

SKILL
STANDARDS
for

EARLY CHILDHOOD EDUCATION PROFESSIONS



Lead Early
Childhood Teacher

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For More Information

**Peninsula College
Early Childhood Education
1502 E. Lauridsen Blvd.
Port Angeles, WA 98362**

**Barbara Clampett
Phone: (360) 417-6497
FAX: (360) 457-8100
bclampett@ctc.edu**

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**Document design, layout, and graphic design by
R.N. Homer Christensen, Working Knowledge
homer@seanet.com**

**Redesign for Peninsula College by
Jay Cline, Cline Design
cline@olympus.net**

**Technology and Clerical Support
*Tamra Shore, Peninsula College***

**Technical Editing
Kate Michael, Center for Learning Connections, Highline Community College
*Terryll Baily, State Board for Community and Technical Colleges***

**Data Analysis
Diane Dalton, Dalton Data
ddalton@silverlink.net**

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Introduction to Skill Standards

Our future depends on a community of well-educated, responsible citizens—with the necessary skills to compete effectively in an increasingly global economy.

*Phil Condit
President and CEO, The Boeing Co.*

As the demand for quality education and care of young children increases, the qualification gap between current levels of preparation and the need for higher levels of competence to work in early childhood professions must be closed.

With the aim of helping to close the qualification gap, an early childhood consortium was formed from volunteer members of the Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP) in the fall of 1996.

Federal School to Work grant funds from the State Board for Community and Technical Colleges were awarded to Peninsula College for project management in April 1997. The Consortium of eleven early childhood faculty from nine Washington Community and Technical Colleges began development of standards for the Lead Early Childhood Teacher. Representatives from businesses, agencies, and organizations that provide direct and support services for young children and their families were recruited for collaboration activities.

Voluntary Skill Standards are developed using specific research based processes. Research data for the standards is gathered from individuals currently employed in the job identified for the project. The steps to project development are as follows:

- ◆ The first major step was to implement a DACUM workshop. DACUM (an acronym for "Developing a Curriculum) is a research model in which panel members must be currently employed as a lead early childhood teacher with demonstrated expertise. Using the DACUM research model a panel of fourteen experts identified the major functions and related tasks for their jobs. The resulting Summary of Job Functions and Tasks is the basis of the skill standards document.
- ◆ The second step was to conduct a survey of Scan Skills and Personal Qualities for lead early childhood teachers. SCANS (Secretary's Commission on Achieving Necessary Skills) are foundation abilities required of workers in all occupations at varying levels specific to their jobs.
- ◆ The third step was to develop Performance Indicators for each key activity. Performance Indicators provide criteria for assessment of task performance.
- ◆ The fourth step was to conduct a survey of Scan Skills and Personal Qualities for lead early childhood teachers. SCANS (Secretary's Commission on Achieving Necessary Skills) are foundation abilities required of workers in all occupations at varying levels specific to their jobs.
- ◆ Fifth Scenarios were written by a focus group.
- ◆ Finally a survey of the job functions and tasks was sent to early childhood teachers for validation.

Early childhood skill standards generated for this project are expected to be used as a framework for the development or modification of curriculum in community college early childhood education programs, secondary school tech-prep programs and in community based training.

Emerging research in child development and program models for the care and education of children, combined with revisions to program regulations and technological advances continue to impact the early childhood professions. In order to stay current with changing needs in the early childhood professions, skill standards need to be reevaluated and updated on a regular basis and with the full participation of stakeholders.

The process of revising skill standards would utilize some of the same steps used to develop the 1999 skill standards document.

National Context

There is a lack of any broadly recognized, commonly understood, and agreed-upon articulation of the knowledge, skills, and abilities required to succeed in the workplace.

*Joan Wills
Voluntary Skill Standards
and Certification Report, 1995*

Early Childhood programs are more important than ever in today's economy. According to U.S. Department of Labor Statistics, in 1997, 29.1 million (41%) of U.S. families had children under the age of 14. In more than half of these families, either both parents worked (14.6 million) or the family was headed by a single working woman (4.7 million). More than 60% of mothers with children under age 6 are in the workforce (Herman, 1998). With the advent of national welfare reform, the number of single parents needing early childhood services continues to increase.

National initiatives related to early childhood career development helped to set the stage for the Early Childhood Skill Standards Project in Washington State. The demand for quality education and care for young children and the cry for worthy wages for worthy work in the child care professions depend on closing the qualification gap between the knowledge and skills needed in the child care workforce.

The federal 1991 Child Care and Development Block Grant program provided legislation which would improve our national system of education and care for children. Since that time, improvement of quality of care has been a focus for a number of states, including Washington, as they individually began to implement career development systems.

Due to new federal welfare-to-work legislation, a number of states, including Washington are developing programs to encourage welfare recipients to become providers.

Changes in the global economy have driven the need to redesign agencies, businesses and organizations to be less hierarchical and more information- and knowledge-based. Organizations are moving from vertical to horizontal divisions of labor with a strong emphasis on teamwork. The focus has shifted from narrowly defined job descriptions, to the knowledge and skills needed to succeed in the workforce. In this changing workplace, workers must think critically, solve problems, communicate effectively, be flexible, and demonstrate a commitment to life long learning.

In view of the shift to an economy based on knowledge and information and the need for higher levels of skill within the workforce, education is challenged to restructure itself to prepare that new workforce. The majority of jobs created between now and the future will require some post-secondary education, yet more than half of young people leave school without the foundation skills to find and hold a good job (Workforce 2000).

At a White House Child Care ceremony on April 23, 1998, President Clinton announced a Business to Business Mentoring Initiative on Child Care by the U.S. Department of Labor. In implementing this initiative, the Department's Women's Bureau will reach out to businesses to promote awareness that affordable and safe education and care of children is a top concern of families.

What Are Skill Standards?

Establishing industry-based skill standards is essential: to ensure that employers understand what knowledge and skills are needed for present and future success; to focus the attention of educators and corporate training organizations on industry requirements; and to signal to students and employees what knowledge, skills, and abilities will be valued and rewarded in the workplace.

Jon Abeles
Executive Director, NYNEX University
Chair, National Advisory Board, NWCET

Why Skill Standards?

Voluntary skill standards establish the agreed-upon, industry-identified knowledge, skills, and abilities required to succeed in the workplace. For skill standards to be effective, they must reflect the consensus of early childhood professionals.

Voluntary, industry-based skill standards should be:

- ◆ Responsive to changing work organizations, technologies, and market structure.
- ◆ Benchmarked to world-class levels of industry performance and free from gender, racial, or other forms of bias.
- ◆ Tied to measurable, competency-based outcomes that can be readily assessed.
- ◆ Inclusive of basic reading, writing, and critical thinking skills.
- ◆ Useful for qualifying new hires and continuously upgrading employees' skills.
- ◆ Applicable to a wide variety of education and training providers, both work and school based.
- ◆ Based on a relatively simple structure to make the system user-friendly.
- ◆ A cooperative effort among all stakeholders.
- ◆ Developed independently of any single education/training provider or type of education/training provider.

National Alliance of Business

Skill standards provide behavioral and measureable benchmarks of skill and performance attainment. Skill standards answer two critical questions:

- ◆ What do lead early childhood teachers need to know and be able to do to succeed in today's workplace?
- ◆ How do we know when early childhood teachers are performing well?

Without this fundamental information, employers do not know whom to hire or how to evaluate employees; employees and new entrants to the early childhood workforce do not know what is expected of them; and educators do not know how to prepare students for the challenges of the workplace.

Industrialized nations that have maintained their competitiveness are characterized by a well established skill standards system. The declining economic competitiveness of the United States has caused government policymakers and educators to reevaluate existing approaches and to develop new strategies for workforce development. One of the responses was the enactment of the *Goals 2000: Educate America Act* in 1994. This act established the National Skill Standards Board to provide leadership in the development of voluntary skill standards for the U.S. The *School-to-Work Opportunities Act* (1994) encourages states to develop skill standards and link them to national efforts.

- ◆ Voluntary skill standards provide the framework toward the ultimate goal of worthy wages for the early childhood professions.
- ◆ Voluntary skill standards will facilitate the reform of education to match the curriculum to workplace requirements and to articulate community based training into college credit.

Who Benefits?

The success of a skill standards development project and its usefulness to the community is dependent on the full participation and commitment of all stakeholders. These benefits can be used as a benchmark for evaluating the effectiveness of collaborative efforts. Early childhood skill standards provide benefits to employers, educators, students, workers, and the government.

Early Childhood skill standards will enable employers to:

- ◆ Establish personnel qualification requirements.
- ◆ Design appropriate educational/training programs and measure their effectiveness.
- ◆ Assess employee skill levels based on the standards.
- ◆ Match employee skills to the work needed.
- ◆ Improve employee satisfaction and morale by clarifying expectations.
- ◆ More easily document employee skills, training needs, and performance quality.

Early Childhood skill standards will enable educators to:

- ◆ Provide effective and relevant career education.
- ◆ Develop benchmarks for the competent student.
- ◆ Communicate what agencies and businesses expect of employees.
- ◆ Develop new and evaluate existing curriculum and programs based on industry needs.
- ◆ Improve relationships with local businesses by using a common language.
- ◆ Communicate effectively about education reform to parents, family members, and legislators.

Early Childhood skill standards will enable students and workers to:

- ◆ Determine business' expectations of the skills needed for career entry.
- ◆ Improve mobility and portability of their credentials.
- ◆ Earn higher wages, enjoy employment security, and expand job opportunities.
- ◆ Certify the level of competency gained through experience, school, or self-study.
- ◆ Enhance their current performance.
- ◆ Contribute to the success of their organizations, agencies or businesses.
- ◆ Accurately evaluate their skills against those required for career movement and advancement.

Early Childhood skill standards will enable government to:

- ◆ Assist in the development of a highly skilled, high-quality and competitive workforce.
- ◆ Evaluate the effectiveness of publicly funded education and training.
- ◆ Increase opportunities for under-represented populations.
- ◆ Provide links with other national efforts, such as school-to-work, vocational and technical education, and job training.
- ◆ Facilitate the collaboration between education and business.
- ◆ Communicate the need and the basis for change to business, education, and the public.

