and program and community policies.</li> <li><input type="checkbox"/> Uses Code of Ethics to ensure a healthy environment for all children.</li> </ul> |

## Core Knowledge Area 5: (cont'd)

### Health, Nutrition and Safety

#### Environmental Safety

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively supervises and interacts with children to ensure safety both indoors and outdoors, and in all other places where children are in care (e.g., field trips, transportation, etc.).</li> <li><input type="checkbox"/> Consistently implements safety rules.</li> <li><input type="checkbox"/> Assists in ensuring that all materials and equipment provided for use by children are safe.</li> <li><input type="checkbox"/> Follows current emergency procedures and safety practices.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaches simple safety precautions and rules to children and implements them consistently.</li> <li><input type="checkbox"/> Maintains a safe environment, including equipment and toys to prevent and reduce injuries.</li> <li><input type="checkbox"/> Ensures that current emergency procedures and safety practices are followed.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, assesses and maintains safety in all places where children are in care (e.g. field trips, transportation, playgrounds, etc.).</li> <li><input type="checkbox"/> Designs and documents emergency procedures and safety practices.</li> <li><input type="checkbox"/> Uses Code of Ethics to ensure a safe environment for all children.</li> <li><input type="checkbox"/> Assesses outdoor and indoor equipment and seeks outside consultation when appropriate.</li> </ul> |

#### Nutrition

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains sanitary environments for eating.</li> <li><input type="checkbox"/> Practices safe food handling and hand washing procedures.</li> <li><input type="checkbox"/> Recognizes health hazards in meals (choking, allergies, etc.) based on ages and stages of children and takes steps to prevent them.</li> <li><input type="checkbox"/> Models healthy and appropriate eating habits.</li> <li><input type="checkbox"/> Is familiar with current policies and procedures related to food and nutrition.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate meals and snacks in a pleasant environment based on developmentally appropriate guidelines.</li> <li><input type="checkbox"/> Provides for the nutritional needs as specified under USDA Child and Adult Care Food Program (CACFP).</li> <li><input type="checkbox"/> Knows individual children's allergies and monitors compliance with requirements indicated by parents or a medical professional.</li> <li><input type="checkbox"/> Is sensitive to cultural and other family variations in regard to food.</li> <li><input type="checkbox"/> Implements current policies and procedures related to food and nutrition.</li> <li><input type="checkbox"/> Plans and guides age appropriate food preparation and cooking experiences with children.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides nutritional information to parents in accordance with the USDA/CACFP to assist families in making appropriate nutritional choices for their children.</li> <li><input type="checkbox"/> Develops and ensures that current policies and procedures related to food and nutrition are followed.</li> <li><input type="checkbox"/> Develops and ensures that policies regarding allergies and family food preferences are followed.</li> </ul> |



# Core Knowledge Area 6:

## Family and Community Relationships

Knowledge and understanding of diverse family structures and influences enable Early Care and Education professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.

### Respect for Families

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Positively communicates child's accomplishments and developing skills.</li> <li><input type="checkbox"/> Asks the parents for information and observations about the child and his/her interests.</li> <li><input type="checkbox"/> Maintains confidentiality when talking with staff and other families both inside and outside of school.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Listens to families' expectations for the child.</li> <li><input type="checkbox"/> Invites family members to play an active role in their child's education.</li> <li><input type="checkbox"/> Articulates that families' attitudes influence children's ability and interest in learning.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.</li> <li><input type="checkbox"/> Develops and implements policies and practices for confidentiality of individual children and families by staff and volunteers.</li> </ul> |

### Child and Family Relationships

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|---|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages children to share family experiences and pastimes.</li> <li><input type="checkbox"/> Communicates with children about their family and family experiences in a respectful and sensitive manner.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans activities that enable children to talk about their families.</li> <li><input type="checkbox"/> Articulates that outside factors, including family situations, may affect children's behaviors.</li> <li><input type="checkbox"/> Collaborates with parents to respond to behaviors influenced by family situation.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes policies and practices that ensure respect and acceptance of all families.</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on family systems and the effects of stress on families.</li> </ul> |