The Early Childhood Profession Skill Standards Project

The Early Childhood Education Skill Standards Consortium identified skill standards for the Lead Early Childhood Teacher of Children Ages Two to Six. The development of this project coincided with several Washington State career development initiatives. In 1997 Washington State legislators allocated 1.6 million dollars over two years to:

- ◆ Adopt rules to require initial and annual in-service training for center directors, program supervisors, lead staff, and licensed family child care providers.
- ◆ Establish a state wide approval system and registry to track training completed. (S.T.A.R.S.)
- ◆ Develop outcome based training curricula.
- ◆ Establish a grant and scholarship program to enable providers to complete the required training.

One of the key partners in the skill standards effort is Washington Association of the Education of Young Children (WAEYC) who will administer the State Training and Registry System (S.T.A.R.S.). In Washington State community and technical colleges, community based providers of training, state agencies, community resource and referral agencies, and other community members are pulling together to ensure that this effort is successful. The Early Childhood Skill Standards Project expects to serve as an active partner in this training effort.

Project Goals

- ◆ Identify skill standards to serve as benchmarks for entry into a broad range of early childhood careers.
- ◆ Distribute the skill standards document and support its use by educators, agencies, businesses, individuals, students, workers, and government agencies.

Guiding Principles

- ◆ Experienced workers are the experts in their career fields and are best able to identify the work performed and the skills, knowledge, and abilities required to be successful.
- ◆ Businesses, organizations and education must work as partners to ensure the link between the work expectations and the curriculum.
- ◆ Standards must be flexible and portable, and should be updated continuously.
- ◆ Early childhood skill standards must be voluntary and adaptable to regional and local needs.
- ◆ Skill standards describe the major functions and tasks, as well as the performance criteria, technical knowledge, tools, foundation skills, and attributes needed to perform those functions and tasks well in a variety of work settings.
- ◆ Success of any skill standards project is critically linked to the full participation of all stake holders.

Description of the Lead Early Childhood Teacher Position

Lead Early Childhood Teachers work with young children between the ages of 2 and 6 years in center based early care and education programs. They may work in community based profit or non-profit child care, military, campus, therapeutic or faith sponsored child care, Head Start/Early Childhood Education Assistance Program (ECEAP) programs, school district sponsored early childhood special education/inclusion programs, parent education cooperative preschools or private preschools.

In all of these programs it is the responsibility of the Lead Early Childhood Teacher to both nurture and teach young children, typically as part of a teaching team for which they may function as the leader with assistants or aides. Early Childhood Teachers prepare the learning environment as an integral part of planning and implementing curriculum. The role of the teacher is to work with all aspects of each child (physical, social-cultural, emotional, and cognitive) as well as with the child's family members. It is necessary to have specialized training to effectively work with young children.

Adapted from:

Source: Feeney, Stephanie, Doris Christensen, and Eva Moravcik. WHO AM I IN THE LIVES OF CHILDREN?: AN INTRODUCTION TO TEACHING YOUNG CHILDREN. 5th Edition.

Englewood Cliffs, N.J.: Prentice Hall, 1996.

Sample Titles

- ◆ *Preschool Teacher*
- ◆ *Child Care Specialist*
- ◆ *Nursery School Teacher*
- ◆ *Child Care Teacher*
- ◆ *Educare Teacher/Care Giver*
- ◆ *Special Education Early Childhood Teacher*

Summary of Critical Work Functions and Key Activities

Lead Early Childhood Teacher of Children Ages 2-6

A: Create and Maintain a Safe and Healthy Environment

- A1. Recognize and implement safety procedures and precautions.
- A2. Inspect, modify, and document indoor and outdoor space and equipment to meet safety standards.
- A3. Articulate and apply health standards and practices.
- A4. Maintain standards for nutrition and food service.
- A5. Meet program requirements for documentation and confidentiality.

B: Meet Each Child's Individual Needs and Plan for Group Needs

- B1. Interact with children to nurture self-esteem.
- B2. Interact with children to optimize learning.
- B3. Exhibit respect and appreciation for individual and cultural diversity.

C: Prepare and Evaluate the Learning Environment

- C1. Recognize and support emergent situations.
- C2. Identify and support individual learning styles.
- C3. Create a routine that supports children's development.
- C4. Arrange the physical space indoors and outdoors.

D: Develop and Implement Curriculum

- D1. Observe, document, and assess individual and group needs, interests and skills.
- D2. Gather and utilize curriculum resources and learning materials.
- D3. Provide developmentally appropriate practices.
- D4. Create and document curriculum plans.
- D5. Evaluate and modify curriculum plans.

E: Support the Child and Family

- E1. Exhibit respect and appreciation for each family and their culture.
- E2. Build a partnership with families.
- E3. Provide families with information, resources and referrals.
- E4. Respond to requests from families regarding children.
- E5. Exchange feedback and information with appropriate family members.

F: Create and Maintain a Professional Team Environment

- F1. Assist and support team members.
- F2. Model respect and appreciation for individuals and their culture.
- F3. Involve support staff in program development and decision making.

G: Develop Personally and Professionally

- G1. Maintain current knowledge of the field.
- G2. Participate in professional networking.
- G3. Participate in the give and take of mentoring.
- G4. Participate in performance reviews.
- G5. Identify and build on professional career goals.

Validation of All Critical Work Functions

From Validation Survey Results

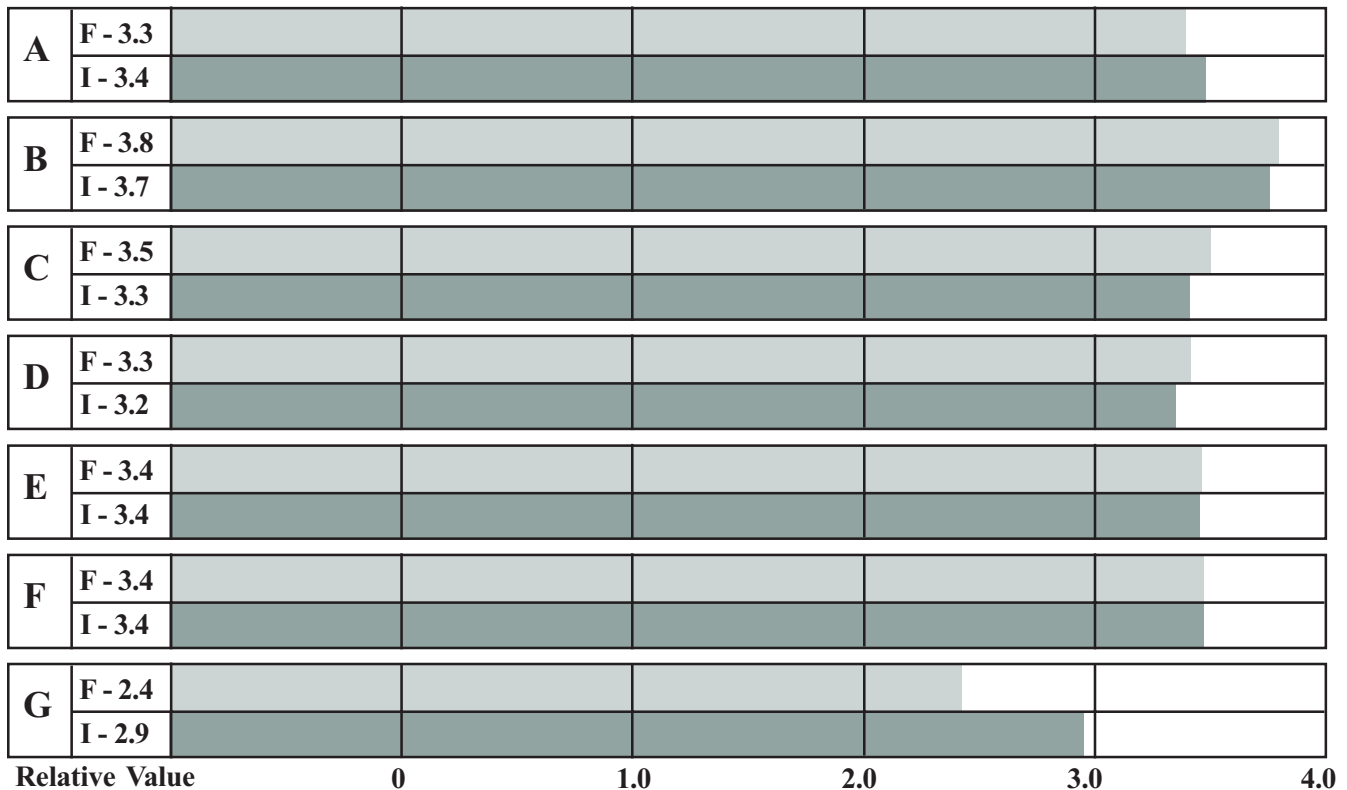
- A. Create and Maintain a Safe and Healthy Environment
- B. Meet Each Child’s Individual Needs and Plan for Group Needs
- C. Prepare and Evaluate the Learning Environment
- D. Develop and Implement Curriculum
- E. Support the Child and Family
- F. Create and Maintain a Professional Team Environment
- G. Develop Personally and Professionally

Level of Frequency – F

	0= Never/Rarely	1= Occasionally	2= Often	3= Frequent	4= Very Frequent
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Level of Importance - I

	0= Not Important	1= Somewhat Important	2= Important	3= Very Important	4= Critical
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Validation Survey Data

Summary of Demographic Profiles in Appendix C

Gender: Female, 96%; Male, 2%

Race: White, 82%
African American, 3%
Hispanic, 3%
Native American, 2%
Asian American, 2%

Ages: 18 to 24, 6%
25 to 54, 83%
55+, 9%

Experience:
4 or more years as Lead
Preschool Teacher, 83%

Education:
45 college credits or more, 81%
CDA or some college, 15%
High school diploma or less, 4%

Program:
Child care, 68%
Head Start/ECEAP, 29%
Private/Coop Preschools, 32%

The job functions and tasks identified during the August 7, 1997 DACUM workshop must be validated by a statistically significant number of lead early childhood teachers. A survey instrument was developed that asked respondents to rate the level of importance and level of frequency for performing each job function and task.

Level of Importance:

- 0 = not important*
- 1 = slightly important*
- 2 = important*
- 3 = very important*
- 4 = critical*

Level of Frequency for performing the task:

- 0 = never or rarely*
- 1 = occasionally (less than monthly)*
- 2 = somewhat frequent (more than monthly)*
- 3 = frequent (at least weekly)*
- 4 = very frequent (daily)*

Business partners from Washington State Department of Social and Health Services Office of Child Care Policy, federally funded Head Start Programs, state funded Early Childhood Assistance Programs, and Organization for Parent Education Programs in Community and Technical Colleges provided a list of 1400 Early Childhood sites who employ lead early childhood teachers. A total of 522 (37%) surveys were returned, many with positive and constructive comments. (Demographic Profile Data in Appendix C).

Survey responses to the task analysis were averaged for each program and type proved to be similar to the mean average for all of the groups and all tasks. The similarity in responses from these diverse program types is significant since government funded programs such as Head Start are required to meet extensive performance criteria, licensed child care must meet minimum licensing requirements, and private and coop preschools who have half-day sessions have no government requirements.

A review of the survey data across all of the program types shows that most tasks were rated between 3.9 and 3.0, for very important and very frequent. Only Job Function G – *Develop Personally and Professionally* rated tasks in the 2.0 range for important and somewhat frequent.

Employability Skills

Employability Skills

Basic academic and employability skills are foundation skills needed to build more advanced competencies in the workplace. The foundation skills from the U.S. Department of Labor are based on broad workplace categories, known as SCANS (Secretary's Commission on Achieving Necessary Skills). SCANS is comprised of three foundation skill areas and five workplace competencies needed for successful job performance in today's workforce:

Foundation Skills

Competent workers in the workplace need:

- Basic Skills (reading, writing, arithmetic, mathematics, listening, speaking)
- Thinking Skills
- Personal Qualities

Workplace Competencies

Effective workers can productively use:

- Resources
- Interpersonal Skills
- Information
- Systems
- Technology

To determine the foundation skills required for a lead early childhood teacher position, the ADVANCE WORKPLACE Standards Skill Inventory from Advance Education Spectrums, Inc., was distributed to early childhood teachers. The teachers were asked to rate the skills needed on a continuum of one to five levels of ability. Level one is the most basic level of competency and Level five is the highest level of competency for each item. Forty-one Lead Early Childhood Teachers returned the completed survey and the results of their responses were tallied. The information in the graph on the following pages was created by taking a weighted mean of the profiles across the clusters. This summary information provides a general view of the key foundation skills deemed relevant and necessary for the entry-level Lead Early Childhood Teacher.

Sample survey questions
Adapted from the *Advance Educational Spectrums Job Profiler*

Applies <i>Applies creative thinking</i>	Level I <input type="checkbox"/> • Makes connections between old and new • Recognizes patterns/relationships	Level II <input type="checkbox"/> • Paraphrases/summarizes/generalizes existing ideas • Demonstrates creative thinking process while problem solving • Utilizes brainstorming techniques	Level III <input type="checkbox"/> • Develops creative solutions • Applies creative solutions to new situations	Level IV <input checked="" type="checkbox"/> • Generates unique solutions • Formulates new ideas/plans/approaches • Organizes new processes/procedures	Level V <input type="checkbox"/> • Judges/validates creativity • Actively pursues creative expression
Applies <i>Applies decision making strategies</i>	Level I <input type="checkbox"/> • Understands decision making process • Recalls basic rules/principles • Identifies goals and constraints	Level II <input type="checkbox"/> • Applies rules/principles to situation • Gathers information	Level III <input type="checkbox"/> • Analyzes situation/information • Considers risks/implications • Compiles multiple viewpoints	Level IV <input checked="" type="checkbox"/> • Generates alternative solutions • Evaluates alternative solutions • Formulates plan of action	Level V <input type="checkbox"/> • Judges consistency/precedence • Justifies purpose/result • Sets decision making parameters
Recognizes <i>Recognizes and solves problems</i>	Level I <input type="checkbox"/> • Identifies the problem	Level II <input type="checkbox"/> • Understands the complaint/discrepancy • Appropriately refers complaint/discrepancy	Level III <input type="checkbox"/> • Examines information/data • Analyzes possible causes/reasons • Recommends action plan	Level IV <input checked="" type="checkbox"/> • Generates/evaluates solutions • Devises/implements plan of action	Level V <input type="checkbox"/> • Evaluates/adjusts plan of action • Judges effectiveness/efficiency of solution

SCANS Skills Profile

LEAD EARLY CHILDHOOD TEACHER (Rounded to the highest average across career clusters)						
Foundation Skills and Personal Qualities	0	1	2	3	4	5 Critical Competencies
Basic Skills						
Demonstrates Effective Reading Strategies						Probes to gain knowledge; qualifies, analyzes, interprets, and summarizes information
Demonstrates Effective Writing Strategies						Summarizes, paraphrases, composes and edits correspondence to create original documents
Applies Arithmetic Processes						Obtains and interprets numerical data
Applies Mathematics Processes						Summarize and translates mathematical data
Demonstrates Effective Listening Skills						Compares multiple viewpoints; analyzes communication and relates intent to desired results
Demonstrates Effective Speaking Skills						Presents complex ideas and information; analyzes group and individual response and poses critical questions

LEAD EARLY CHILDHOOD TEACHER (Rounded to the highest average across career clusters)						
Foundation Skills and Personal Qualities	0	1	2	3	4	5 Critical Competencies
Thinking						
Applies Creative Thinking/Generates Ideas						Formulates new ideas/plans/approaches and organizes new processes/procedures; generates unique solutions
Applies Decision Making Strategies						Generates and evaluates alternative solutions; formulates plan of action; predicts outcomes based on experience/knowledge.
Recognizes and Solves Problems						Generates and evaluates alternative solutions; devises and implements plan of action.
Demonstrates Visualization						Visually analyzes relationship between parts/whole, process/procedure; interprets charts/graphs/symbols
Knows how to Learn						Formulates/and adopts multiple learning strategies and techniques
Applies Reasoning Skills						Analyzes logic, rule and principle; examines information and data for relevance/accuracy; adapts to new applications

SCANS Skills Profile

LEAD EARLY CHILDHOOD TEACHER (Rounded to the highest average across career clusters)						
Foundation Skills and Personal Qualities	0	1	2	3	4	5 Critical Competencies
Personal Qualities						
Demonstrates Responsibility						Monitors performance and follow through on tasks; exhibits commitment to organization; exerts effort and perseverance
Demonstrates Belief in Self Worth						Demonstrates self-confidence, self-reliance, self-discipline and accepts responsibility for own behavior
Demonstrates Sociability in Groups						Works to identify and remove social barriers and encourages cooperation and negotiation; demonstrates social responsibility
Demonstrates Self-Management						Appropriately modifies and assertively pursues goal attainment
Demonstrates Integrity/Honesty						Responsibly challenges unethical practices and decisions and formulates ethical course of action; demonstrates social awareness/responsibility
Resources						
Manages Time						Prioritizes daily tasks; prepares and organizes multiple schedules; manages timelines and task sequences; recommends timeline adjustment
Manages Money						Performs routine record keeping and accurately disburses money
Manages Materials/Facilities						Orders and maintains inventory; monitors safe and efficient utilization of materials
Manages Human Resources						Matches talent to tasks; analyzes work assignments and monitors performance

LEAD EARLY CHILDHOOD TEACHER (Rounded to the highest average across career clusters)						
Foundation Skills and Personal Qualities	0	1	2	3	4	5 Critical Competencies
Information						
Acquires/Evaluates Information						Analyzes and integrates multiple items of data and contrasts conflicting data
Organizes/Maintains Information						Analyzes organization of information; interprets and applies processes to new information
Interprets/Communicates Information						Interprets information, prepares basic summaries/reports and selects methods of communication, analyzes and integrates information
Uses Computers to Process Information						Locates information and retrieves stored data; performs basic data entry
Interpersonal						
Participates as Team Member						Assumes responsibility for team goals; understands strengths and limitations and resolves conflicts
Teaches Others						Provides constructive feedback and reinforcement; develops appropriate training procedures
Serves Families						Analyzes family needs; demonstrates commitment to families; obtains resources to meet family needs
Exhibits Leadership						Displays enthusiasm/positive attitude and motivates others to extend their capabilities
Negotiates Agreements						Analyzes group dynamics; distinguishes between facts and inferences and detects underlying issues
Works with Diversity						Recognizes the value of diversity and encourages/supports individuality; responsibly challenge discriminatory practices

SCANS Skills Profile

LEAD EARLY CHILDHOOD TEACHER (Rounded to the highest average across career clusters)						
Foundation Skills and Personal Qualities	0	1	2	3	4	5 Critical Competencies
Systems						
Understands System						Understands system organization; follows procedures and processes; recognizes strengths and limitations of the system
Monitors/Corrects System Performance						Adjusts system operation; monitors and troubleshoots system performance
Improves/Designs Systems						Determine systems components to be modified/improved; suggests improvements
Technology						
Selects Appropriate Technology						Knows available technology; identifies appropriate technology; understands results from technology
Applies Technology to Task						Follows procedures; understands technology applications
Maintains/Troubleshoots Technology						Follows specified maintenance procedures; identifies and corrects malfunctions in technology.

Skill Standards for Lead Early Childhood Teachers

About the Skill Standards Charts

Each chart contains the following five components:

Critical Work Functions

Critical Work Functions represent the general areas of responsibility for the Lead Early Childhood Teacher. The functions tell us what must be done to achieve the key purpose of an occupation. The results from the validation survey is depicted in graph form on page 8.

Key Activities

Key Activities are duties related to the functional area of the career cluster and performed by workers in a given occupation.