### Community Resources to Support Families

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Defines the term 'community resource.'</li> <li><input type="checkbox"/> Knows location of flyers, brochures and information about community resources that are available on site.</li> <li><input type="checkbox"/> Identifies activities in the community which benefit the child and family.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides families with community resource information through brochures and flyers.</li> <li><input type="checkbox"/> Communicates with families about the importance and availability of community resources.</li> <li><input type="checkbox"/> Uses the community as a resource for children's learning (e.g., field trips, visitors, etc.).</li> <li><input type="checkbox"/> Listens and talks to children about their family's interactions and participation within the community.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a community resource file which is available to staff and families.</li> <li><input type="checkbox"/> Offers information and referrals to community resources based on family needs and interests.</li> <li><input type="checkbox"/> Supports, encourages and provides information for family participation in community events and attractions.</li> </ul> |

## Core Knowledge Area 6: (cont'd)

### Family and Community Relationships

#### Parent Involvement

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates welcoming attitude toward parents/families in the classroom.</li> <li><input type="checkbox"/> Follows established procedures for encouraging and requesting parent involvement in the classroom (e.g., share date, time and place for upcoming events).</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides specific suggestions and requests for parent involvement in the classroom.</li> <li><input type="checkbox"/> Provides flexibility for parents to participate according to their own schedule.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops and implements policies and practices which engage families in planning curriculum, evaluating program, and planning transitions.</li> <li><input type="checkbox"/> Assesses, plans and provides diverse opportunities for family support and participation.</li> </ul> |

#### Positive Communication

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively communicates with parents about child's daily needs and activities.</li> <li><input type="checkbox"/> Follows facility's established guidelines for communication mechanisms.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Builds partnerships with families through frequent, effective communication about their child's experiences and development.</li> <li><input type="checkbox"/> Collaborates with families to resolve problems and issues.</li> <li><input type="checkbox"/> Plans and conducts family conferences.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on relationships with families.</li> <li><input type="checkbox"/> Develops and implements policies and practices which facilitate respectful and reciprocal relationships with families.</li> </ul> |

#### Respect for Diversity

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes that diversity exists in language, culture, socioeconomic level, special needs, faith traditions, family structure and individual differences.</li> <li><input type="checkbox"/> Demonstrates respect when exposed to diversity.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs and implements an environment and curriculum that reflect sensitivity and respect of diversity.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on issues related to diversity.</li> <li><input type="checkbox"/> Develops and implements policies and practices which ensure respect and acceptance of diverse families and situations.</li> </ul> |

#### Collaboration

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|--|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates the importance of working cooperatively.</li> <li><input type="checkbox"/> Demonstrates courtesy and a helpful attitude when working with volunteers and community representatives.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a positive relationship with volunteers and community representatives.</li> <li><input type="checkbox"/> Supports the involvement of volunteers and community representatives in the classroom routine.</li> <li><input type="checkbox"/> Positively directs volunteers in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Builds partnerships with community agencies and representatives.</li> <li><input type="checkbox"/> Advocates for needed services and resources for families.</li> </ul> |

# Core Knowledge Area 7:

## Leadership and Professional Development

Early Care and Education professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

### Ethical Standards and Professional Guidelines

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts self in a professional manner.               <ul style="list-style-type: none"> <li>• Enjoys working with children and models a positive attitude.</li> <li>• Exhibits good hygiene and personal appearance.</li> <li>• Demonstrates good work habits.</li> <li>• Is aware of and complies with regulations and licensing standards.</li> <li>• Performs well as a team member.</li> </ul> </li> <li><input type="checkbox"/> Maintains confidentiality and impartiality.</li> <li><input type="checkbox"/> Is aware of the difference between a professional Code of Ethics and personal values.</li> <li><input type="checkbox"/> Is aware of the NAEYC Code of Ethical Conduct for Early Care and Education.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Practices and promotes the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC, etc.).</li> <li><input type="checkbox"/> Discusses applicable sections of the code with colleagues in relation to workplace issues.</li> <li><input type="checkbox"/> Behaves ethically and recognizes potentially unethical practices.</li> <li><input type="checkbox"/> Identifies ethical dilemmas.</li> <li><input type="checkbox"/> Articulates the rationale for a Code of Ethics.</li> <li><input type="checkbox"/> Articulates the difference between a Code of Ethics and personal values.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes ethical dilemmas and determines appropriate course of action.</li> <li><input type="checkbox"/> Integrates the ethical code into practice, policies and instruction.</li> </ul> |