The introductory page to each critical function provides a graph of the results of the validation survey for the level of importance and the frequency for each key activity. Responses from 522 lead early childhood teachers from a variety of education and care settings are graphed for each task on pages 19, 23, 27, 31, 35, 43.

Performance Indicators

Performance Indicators are specific behavioral evidence of a worker's achievement of skills, knowledge, and tasks. Work functions and key activities begin to reflect a picture of work requirements in each occupation, but that is not enough. The question that needs to be answered is: "How do we know when this key activity is performed well?"

Technical Skills, Knowledge, Abilities, and Tools

Technical skills, knowledge and abilities are those areas of expertise which our workers must have in order to perform a given occupational task with excellence. The Washington State Core Competency Document (1994) was utilized to identify the knowledge and abilities needed to effectively perform each task.

Employability Skills

Employability Skills are basic academic and personal skills that are needed to build more advanced competencies. Foundation Skills are competencies required by all workers in order to obtain meaningful work and participate in the modern workforce. They are described more fully on page 11 and graphed on pages 12-16.

Validation of Critical Work Function A:

Create and Maintain a Safe and Healthy Environment

- A1. Recognize and implement safety procedures and precautions
- A2. Inspect, modify, and document indoor and outdoor space and equipment to meet safety standards.
- A3. Articulate and apply health standards and practices
- A4. Maintain standards for nutrition and food service
- A5. Meet program requirements for documentation and confidentiality.

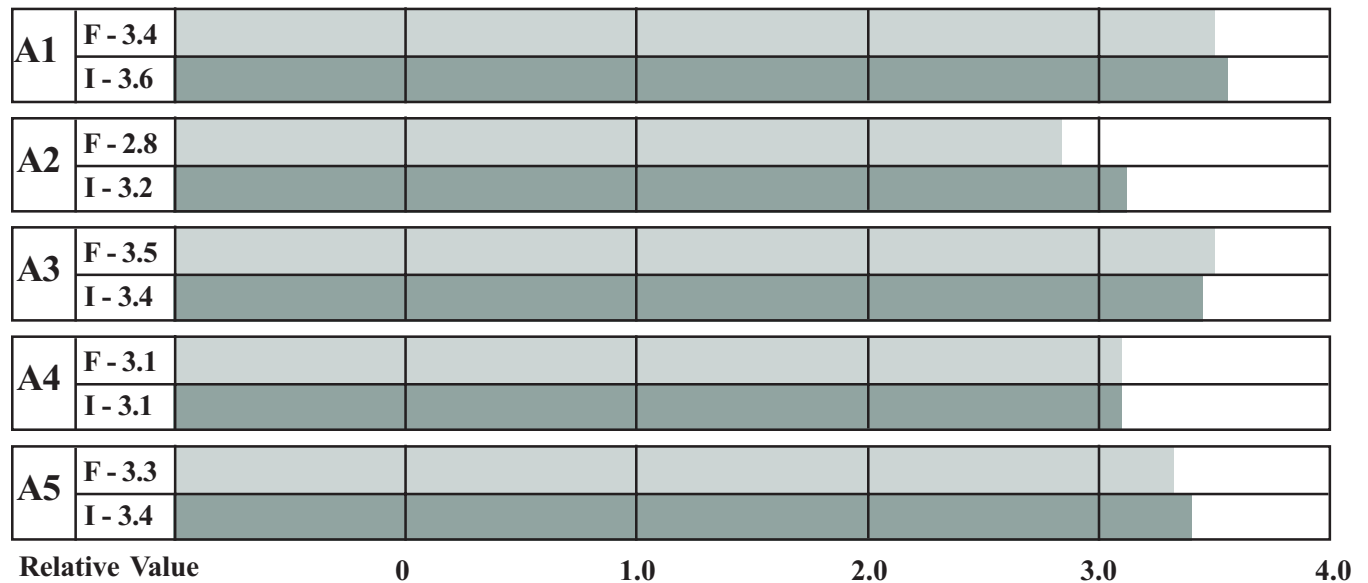
From Validation Survey Results

Level of Frequency – F

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Level of Importance - I

	0= Not Important	1= Somewhat Important	2= Important	3= Very Important
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Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function A: *Create And Maintain A Safe And Healthy Environment*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>A1 Recognize and implement safety procedures and precautions</p>	<ul style="list-style-type: none"> • Safety rules for children are based on state licensing standards and NAEYC guidelines. • Rules for safety are reviewed and modified regularly based on developmentally appropriate practices and observations of children's abilities. • Recommendations for repairs, replacement or modification are based on observation of children's use and consumer product safety standards. • Emergency numbers for each child are maintained in more than one place, easily transportable, and updated regularly. • Medications are stored and dispensed according to state licensing regulations and procedures. • Constant and safe supervision of children is maintained. 	<ul style="list-style-type: none"> • Knowledge of licensing regulations and/or center policies and procedures. • Knowledge of child growth and development. • Knowledge of the changing abilities of individual children. • Ability to recognize and correct safety hazards. • Ability to manage risks by applying appropriate rules and limits in the classroom and on the playground. • Ability to observe and record behavior accurately. • Knowledge of medication procedures. 	<ul style="list-style-type: none"> • Ability to select/obtain data/information relevant to the task. • Ability to predict outcomes. • Ability to monitor safe and efficient utilization of materials. • Ability to record information accurately/keep accurate records. • Ability to read directions accurately.
<p>A2 Inspect, modify and document indoor and outdoor space and equipment to meet safety standards</p>	<ul style="list-style-type: none"> • A safety checklist is used to document the inspection and assessment of equipment and environments. • Recommendations for repairs and replacements of unsafe equipment as well as for modifications to environments are routinely made. • Repairs and modifications are followed-up in a timely manner to insure that they have been completed to meet recognized safety standards. • Classroom is continuously maintained throughout each day to eliminate safety hazards that arise from routine usage. • Outdoor space is continuously monitored for safety hazards. 	<ul style="list-style-type: none"> • Knowledge of safety hazards in an early childhood environment. • Ability to maintain daily set up/clean up of the environment. • Ability to recognize/correct safety hazards. • Ability to determine the safety of indoor/outdoor spaces relative to the age/abilities of children using the space. 	<ul style="list-style-type: none"> • Ability to select/obtain data/information relevant to the task. • Ability to monitor safe/efficient utilization of materials. • Ability to write simple documents and to record information accurately. • Ability to examine information/data. • Ability to analyze possible causes/reasons. • Ability to devise and implement a plan of action.
<p>A3 Articulate and apply health standards and practices</p>	<ul style="list-style-type: none"> • Appropriate practices are applied in emergency or hazardous situations that may require standard first aid and CPR, isolation of blood borne pathogens and application of universal precautions. • Accident report forms are completed accurately and promptly. • Signs of child abuse/neglect are recognized and suspected cases are reported to the appropriate agency according to mandated law. • Children are routinely taught practices for maintaining health. • State licensing requirements for handwashing are practiced. • Equipment is sanitized to comply with or exceed state licensing requirements. • Appropriate procedures, based on licensing standards and center policy, are followed when potentially contagious illness is recognized. 	<ul style="list-style-type: none"> • Knowledge of appropriate health appraisal and management procedures. • Ability to recognize and respond to each child's health needs. • Knowledge of referral process. • Knowledge and ability to perform First Aid, CPR, and to implement universal precautions and food handling procedures. • Ability to implement sanitation procedures. • Knowledge of signs and symptoms of child abuse, prevention measures and mandated reporting requirements. 	<ul style="list-style-type: none"> • Ability to apply rules and principles to process and procedure. • Ability to follow and implement policies and procedures. • Ability to pay attention to details. • Ability to clearly present basic ideas and information. • Ability to analyze individual and group responses.

Occupation Cluster: **LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6**
 Critical Work Function A: **Create And Maintain A Safe And Healthy Environment**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
A4 Maintain standards for nutrition and food service	<ul style="list-style-type: none"> Recommended dietary allowances (RDA) and food pyramid principles are consistently utilized in menu planning. Family/cultural food preferences are regularly considered in menu planning. Meals and snacks together provide 2/3 of a child's RDA's, according to USDA standards. Menus/feeding procedures are regularly modified to fit the age group and/or children with special needs. Proper food handling guidelines/practices are utilized in food service. Children are routinely encouraged to try new foods and learn self help eating skills. 	<ul style="list-style-type: none"> Knowledge of state and federal food program requirements. Knowledge of proper sanitation procedures. Knowledge of food pyramid and nutrition guidelines. Ability to pass food handler examination. Ability to model openness to trying new foods. 	<ul style="list-style-type: none"> Ability to apply rules and principles to process and procedure. Ability to probe to gain knowledge and information. Ability to perform measurement and basic mathematical procedures. Ability to summarize mathematical data. Ability to write simple documents.
A5 Meet program requirements for documentation and confidentiality	<ul style="list-style-type: none"> Information gathering and documentation follow the NAEYC Code of Ethics. Documentation procedures for attendance, incident/accident, and medication authorization records are maintained according to state licensing requirements and/or program standards. Documentation procedures for food program participation is followed according to USDA standards, including posted menus and meal counts. Information on the family is routinely requested, recorded and maintained including changes in addresses, emergency contacts, and health status of child/family members. 	<ul style="list-style-type: none"> Knowledge of NAEYC Code of Ethics. Knowledge of licensing regulations and/or center policies and procedures. Knowledge of health/safety policies and procedures. Knowledge of incident/accident report procedures. Knowledge of how to locate critical health/safety information. 	<ul style="list-style-type: none"> Ability to acquire information and interpret data. Ability to create detailed supporting documents. Ability to utilize time management to prioritize and organize tasks. Ability to stay current with recordkeeping. Ability to keep accurate, detailed records.

Validation of Critical Work Function B:

Meet Each Child’s Individual Needs and Plan for Group Needs

B1. Interact with children to nurture self-esteem.

B2. Interact with children to optimize learning.

B3. Exhibit respect and appreciation for individual and cultural diversity.

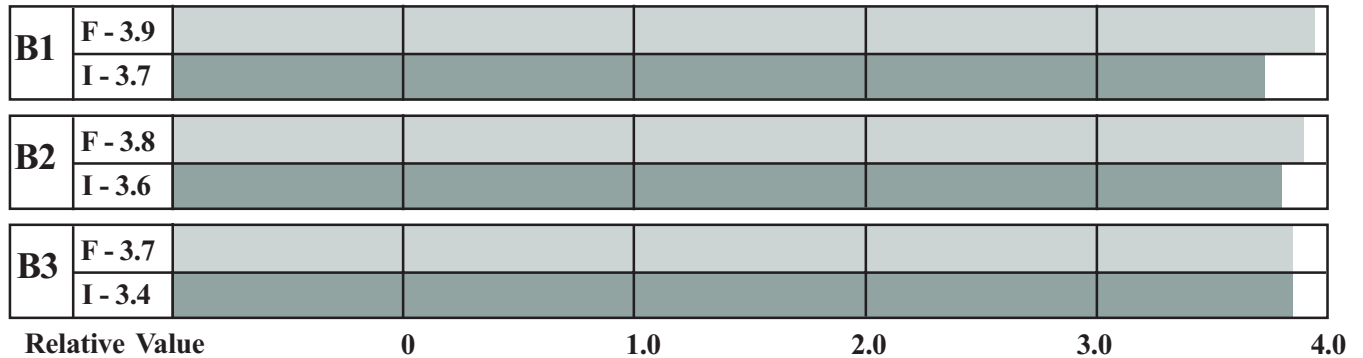
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Level of Importance - I

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Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function B: *Meet Each Child's Individual Needs and Plan for Group Needs*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>B1 Interact with children to nurture self-esteem</p>	<ul style="list-style-type: none"> • Interaction with each child consistently exhibits respect for and acceptance of the child and his/her culture. • Children are appropriately encouraged to identify and express their feelings. • Each child is frequently encouraged to choose their own activities and materials. • Children are consistently respected, accepted, and comforted, regardless of challenging behaviors. • Children's mistakes are routinely accepted as natural and used for learning opportunities. • Children are regularly allowed to help with tasks in the classroom. 	<ul style="list-style-type: none"> • Knowledge of child growth and development. • Knowledge of theories about the development of self concept. • Knowledge of how cultures view self-esteem. • Knowledge of research on temperament traits. • Ability to teach age-appropriate self-help skills. • Ability to develop a relationship with children so that they can rely on the adult for support and guidance. • Ability to use positive methods of guidance that are individually and culturally appropriate. • Ability to respond sensitively to differences in individual children's learning and personality styles. 	<ul style="list-style-type: none"> • Ability to listen. • Ability to show understanding and empathy for others. • Ability to demonstrate a commitment to provide quality service. • Ability to recognize the value of diversity.
<p>B2 Interact with children to optimize learning</p>	<ul style="list-style-type: none"> • Open-ended questions are frequently used to extend children's thinking and learning processes. • Descriptive statements are routinely used to encourage learning. • Negotiation skills are routinely used to help children problem solve differences and classroom issues. • Methods that promote self-help skills, cooperation and independence are consistently used. • Children's conversations are regularly listened to and used as opportunities to promote learning. • Assessments are used regularly to implement necessary changes to meet needs. 	<ul style="list-style-type: none"> • Knowledge of child growth and development. • Knowledge of current brain research. • Knowledge of children's social interactions and group dynamics. • Ability to help children communicate feelings and needs. • Ability to use a variety of positive and age appropriate guidance techniques. • Ability to facilitate the development of children's problem-solving skills. 	<ul style="list-style-type: none"> • Ability to research relevant topics. • Ability to make inquiries, promote ideas, present complex ideas/information, and pose critical questions. • Ability to encourage/support individuality and learner independence. • Ability to understand learning process. • Ability to actively participate in discussion. • Ability to analyze group/individual response.

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function B: *Meet Each Child's Individual Needs And Plan For Group Needs*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>B3 Exhibit respect and appreciation for individual and cultural diversity</p>	<ul style="list-style-type: none"> • Each family's home language is routinely supported and used in the classroom when appropriate and as resources are available. • Fairness, inclusion, and acceptance of others is consistently observable. • Curricula is planned with an appropriate developmental perspective to help children learn about similarities and differences. • Reflective listening skills are frequently used to explore multiple perspectives. • Prejudice, stereotypes and bias are countered with interventions in accordance with Anti Bias Curriculum guidelines. • Each child's developmental level, personality characteristics, learning styles and family culture is routinely acknowledged and reflected in the teacher/child interactions and the program environment. 	<ul style="list-style-type: none"> • Knowledge of current research and theories on temperament, learning styles, multiple intelligences and brain development. • Knowledge of culturally diverse ways of communicating, including verbal and non-verbal interactions. • Ability to create an environment that provides for the inclusion of all children, including children with disabilities, and children with diverse language, socioeconomic and/or cultural backgrounds. 	<ul style="list-style-type: none"> • Ability to encourage/support individuality. • Ability to recognize the value of individual and cultural diversity. • Ability to recognize bias in the behaviors/attitudes of self and others. • Ability to responsibly challenge discriminatory practices and procedures. • Ability to respect the rights of others and appreciate cultural and individual diversity.

Validation of Critical Work Function C:

Prepare and Evaluate the Learning Environment

- C1. Recognize and support emergent situations.
- C2. Identify and support individual learning styles.
- C3. Create a routine that supports the children’s development.
- C4. Arrange the physical space indoors and outdoors

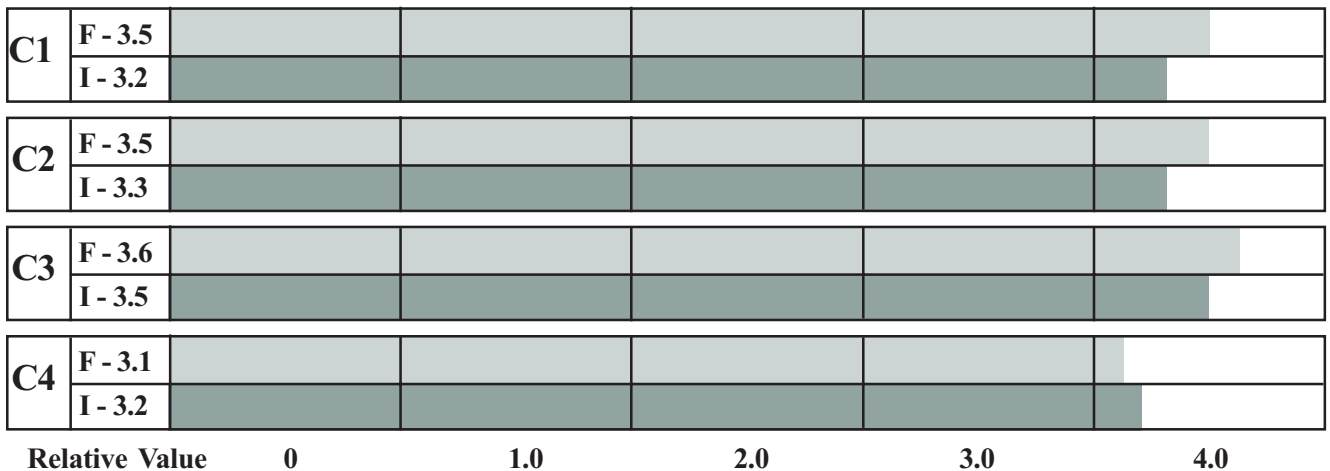
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Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function C: *Prepare and Evaluate the Learning Environment*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>C1 Recognize and support emergent situations</p>	<ul style="list-style-type: none"> • Accurate and culturally sensitive observations of children's behavior are used to interpret developmental needs. • Resources and props that are safe and relevant to emerging interests are added to the environment to extend children's learning. • Positive strategies are consistently used to clarify and problem solve emerging situations. • Child-directed play scenarios are supported and extended based on NAEYC guidelines of developmentally appropriate practices. 	<ul style="list-style-type: none"> • Knowledge of child growth/development. • Knowledge of observation methods and child assessment techniques. • Ability to use NAEYC developmentally appropriate practices as a guide to teaching and decision-making. • Knowledge of positive guidance techniques. • Knowledge of age appropriate child initiated activities. 	<ul style="list-style-type: none"> • Ability to fully document observations. • Ability to clearly organize, analyze and summarize information. • Ability to understand the relevant aspects of the learning process. • Ability to be flexible and adaptable. • Ability to self reflect, monitor and adjust one's own behavior. • Ability to ask open-ended questions.
<p>C2 Identify and support individual learning styles</p>	<ul style="list-style-type: none"> • The environment is appropriately modified to support the group and/or individual children's learning styles. • Children's behaviors and actions are regularly observed and documented accurately and objectively. • Multiple concrete approaches to learning experiences that involve all the senses are used. 	<ul style="list-style-type: none"> • Knowledge of child growth and development. • Ability to use developmentally appropriate practices as a guide to teaching and decision-making. • Knowledge of learning theories. • Ability to support young children's learning styles in all developmental areas. • Ability to recognize and respond sensitively to differences in individual children's learning styles. • Ability to provide a balance of activities that support the many ways that children learn. 	<ul style="list-style-type: none"> • Ability to understand relevant aspects of the learning process. • Ability to identify one's own learning style. • Ability to encourage and support individuality.