### Reflective Practice

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|--|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks input from supervisors and colleagues about own practice.</li> <li><input type="checkbox"/> Discusses experiences and practices with colleagues identifying areas of strength and weakness.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses reflections to modify and improve work with young children, families and colleagues.</li> <li><input type="checkbox"/> Develops personal goals based on reflections of current practice.</li> <li><input type="checkbox"/> Participates in evaluation of program related to quality standards (e.g., program accreditation).</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Examines own work, sources of professional knowledge, and the Early Care and Education field.</li> <li><input type="checkbox"/> Encourages the expression of multiple perspectives.</li> <li><input type="checkbox"/> Supports and teaches reflective approaches to current practices.</li> <li><input type="checkbox"/> Investigates and works toward professional certification and program accreditation.</li> </ul> |

Leadership and Professional Development  
*continued on next page...*

## Core Knowledge Area 7: (cont'd)

### Leadership and Professional Development

#### Continuous Collaborative Learning

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )   |
|--|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Joins <i>The Nevada Registry</i>.</li> <li><input type="checkbox"/> Demonstrates awareness of professional resources (e.g., community agencies, NAEYC state and local affiliates, professional journals, higher education institutions, Nevada Registry, State Office of Early Care and Education, etc.).</li> <li><input type="checkbox"/> Knows initial and ongoing requirements for professional development.</li> <li><input type="checkbox"/> Participates in opportunities for professional growth and development (e.g., T.E.A.C.H., <i>The Nevada Registry</i>, etc.).</li> <li><input type="checkbox"/> Participates in the statewide Early Care and Education professional development system.</li> <li><input type="checkbox"/> Shows familiarity with current research-based practices in Early Care and Education.</li> <li><input type="checkbox"/> Knows about professional Early Care and Education professional organizations.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses professional resources including formal higher education to improve practices.</li> <li><input type="checkbox"/> Uses resources available through participation in professional organizations.</li> <li><input type="checkbox"/> Develops and implements a personal professional development plan.</li> <li><input type="checkbox"/> Explores current trends and research-based practices in Early Care and Education.</li> <li><input type="checkbox"/> Is a member of an Early Care and Education professional organization.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates and applies current research and trends presented in professional resources.</li> <li><input type="checkbox"/> Participates in professional organizations or groups in a leadership capacity.</li> <li><input type="checkbox"/> Supports and facilitates professional development and formal education opportunities for others.               <ul style="list-style-type: none"> <li>• Supports pursuit of formal education.</li> <li>• Provides release time or flexible schedules to support providers in pursuing education.</li> <li>• Shares knowledge with others (e.g., presenting at conferences, teaching, etc.).</li> </ul> </li> <li><input type="checkbox"/> Mentors others in professional growth.</li> </ul> |

#### Advocacy

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates that quality Early Care and Education experiences are important.</li> <li><input type="checkbox"/> Recognizes how caring for and educating young children differs from care and education of older children.</li> <li><input type="checkbox"/> Recognizes Early Care and Education as a profession.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands that national, state and local legislation and public policy affects children, families, programs and the Early Care and Education profession.</li> <li><input type="checkbox"/> Discusses the significance of the early years and the value of Early Care and Education programs to families in the community.</li> <li><input type="checkbox"/> Promotes culturally sensitive practices for children and families.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Informs others about current research, trends, and most effective practice.</li> <li><input type="checkbox"/> Actively participates in promoting appropriate services and legislation for young children and families.</li> <li><input type="checkbox"/> Advocates for recognition of Early Care and Education as a profession.</li> <li><input type="checkbox"/> Understands how public policies are developed and uses strategies to influence public policy.</li> </ul> |

## Core Knowledge Area 7: (cont'd)

### Leadership and Professional Development

#### Collaborative Partnerships

| <b>BEGINNING COMPETENCIES</b>   | <b>INTERMEDIATE COMPETENCIES</b><br>(all of the beginning competencies, <i>plus</i> )  | <b>ADVANCED COMPETENCIES</b><br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Identifies various services available to children birth through eight years of age.</li><li><input type="checkbox"/> Describes the importance of collaboration in Early Care and Education settings.</li><li><input type="checkbox"/> Cooperates with a variety of agencies and professionals who provide programs and services for young children and families in early childhood settings.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Communicates the value of collaborative relationships to others.</li><li><input type="checkbox"/> Links with community agencies to develop collaborative relationships.</li><li><input type="checkbox"/> Participates on collaborative teams.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Develops and implements policies designed to facilitate collaborative relationships.</li><li><input type="checkbox"/> Fosters effective relationships within collaborative teams.</li><li><input type="checkbox"/> Practices strategies for advocacy and collaboration on a current issue.</li><li><input type="checkbox"/> Facilitates collaborative teams.</li></ul> |

# Core Knowledge Area 8:

## Management and Administration

Early Care and Education professionals need to understand the importance of relationships and positive communication between colleagues, especially those working together to create a nurturing learning environment for children. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards applicable to programs and how to meet regulations and standards is essential to quality environments for children. Management should also model for and support staff with regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

### Program Planning

| BEGINNING COMPETENCIES  | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )  | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows staffing and facility schedules.</li> <li><input type="checkbox"/> Completes and maintains designated records.</li> <li><input type="checkbox"/> Communicates essential information to co-workers, families and others to maintain continuity of care in accordance with program policies.</li> <li><input type="checkbox"/> Behaves as a responsible staff member and participates in the program team.</li> <li><input type="checkbox"/> Complies with program policies and licensing.</li> <li><input type="checkbox"/> Supports the program mission statement.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assures appropriate documentation is maintained to meet federal, state, and local legislation, regulation and professional standards.</li> <li><input type="checkbox"/> Verbalizes the relationship between the program's philosophy and daily practice.</li> <li><input type="checkbox"/> Guides staff in the selection of appropriate curriculum and materials in the classroom based on the goals of the Nevada Pre-Kindergarten Standards.</li> <li><input type="checkbox"/> Communicates effectively with parents and staff while maintaining confidentiality.</li> <li><input type="checkbox"/> Develops and implements program policies.</li> <li><input type="checkbox"/> Manages program resources effectively.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy on program planning and evaluation.</li> <li><input type="checkbox"/> Applies federal, state, and local legislation, regulation and professional standards to organize and develop program records and processes.</li> <li><input type="checkbox"/> Demonstrates the ability to organize and operate various types of Early Care and Education programs.</li> <li><input type="checkbox"/> Identifies evaluation methods for staff, program and child outcomes, and understands the limitations of those methods.</li> <li><input type="checkbox"/> Communicates effectively with board/advisory groups.</li> </ul> |

Management and Administration  
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## Core Knowledge Area 8: (cont'd)

### Management and Administration

#### Personnel Management

| BEGINNING COMPETENCIES   | INTERMEDIATE COMPETENCIES<br>(all of the beginning competencies, <i>plus</i> )   | ADVANCED COMPETENCIES<br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Works cooperatively and communicates effectively with co-workers, families, children and others (e.g., volunteers, parents, support staff and other professionals).</li> <li><input type="checkbox"/> Follows established lines of communication in accordance with program policies.</li> <li><input type="checkbox"/> Respects confidentiality of co-workers, parents and others.</li> <li><input type="checkbox"/> Knows and follows job description.</li> <li><input type="checkbox"/> Shares program responsibilities.</li> <li><input type="checkbox"/> Knows and follows program policies and procedures.</li> <li><input type="checkbox"/> Assists in identifying areas for personal professional development.</li> <li><input type="checkbox"/> Participates in staff development opportunities.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements established lines of communication within the agency.</li> <li><input type="checkbox"/> Facilitates exchange of professional ideas with staff.</li> <li><input type="checkbox"/> Works with staff to assure awareness of developmentally appropriate practice.</li> <li><input type="checkbox"/> Coordinates services and cooperates with other professionals.</li> <li><input type="checkbox"/> Ensures program policies and procedures are implemented consistently.</li> <li><input type="checkbox"/> Delegates job responsibilities.</li> <li><input type="checkbox"/> Identifies personal professional development needs.</li> <li><input type="checkbox"/> Identifies professional development opportunities to support staff development.</li> <li><input type="checkbox"/> Ensures that volunteers are guided and supported.</li> <li><input type="checkbox"/> Knows the social service, health and education resources of the community and uses them when appropriate.</li> <li><input type="checkbox"/> Values and works to strengthen the program's team of staff, administrators, and volunteers.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy of personnel management.</li> <li><input type="checkbox"/> Develops effective lines of communication within the agency.</li> <li><input type="checkbox"/> Works with a governing body within the agency system to develop policies and procedures.</li> <li><input type="checkbox"/> Follows federal and state human resource laws.</li> <li><input type="checkbox"/> Provides leadership to develop effective teams.</li> <li><input type="checkbox"/> Plans for, recruits, orients, supervises, and evaluates staff.</li> <li><input type="checkbox"/> Provides strong leadership and visionary direction.</li> <li><input type="checkbox"/> Designs, implements, analyzes and revises organizational structure, job descriptions, evaluations and personnel policies and procedures.</li> <li><input type="checkbox"/> Ensures staff knows and understands expectations.</li> <li><input type="checkbox"/> Develops staff recruitment, selection and retention program.</li> <li><input type="checkbox"/> Designs and implements professional development plans based on program mission goals and identified individual staff needs and interests.</li> <li><input type="checkbox"/> Provides opportunities for professional advancement.</li> <li><input type="checkbox"/> Ensures staff members have copies of Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education professionals.</li> </ul> |