Occupation Cluster: **LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6**
 Critical Work Function C: **Prepare and Evaluate the Learning Environment**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>C3 Create a routine that supports children's development</p>	<ul style="list-style-type: none"> • Daily routines consistently alternate active/quiet times, indoor/outdoor, individual/group, child selected/teacher directed activities. • Appropriate notice is given before transitions. • Clean-up time is routinely used for promoting responsibility and learning concepts. • Songs, fingerplays and activities are regularly used during transitions. • Directions that support routines are clearly and concisely communicated to individuals and to small groups of children. • Schedules are regularly adapted to meet changing needs of children. 	<ul style="list-style-type: none"> • Knowledge of age appropriate practices in regard to planning schedules. • Knowledge of child growth and development. • Ability to improvise or select from a repertoire of songs, fingerplays and activities. • Ability to apply positive guidance techniques. • Ability to effectively schedule developmentally appropriate routines. • Ability to facilitate smooth transition of children between activities and spaces. 	<ul style="list-style-type: none"> • Ability to prepare and organize multiple schedules. • Ability to analyze individual and group responses. • Ability to pose critical questions. • Ability to manage timelines. • Ability to recommend timeline adjustments.
<p>C4 Arrange the physical space: indoors and outdoors</p>	<ul style="list-style-type: none"> • Physical space, materials, and equipment are arranged indoors and outdoors to construct a flexible environment that encourages active exploration and learning through play. • Space is organized into identifiable interest areas which encourage the child's active involvement, initiative, responsibility, creativity and a growing sense of autonomy. • Interest areas are routinely planned and arranged to meet varying developmental abilities. • Equipment and supplies are conveniently stored near their place of use. • Pictures and displays are routinely placed at children's eye level. • Equipment and supplies are accessible to children when appropriate to promote autonomy and initiative, as well as cooperation and group membership. • Appropriate numbers of play spaces are provided to allow for multiple choices. • Supplies are inventoried and ordered on a regularly scheduled basis. 	<ul style="list-style-type: none"> • Knowledge of child growth and development. • Ability to use developmentally appropriate practices as a guide to decision-making and teaching. • Knowledge of traditional early childhood interest areas for arrangement of physical space. • Knowledge of space planning and utilization. • Knowledge of appropriate early childhood equipment, materials and supplies. • Knowledge of licensing standards. • Ability to assess and plan for current and anticipated needs for equipment, materials and supplies. 	<ul style="list-style-type: none"> • Ability to analyze situations and information. • Ability to generate/evaluate solutions. • Ability to implement a plan of action. • Ability to order and maintain inventory. • Ability to acquire supplies and equipment. • Ability to follow through on assigned tasks.

Validation of Critical Work Function D:

Develop and Implement Curriculum

- D1. Observe, document, and assess individual and group needs, interests and skills.
- D2. Gather and utilize curriculum resources and learning materials.
- D3. Provide developmentally appropriate practices.
- D4. Create and document curriculum plans.
- D5. Evaluate and modify curriculum plans.

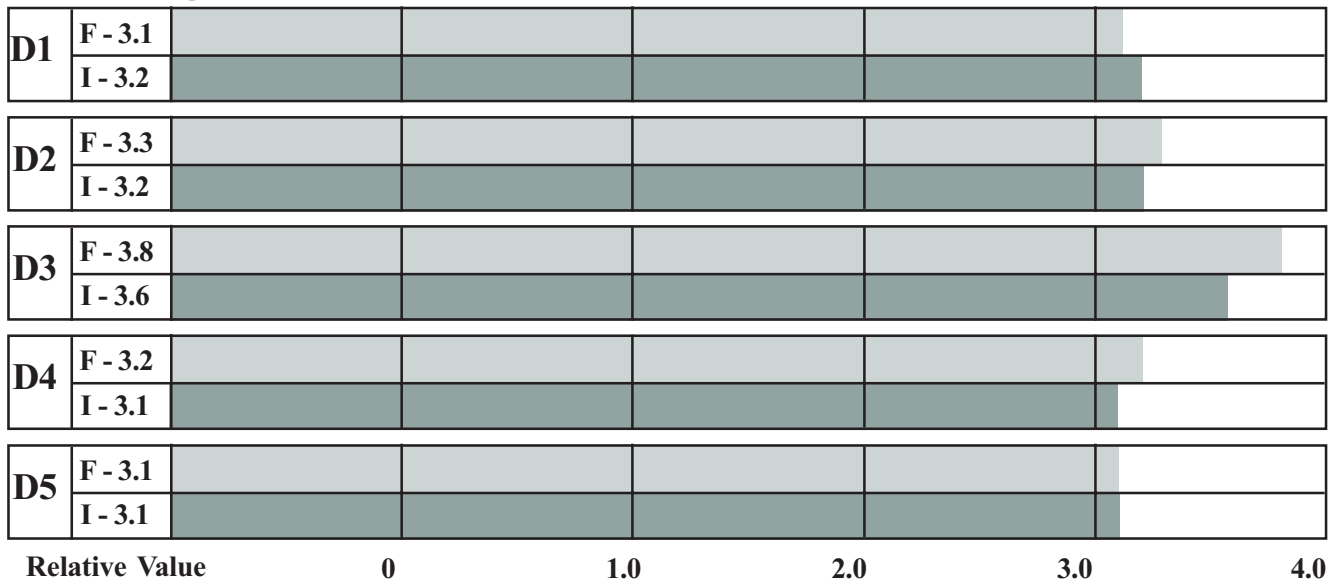
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Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function D: *Develop and Implement Curriculum*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
D1 Observe, document and assess individual and group needs, interests and skills	<ul style="list-style-type: none"> Goals for each child are identified in collaboration with appropriate family members consistent with NAEYC's assessment guidelines. Updated methods of documentation are periodically researched in professional resources for potential consideration or adoption. Methods for assessment and record keeping are reviewed, selected and adapted, on a continuing basis according to developmental and cultural considerations. Written and oral observation and assessments objectively describe behaviors, skills and language for each child. Documentation based on observation accurately tracks each child's growth and development. Findings from assessments are consistently used to interpret needs and design curriculum for the group of children served and for individual children, in accordance with NAEYC position statement on assessment practices. 	<ul style="list-style-type: none"> Knowledge of NAEYC's position statement on assessment practices. Knowledge of child growth and development. Knowledge of cultural practices and expectations. Ability to use a variety of observation methods to collect data. Ability to interpret observation and assessment data. Ability to maintain appropriate records of children's social, emotional, cognitive, physical, communicative and cultural development. Ability to set goals for individual children are based on assessment findings. Ability to research other assessment tools and information forms. Ability to articulate rationale for appropriate use of assessment. 	<ul style="list-style-type: none"> Ability to analyze application of resources and tools. Ability to research relevant topics. Ability to summarize and analyze information. Ability to create original documents. Ability to understand the relevant aspects of the learning process. Ability to be flexible and adaptable. Ability to self reflect, monitor and adjust.
D2 Gather and utilize curriculum resources and learning materials	<ul style="list-style-type: none"> Family, staff and community are regularly consulted to identify curriculum resources. Props and visitors, both familiar and unfamiliar, are brought into the children's environment frequently to enhance learning opportunities. Current curriculum articles, books, and internet resources are consistently used as a basis for planning lessons and learning activities. Resources are frequently identified through professional networking and communication with colleagues. 	<ul style="list-style-type: none"> Knowledge of current and historical early childhood curriculum theories and practices. Knowledge of community and professional resources. Ability to evaluate and adapt a variety of curriculum models. Ability to identify and evaluate resources for curriculum development. Ability to select appropriate learning materials. 	<ul style="list-style-type: none"> Ability to utilize brainstorming techniques. Ability to analyze information. Ability to apply appropriate principles/theories to the situation. Ability to appropriately modify goals.

Occupation Cluster: **LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6**
 Critical Work Function D: ***Develop and Implement Curriculum***

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
D3 Provide developmentally appropriate practices	<ul style="list-style-type: none"> Classroom practices consistently meet NAEYC's developmentally appropriate guidelines. Developmentally appropriate practice guidelines are referenced when action required is uncertain. Rationale for program practices are clearly and concisely articulated to staff, parents and community. 	<ul style="list-style-type: none"> Knowledge of developmentally appropriate practices and principles. Knowledge of child growth and development. Ability to set up a developmentally appropriate curriculum. Ability to develop, implement, and evaluate a curriculum that focuses on children's needs/interests and incorporates their language, home experiences and culture. Ability to articulate the rationale for program practices. 	<ul style="list-style-type: none"> Ability to probe to gain knowledge/interpret information. Ability to summarize and paraphrase information. Ability to apply principles to process/procedures. Ability to present complex ideas/information.
D4 Create and document curriculum plans	<ul style="list-style-type: none"> Findings from observation, assessment and experience with children are consistently used to develop appropriate curriculum. Curriculum design is adapted routinely to the behaviors, skills and interests of the children. Curriculum plans are clearly documented in a format that is readily accessible and available to staff and families. Curriculum plans include a clearly and concisely documented daily routine based on developmentally appropriate practices. 	<ul style="list-style-type: none"> Knowledge of curriculum theories and practices. Ability to develop, implement and evaluate a curriculum that focuses on children's developmental needs/interests and incorporates their language, home experiences and culture. Ability to evaluate and adapt a variety of curriculum models. Ability to modify activities to meet individual needs within the group. 	<ul style="list-style-type: none"> Ability to observe and accurately record details. Ability to utilize brainstorming techniques. Ability to formulate new ideas, plans and approaches. Ability to organize new processes and procedures. Ability to generate/evaluate solutions and to formulate a plan of action. Ability to create original documents.
D5 Evaluate and modify curriculum plans	<ul style="list-style-type: none"> Families, children and staff have regular opportunities to provide input into the development and implementation of the curriculum Observations of children's play are consistently and objectively documented for curriculum adaptations Curriculum is frequently reviewed and adjusted to avoid bias and stereotypes for gender, race, ethnicity, socio-economic status, religion, and differing abilities. 	<ul style="list-style-type: none"> Knowledge of child growth and development. Knowledge of theories about play and the stages of play. Ability to modify routines, activities, and transitions as necessary. Ability to recognize bias and stereotype in children's curriculum. 	<ul style="list-style-type: none"> Ability to analyze information. Ability to prepare, organize and manage timelines and multiple schedules. Ability to develop creative solutions. Ability to recognize examples of bias and stereotypes and to encourage cooperation and negotiation. Ability to give and accept constructive criticism.

Validation of Critical Work Function E:

Support the Child and Family

- E1. Exhibit respect and appreciation for each family and their culture.
- E2. Build partnership with families.
- E3. Provide families with information, resources and referrals.
- E4. Respond to requests from families regarding children.
- E5. Exchange feedback and information with appropriate family members.