Management and Administration  
*continued on next page...*

## Core Knowledge Area 8: (cont'd)

### Management and Administration

#### Financial Management

| <b>BEGINNING COMPETENCIES</b>   | <b>INTERMEDIATE COMPETENCIES</b><br>(all of the beginning competencies, <i>plus</i> )  | <b>ADVANCED COMPETENCIES</b><br>(all of the beginning and intermediate competencies, <i>plus</i> )  |
|---|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Performs basic math computations and makes basic money transactions.</li> <li><input type="checkbox"/> Follows bookkeeping procedures.</li> <li><input type="checkbox"/> Utilizes generally accepted business practices.</li> <li><input type="checkbox"/> Operates within the identified budget.</li> <li><input type="checkbox"/> Uses time and materials efficiently.</li> <li><input type="checkbox"/> Shows care in the use and maintenance of materials.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists in planning and carrying out a budget.</li> <li><input type="checkbox"/> Conducts and maintains the inventory of supplies, materials and equipment.</li> <li><input type="checkbox"/> Models and teaches the care and maintenance of materials.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research and policy of financial management (best business practices).</li> <li><input type="checkbox"/> Develops, maintains, and reports on program budget ensuring that fiscal policy supports program goals.</li> <li><input type="checkbox"/> Seeks additional funding opportunities.</li> <li><input type="checkbox"/> Collaborates with appropriate community partners to ensure unduplicated costs.</li> <li><input type="checkbox"/> Plans, reports on, and maintains budget.</li> <li><input type="checkbox"/> Develops fee structure and staff pay scale.</li> <li><input type="checkbox"/> Develops and implements fiscal business plan.</li> <li><input type="checkbox"/> Matches expenditures with program philosophies.</li> <li><input type="checkbox"/> Develops a marketing plan.</li> </ul> |



# Acknowledgements

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# Resources

Primary resources utilized in the creation of this document include: *Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications* (Barnett, December 2003); *Nevada Pre-Kindergarten Content Standards*; *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (NAEYC); *NAEYC Standards for Early Childhood Professional Preparation for Associate Degree Programs* (NAEYC); *Small Group Discussion Guide: Core Knowledge* (National Child Care Information Center; NCCIC); *Professional Development System Tool: Focus on Core Knowledge and Competencies* (NCCIC); *Decision Points and Options for Weaving Early Learning Guidelines into Professional Development* (NCCIC); *State Core Knowledge and/or Competencies* (NCCIC); *Core Competencies for Early Care and Education Professionals in Kansas and Missouri*; *Core Knowledge Areas and Competency Levels: Professional Standards for Adults Working with Young Children Birth through Age Eight and In Afterschool Programs* (New Jersey Professional Development Center for Early Care and Education); *Core Knowledge and Core Competencies for Early Care and Education Professionals* (West Virginia STARS State Training & Registry System).

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# Glossary of Terms

|                                      |  |
|--------------------------------------|--|
| Action Plan                          | Document containing a list of tasks and the order in which they should be conducted or performed to achieve a goal.  |
| Advocates                            | Supports or promotes a specific cause.   |
| Analyzes                             | Determines the nature of parts and how they work as a whole.   |
| Articulates                          | Accurately put into words.   |
| Assessment                           | A standardized tool designed to evaluate a child's ability or skill at a given point in time, a child's aptitudes or future capabilities, or the effectiveness of an Early Care and Education environment.                   |
| Attitude                             | A feeling or emotion toward a situation, person or fact.   |
| CEC                                  | Council for Exceptional Children   |
| Code of Ethics                       | States the values to which people in a profession are committed to serve as a guide in everyday professional conduct.  |
| Cognitive                            | Of, relating to, being, or involving conscious intellectual activity (as thinking, reasoning, or remembering).   |
| Collaboration                        | To work jointly with others or to cooperate with an agency with which one is not immediately connected.  |
| Community Resource                   | Services available to people in a geographic area that improve the quality of life.  |
| Confidentiality                      | Entrusted with private information not to be shared with others.   |
| Courtesy                             | Treatment of others indicating respect and consideration for them.   |
| Culturally Sensitive                 | Recognition and consideration of the differences between a practitioner within a profession and that of his or her clients.  |
| Developmentally Appropriate Practice | Teaching young children in ways that meet children where they are, as individuals and as a group, and help each child reach challenging and achievable goals that contribute to his or her ongoing development and learning. |
| Developmental Delays                 | Areas of development where a child is lagging behind other 'typically developing children'.  |
| Developmental Domains                | Areas of development in young children (e.g., physical, cognitive, language, social, emotional, creative).   |
| Diversity                            | Distinct or unlike qualities and characteristics representing an individual or group of people (e.g., a family).   |
| e.g.                                 | For the sake of example.   |
| Engages                              | Involves and/or holds the attention of a child or adult.   |
| Ethical                              | Conforming to accepted standards and especially professional standards of conduct.   |
| Evaluates                            | To determine the significance or worth through careful appraisal or study.   |
| Fiscal                               | Of or relating to financial matters.   |
| Higher Education                     | Formal college courses.  |
| Impartiality                         | The action of not being partial or biased; treating or affecting all equally.  |
| Learning Centers                     | Areas in an Early Care and Education environment intended for specific activity (e.g., block area, dramatic play, art area, etc.).   |

## Glossary of Terms (cont'd)

|  |  |
|--|--|
| Legislation                            | Rules (as laws) that have the force of authority by virtue of being put forth by an official of a state or other organization.   |
| Mentor                                 | An individual who counsels or guides other caregivers.   |
| Mission Statement                      | Documentation of the purpose of an organization or its overarching goal.   |
| NAEYC                                  | National Association for the Education of Young Children   |
| NASW                                   | National Association of Social Workers   |
| Non-Stereotypical                      | An open view opposite of a standardized mental picture held in common by members of a group representing an oversimplified opinion, prejudiced attitude, or judgment not related to fact or truth. |
| Observation                            | An act of recognizing and noting a fact or occurrence often involving a standardized tool or instrument.   |
| Outside Consultation                   | The opinion or advice of an expert or professional not employed by the organization.   |
| Personal Values                        | Principles that define a person as an individual (e.g., honesty, reliability, trustworthiness).  |
| Policies and Procedures (or practices) | Established ways of doing things outlined in a specific order or to guide action within an agency.   |
| Practice                               | That which is done within a professional environment by the individual acting.   |
| Professional Development               | The process of seeking training and education to increase skills and abilities related to a specific profession.   |
| Program philosophy                     | The core beliefs, concepts, and attitudes of a program.  |
| Public Policy                          | A course or method of action to guide decision making of a public agency or service.   |
| Rationale                              | Description of an underlying reason.   |
| Reciprocal                             | Mutual exchange shared by both sides of an interaction.  |
| Reflections                            | Thoughts and consideration of actions, specific subject matter, an idea, or purpose.   |
| Regulations                            | Rule or orders issued by an executive authority or regulatory agency of a government and having the force of law.  |
| Respectful                             | Action which holds the individual being interacted with high consideration and esteem.   |
| Retention                              | The keeping of an employee.  |
| Sequential                             | Following a specific order or logical continuity of progression.   |
| Social Studies                         | The study of social relationships and functioning of society.  |
| Socioeconomic                          | Relating to, or involving a combination of social and economic factors.  |
| System                                 | Regularly interacting or interdependent groups of items forming a unified whole.   |
| USDA/CACFP                             | United States Department of Agriculture, Child and Adult Care Food Program   |
| Typically Developing Child             | A child who develops along known timelines with no major delays.   |
| Visionary                              | Able or likely to imagine the potential of a situation, system or environment functioning at its best.   |