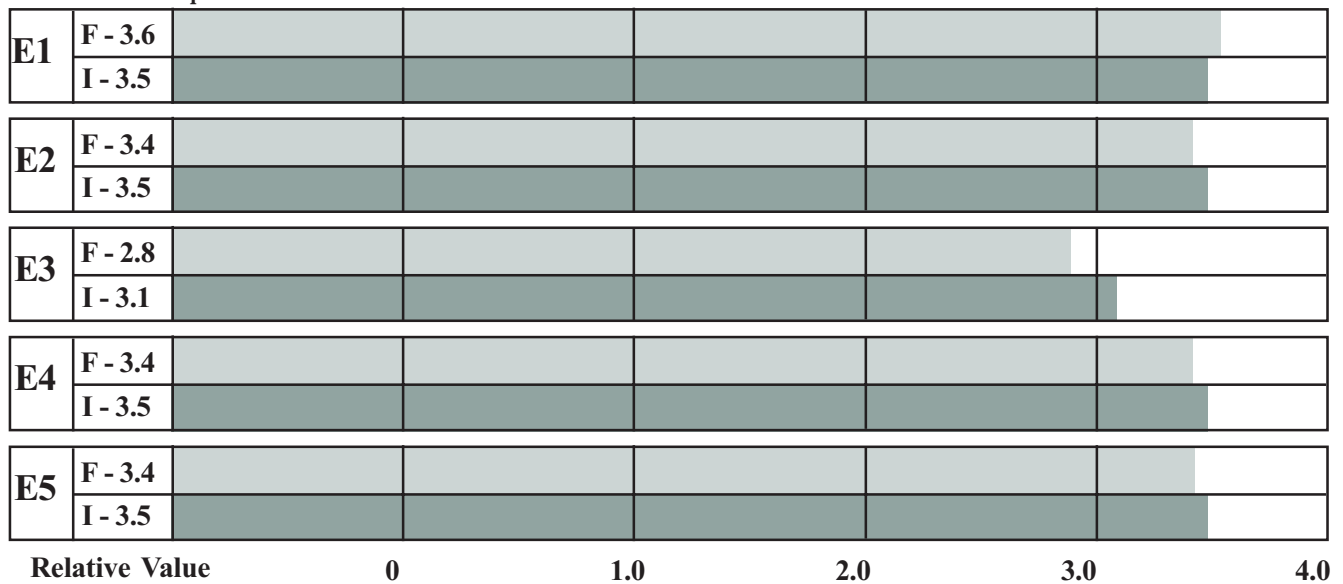
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Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function E: *Support the Child and Family*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>E1 Exhibit respect and appreciation for each family and their culture</p>	<ul style="list-style-type: none"> Information is sensitively gathered about the family, culture and child rearing practices. Home language is consistently recognized, accepted, respected and used as resources allow. The environment authentically reflects diversity of the families in the center and local community. Multiple perspectives are supported/valued and are carefully exchanged between families and/or staff. 	<ul style="list-style-type: none"> Knowledge of NAEYC Code of Ethical Conduct. Knowledge of family systems theory. Knowledge of the impact of personal values on family functioning in cultural and individual diversity. Ability to recognize contributions of the family to the group. Ability to create an inclusive environment for children with different abilities, languages and backgrounds. 	<ul style="list-style-type: none"> Ability to be respectful and open-minded. Ability to listen and communicate effectively. Ability to build positive rapport and empathize with others. Ability to confront issues in a clear direct manner. Ability to build trust and to be non-judgmental. Ability to identify and clarify personal values, preferences and biases. Ability to communicate acceptance and the value of cultural diversity.
<p>E2 Build a partnership with families</p>	<ul style="list-style-type: none"> Names of family members/children are known and consistently used; family members/children are regularly introduced to other families in the program. Family members are greeted in a positive, personal, and professional manner as they enter the classroom. Family members' involvement, participation and visitation are invited/encouraged in accord with center policy and NAEYC standards. Family members' talents/resources are frequently utilized in the classroom. Informal observations and developmental assessments regarding a child's interests, skills and behaviors are shared in a timely manner/appropriate setting with family members. Separation issues between child and family members are appropriately assisted and supported. Conferencing with parents or other staff members is done privately and out of the hearing range of others, including children. 	<ul style="list-style-type: none"> Knowledge of family support principles. Ability to share information with parents in a variety of formats: informal communications, conferences, home visits and other means. Ability to plan and facilitate involvement of families in all aspects of the program. Ability to create an emotionally safe environment for family members. 	<ul style="list-style-type: none"> Ability to respond to verbal and nonverbal communication, interpret and clarify communication, and actively participate in discussion. Ability to show understanding and empathy for families Ability to recognize the value of diversity. Ability to understand/accept responsibility for own behavior and impact on others, and resolve conflicts. Ability to display enthusiasm/positive attitude. Ability to organize activities that promote partnership.

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function E: *Support the Child and Family*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
E3 Provide families with information, resources and referrals	<ul style="list-style-type: none"> Assessment findings are sensitively communicated to appropriate family members based on the NAEYC Code of Ethical Conduct. Families are regularly referred to local resources and agencies pertinent to emerging interests and needs. Current resources on child development, family relations, and issues are maintained and accessible. Pertinent announcements and displays of interest to families are provided and accessible in a variety of formats. Opportunities for family gatherings are regularly provided in accordance with center policy. 	<ul style="list-style-type: none"> Knowledge of resources available to families. Ability to include family in assessment and goal setting. Ability to make appropriate and timely referrals. Ability to empower families to utilize resources. 	<ul style="list-style-type: none"> Ability to interpret and summarize information. Ability to share information and ideas with families. Ability to report assessment findings to families in a clear and supportive manner. Ability to understand system organization/hierarchy. Ability to follow processes and procedures.
E4 Respond to requests from families regarding children	<ul style="list-style-type: none"> Active/reflective listening techniques are consistently used to find common ground for the concerns and requests from family members. Negotiation and problem solving processes are routinely utilized to build solutions to issues and concerns. Teachers and family members exchange information informally and on a scheduled basis. 	<ul style="list-style-type: none"> Knowledge of the developmental stages of parents. Knowledge of family dynamics and systems. Knowledge of child growth and development. 	<ul style="list-style-type: none"> Ability to relate to and deal sensitively with families' fears/concerns/interests. Ability to demonstrate commitment to families. Ability to respect the rights of others. Ability to recognize the value of diversity. Ability to detect underlying issues. Ability to apply active/reflective listening techniques. Ability to apply negotiation and problem solving processes.

Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function E: *Support the Child and Family*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
E5. Exchange feedback and information with appropriate family members	<ul style="list-style-type: none"> • Current developmental assessments, including written observations and samples of children's work, are kept in a confidential file and shared with appropriate family members. • Observations of child's interests, growth and development are exchanged both formally in conference, or home visits and informally in daily conversation. • Established accident/incident forms are routinely used to notify families of any injuries or issues of concern. • Families are notified immediately of any health and safety concerns. • Letters, notes, and other means to inform families of current events and pertinent information are used on a regular basis and translated into home language when possible. • Information shared by family members is kept confidential in accord with NAEYC Code of Ethics unless permission is granted by the family or transfer of information is required for health and safety reasons. • Conferences and informal conversations with families avoid discussions about other children/families enrolled in the program as per NAEYC Code of Ethics. 	<ul style="list-style-type: none"> • Knowledge of and ability to apply NAEYC Code of Ethical Conduct as it relates to families. • Knowledge of child growth and development. • Ability to participate in two way communications with families in formal/informal settings. • Knowledge of observation and assessment techniques. 	<ul style="list-style-type: none"> • Ability to use verbal and non-verbal communication skills. • Ability to summarize/paraphrase information. • Ability to compose and edit correspondence. • Ability to select/obtain data/information relevant to a given task. • Ability to demonstrate commitment to families. • Ability to accept constructive criticism. • Ability to respond sensitively to culturally diverse communication.

Validation of Critical Work Function F:

Create and Maintain a Professional Team Environment

- F1. Assist and support team members.
- F2. Encourage and model respect and appreciation for individuals and their culture.
- F3. Involve support staff in program development and decision making.

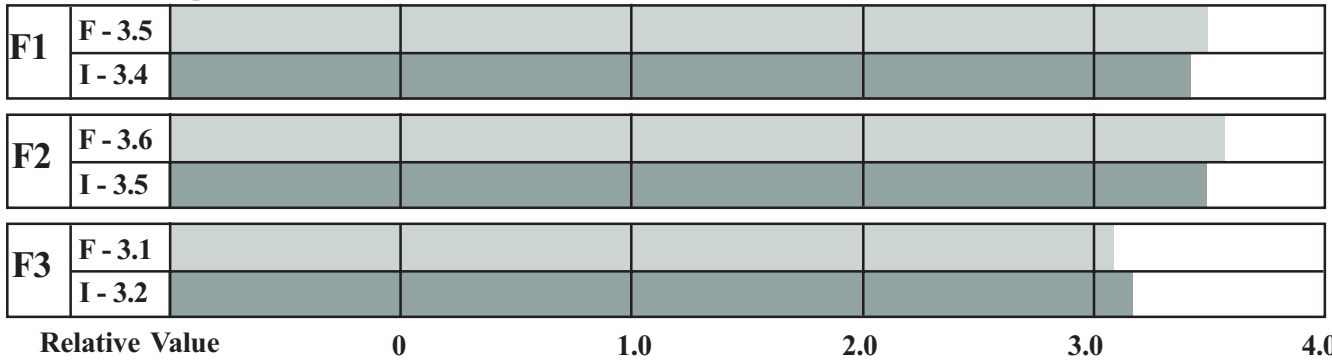
From Validation Survey Results

Level of Frequency – F

0	0= Never/Rarely	1= Occasionally	2= Often	3= Frequent	4= Very Frequent
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Level of Importance - I