# Professional Development Resources

## Nevada System of Higher Education

| <u>Name of Institution</u>                  | <u>Website Address</u>                                       |
|---|--|
| University of Nevada – Las Vegas (UNLV)     | <a href="http://www.unlv.edu">www.unlv.edu</a>               |
| University of Nevada – Reno (UNR)           | <a href="http://www.unr.edu">www.unr.edu</a>                 |
| Community College of Southern Nevada (CCSN) | <a href="http://www.ccsn.nevada.edu">www.ccsn.nevada.edu</a> |
| Great Basin College (GBC)                   | <a href="http://www.gbcnv.edu">www.gbcnv.edu</a>             |
| Truckee Meadows Community College (TMCC)    | <a href="http://www.tmcc.edu">www.tmcc.edu</a>               |
| Western Nevada Community College (WNCC)     | <a href="http://www.wncc.edu">www.wncc.edu</a>               |

## Statewide Resources and Information

| <u>Name of Agency</u>   | <u>Website Address/<br/>Contact Information</u>   |
|---|---|
| <b>CARING 4 Kids Child Care Training Modules</b>  |   |
| Training modules can be completed as independent study and are approved for child care training hours statewide. Each module contains a video tape and self-study guide. To access, caregivers borrow modules from local public libraries and resource offices free of charge. There are currently four topics available: Cognitive Development, Food Safety in Child Care Settings, Recognizing and Reporting Child Abuse and Neglect, and Nevada Child Care: Getting Started in Your New Profession. A list of locations where modules are available can be found on The Nevada Registry's website at: <a href="http://www.nevadaregistry.org">www.nevadaregistry.org</a> . | For more information regarding the CARING 4 Kids training modules, please contact the Office of Early Care and Education at (775) 753-1222 or Sally Martin with the University of Nevada Cooperative Extension at (775) 784-7009. |
| <b>Family Care Contract Network</b>   |   |
| The UNR Family Care Contract Network is a quality enhancement program providing support and technical assistance to licensed family child care providers in Northern Nevada.  | For more information, contact Campus Child Care Connections at (775) 784-4400.  |
| <b>Nevada Administrative Code: Services and Facilities for Care of Children</b>   | <a href="http://www.leg.state.nv.us/NAC/NAC-432A.html">www.leg.state.nv.us/NAC/NAC-432A.html</a>  |
| <b>Nevada Association for the Education of Young Children</b>   |   |
| NevAEYC is a state affiliate of the National Association for the Education of Young Children (NAEYC) striving to bring high-quality early learning opportunities to all children from birth through age eight.  | <a href="http://www.nevaeyc.org">www.nevaeyc.org</a>  |
| <b>Nevada Child Care Apprenticeship Program</b>   |   |
| Provides scholarships to entry-level early childhood teachers and links education and on-the-job training to increased compensation to improve the skill, compensation and professional status of child care workers.   | <a href="http://www.nevadachildcare.org">www.nevadachildcare.org</a>  |
| <b>Nevada Department of Education</b>   | <a href="http://www.doe.nv.gov/index.html">www.doe.nv.gov/index.html</a>  |
| <b>Nevada Head Start Association</b>  |   |
| A non-profit organization committed to enhancing the lives of Nevada's low-income children and families.  | <a href="http://www.nvhsa.org">www.nvhsa.org</a>  |
| <b>Nevada Head Start State Collaboration Project</b>  |   |
| A grant program that is federally-funded through the Administration of Children and Families, Office of Head Start. Through statewide partnerships, the Nevada Head Start State Collaboration Office enhances relationships, builds systems, and promotes comprehensive quality services to meet the needs of young children and their families.  | <a href="http://www.hr.state.nv.us/directors/headstart/HeadStartStateCollab.htm">www.hr.state.nv.us/directors/headstart/HeadStartStateCollab.htm</a>  |

## Statewide Resources and Information (cont'd)

| <u>Name of Agency</u>  | <u>Website Address/<br/>Contact Information</u>   |
|--|---|
| Nevada MicroEnterprise Initiative  |   |
| Child Care Business Initiative & Small Business Loans  | <a href="http://www.4microbiz.org">www.4microbiz.org</a>  |
| Nevada Pre-Kindergarten Content Standards  | <a href="http://www.doe.nv.gov/standards/standprek/prek.html">www.doe.nv.gov/standards/standprek/prek.html</a>        |
| Office of Early Care and Education   |   |
| The umbrella agency for programs funded under the Federal Child Care Development Block Grants.   | <a href="http://welfare.state.nv.us/child_care/earlycare.htm">http://welfare.state.nv.us/child_care/earlycare.htm</a> |
| State of Nevada Child Care and Development Program (formerly EOB)  |   |
| Provides a variety of programs including Child Care Subsidies to help families pay for child care; Resource and Referral to help families find licensed child care; Caregiver Support to provides substitute care for families and licensed facilities; Scholarships for child care providers to attend ECE classes; Try-Angles Program to provide prevention and intervention strategies and the Quality Family Child Care Program for quality family care homes off-base for all military personnel. | Call: (702) 387-KIDS (5437)<br>or toll free at: (888) 387-0090  |
| T.E.A.C.H. Early Childhood® Nevada   |   |
| Gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation.  | <a href="http://www.nvteach.org">www.nvteach.org</a>  |
| The Children's Cabinet, Inc.   |   |
| Early Education and Care Department - Child Care Subsidy Assistance, Child Care Quality Enhancement, Respite Care, Resource and Referral Services, Caregiver Support Network and Employer Support Services for Northern Nevada.  | <a href="http://www.childrenscabinet.org">www.childrenscabinet.org</a>  |
| The Nevada Registry  |   |
| Serves as a clearinghouse of information for the field of ECE by offering Career Ladder placement, an online calendar of training, community resources/information and a statewide job board. <i>The Nevada Registry</i> is also responsible for the approval of all informal training in the state of Nevada.   | <a href="http://www.nevadaregistry.org">www.nevadaregistry.org</a>  |
| University of Nevada, Reno - Cooperative Extension   |   |
| Gain access to a wide range of resources and publications focusing on children, youth and families.  | <a href="http://www.unce.unr.edu/publications/child.htm">www.unce.unr.edu/publications/child.htm</a>                  |

## National Resources and Information

| <u>Name of Agency</u>  | <u>Website Address/<br/>Contact Information</u>   |
|--|---|
| Center for the Child Care Workforce                              | <a href="http://ccw.cleverspin.com/index.html">http://ccw.cleverspin.com/index.html</a> |
| National Association for the Education of Young Children (NAEYC) | <a href="http://www.naeyc.org">www.naeyc.org</a>  |
| National Child Care Information Center (NCCIC)                   | <a href="http://www.nccic.org">www.nccic.org</a>  |
| National Resource Center for Health and Safety in Child Care     | <a href="http://nrc.uchsc.edu">http://nrc.uchsc.edu</a>                                 |
| Provider Appreciation Day  | <a href="http://providerappreciation.org">http://providerappreciation.org</a>           |
| Worthy Wage Day  | <a href="http://worthywageday.org">http://worthywageday.org</a>                         |

## Statewide Child Care Licensing Offices

| <u>Name of Agency</u>   | <u>Website Address/<br/>Contact Information</u>  |
|---|--|
| City of Las Vegas Child Care Licensing Section  | (702) 229-6281<br>Www.lasvegasnevada.gov/Apply/licenses.asp?id=4581                                    |
| Clark County Department of Business License, Child Care Licensing Office                | (702) 455-3894 -<br>www.accessclarkcounty.com  |
| Division of Child and Family Services - Bureau of Services for Child Care - CARSON CITY | (775) 684-4463<br>www.dcfs.state.nv.us/DCFS_ChildCare.htm  |
| Division of Child and Family Services - Bureau of Services for Child Care - ELKO        | (775) 753-1237<br>www.dcfs.state.nv.us/DCFS_ChildCare.htm  |
| Division of Child and Family Services - Bureau of Services for Child Care - LAS VEGAS   | (702) 486-7918<br>www.dcfs.state.nv.us/DCFS_ChildCare.htm  |
| Washoe County Social Services Department - Child Care Licensing                         | (775) 337-4470 -<br>www.co.washoe.nv.us/socsvr/socsvr_child_childcare.html%7Ecolor=green&text_version= |

## *NAEYC Statement of Commitment to Ethical Conduct*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

A complete copy of the NAEYC Code of Ethical Conduct can be accessed on the internet at <http://www.naeyc.org/about/positions/pdf/PSETH05.PDF>.

It's not what is poured  
into a student that counts,  
*but what is planted.*

Linda Conway



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