0	0= Not Important	1= Somewhat Important	2= Important	3= Very Important	4= Critical
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Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function F: *Create And Maintain a Professional Team Environment*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>F1 Assist and support team members</p>	<ul style="list-style-type: none"> Projects and tasks are routinely discussed and scheduled with peers and supervisors. Staff have scheduled opportunities to exchange information. Ideas are regularly shared and brainstormed with staff to develop curriculum and program activities. Observations of staff interactions with children are followed with reflective and supportive feedback on an ongoing basis. Assistance is willingly offered to colleagues based on their requests and/or observation of needs. Peer feedback about teacher performance is listened to actively. 	<ul style="list-style-type: none"> Knowledge of NAEYC Code of Ethical Conduct. Knowledge of early childhood systems and organizations. Knowledge of teamwork and collaborative decision making models. Ability to develop positive communication channels between different teaching teams and team members. 	<ul style="list-style-type: none"> Ability to respect others' beliefs, values, professional style and cultures. Ability to brainstorm with others and to develop creative solutions. Ability to give positive feedback; give and take constructive criticism. Ability to actively participate in group discussion, and practice problem-solving skills. Ability to encourage staff cooperation, negotiation and teamwork toward a shared vision. Ability to motivate others to extend their ability and to empower others. Ability to utilize interpersonal communication skills to analyze group dynamics. Ability to be flexible regarding schedules, supplies, and space.
<p>F2 Model respect and appreciation for individuals and their culture</p>	<ul style="list-style-type: none"> Conferencing with parents and staff members is done in privacy and out of hearing of others. Individual and diverse perspectives are regularly expressed and valued. Theories, policies and procedures about early childhood programs are openly discussed with a willingness to disagree or agree respectfully. Concerns with program/staff are discussed directly with the person(s) involved. Issues, rather than personalities, are consistently the focus of problem solving. Prejudice and bias is countered with appropriate intervention in accordance with NAEYC standards for anti-bias curriculum Language in the workplace is routinely monitored for fairness, inclusion, diversity and acceptance of others. 	<ul style="list-style-type: none"> Knowledge of anti bias curriculum. Knowledge of early childhood education theories, policies and procedures. Ability to develop and articulate a personal philosophy of early childhood education. 	<ul style="list-style-type: none"> Ability to demonstrate understanding/empathy for others. Ability to show commitment to social improvement and to work to identify/remove social barriers. Ability to encourage cooperation/negotiation regarding professional and/or philosophical conflicts. Ability to accept responsibility for own behavior, to understand impact on others. Ability to demonstrate recognition/awareness of the value of diversity. Ability to responsibly challenge discriminatory practices. Ability to use reflective listening skills.

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function F: *Create And Maintain a Professional Team Environment*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
<p>F3 Involve support staff in program development and decision making</p>	<ul style="list-style-type: none"> • New staff members are offered initial orientation, individualized training, and mentoring. • Meetings about issues and procedures relevant to the program are regularly scheduled for staff and are attended with active participation. • Lines of communication for discussing program issues and procedures are clearly and concisely outlined and followed. • Staff is informed and encouraged to participate in professional development opportunities according to center policy and his/her professional development plan. 	<ul style="list-style-type: none"> • Knowledge of existing professional development opportunities. • Knowledge of stages of group development, and group processes. • Ability to develop positive communication channels between staff members. 	<ul style="list-style-type: none"> • Ability to provide encouragement and support to team members. • Ability to motivate others to extend their capabilities and to provide constructive feedback and reinforcement. • Ability to establish rapport with co-workers. • Ability to understand and work within organization systems. • Ability to participate effectively in group efforts. • Ability to plan and conduct staff/team meetings. • Ability to mentor other staff members.

Validation of Critical Work Function G:

Develop Personally and Professionally

- G1. Maintain current knowledge of the field.
- G2. Participate in professional networking.
- G3. Participate in the give and take of mentoring.
- G4. Participate in performance reviews.
- G5. Identify and build on professional career goals.

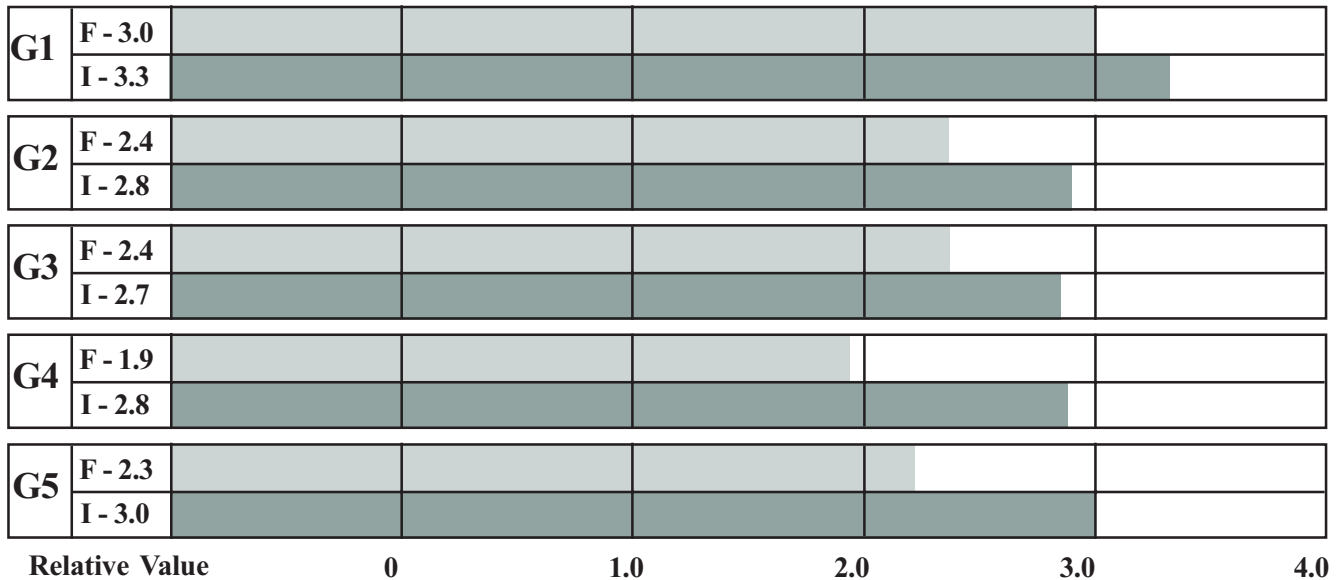
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Level of Importance - I

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Skill Standards

Occupation Cluster: LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6
 Critical Work Function G: *Develop Personally and Professionally*

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
G1 Maintain current knowledge of the field	<ul style="list-style-type: none"> • One or more seminar, course, or workshop is attended annually. • Current professional literature is selected and read on a regular basis. • A record of all professional development activities and accomplishments is maintained. 	<ul style="list-style-type: none"> • Knowledge of training requirements for child care/early childhood programs. • Knowledge of professional resources and activities. • Ability to research pertinent current issues and trends in early childhood education. 	<ul style="list-style-type: none"> • Ability to demonstrate open-mindedness to new ideas, learning and growth opportunities. • Ability to demonstrate commitment to self improvement. • Ability to actively seek self improvement opportunities and appropriate professional development activities..
G2 Participate in professional networking	<ul style="list-style-type: none"> • Active membership in local affiliations and/or state and national professional organizations is maintained. • Other professionals in the field are contacted as needed for consultation when seeking information and/or solutions to issues/questions. • Opportunities are regularly sought to share experiences with colleagues in an open and respectful climate. 	<ul style="list-style-type: none"> • Knowledge of early childhood local, state, national organizations and agencies. • Ability to access professional resources related to early childhood education theories and practice. 	<ul style="list-style-type: none"> • Ability to analyze and apply resources and tools. • Ability to research relevant topics. • Ability to make inquiries and promote ideas. • Ability to display enthusiasm/positive attitude. • Ability to choose professional activities consistent with one's goals and level of professional development.
G3 Participate in the give and take of mentoring	<ul style="list-style-type: none"> • Developmentally appropriate practices are consistently modeled and articulated. • Interpretation and feedback about professional practices is given based on observation and professional knowledge. • Curriculum ideas, resources and experiences are openly shared with others. • Open-ended questions are used to encourage critical thinking, creative thinking and problem-solving skills in appropriate situations. • Descriptive language is used to offer encouragement • Reflective/active listening skills are used when questions/concerns surface. • Time is regularly scheduled to discuss and reflect upon practices. • Multiple perspectives are listened to, respected, and negotiated when conflicts arise. 	<ul style="list-style-type: none"> • Knowledge of child growth and development. • Knowledge of adult learning theories and mentoring methodology. • Knowledge of developmentally appropriate practices. • Knowledge of NAEYC Code of Ethical Conduct. • Knowledge of licensing standards. • Ability to apply mentoring practices. 	<ul style="list-style-type: none"> • Ability to motivate others to extend their capabilities. • Ability to coach others to apply related concepts. • Ability to provide/accept constructive criticism, feedback and/or reinforcement. • Ability to present complex ideas/information, and pose critical questions. • Ability to listen attentively and to respond to verbal/nonverbal communication.

Occupation Cluster: **LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6**
 Critical Work Function G: ***Develop Personally and Professionally***

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS Skills and personal qualities
G4 Participate in performance reviews	<ul style="list-style-type: none"> Professional frameworks are used as guides to assess the performance of self and others. Performance criteria established for the position is reviewed annually. Standards from the field are used to self-assess behaviors, skills and practices for an established job description. Observations and perspectives of other staff are considered when assessing one's behaviors, skills, and practices regarding job performance. Daily performance is openly discussed and reflectively self assessed on a regular and on-going basis. Plan of action is developed, implemented and evaluated collaboratively within established professional frameworks. 	<ul style="list-style-type: none"> Knowledge of child growth and development. Knowledge of professional frameworks (state licensing requirements, developmentally appropriate practices, USDA food and nutrition standards, NAEYC Code of Ethics). 	<ul style="list-style-type: none"> Ability to accept responsibility for one's own behavior. Ability to accept constructive criticism. Ability to assess individual knowledge and skill. Ability to monitor performance. Ability to motivate others to extend their capabilities. Ability to distinguish between personal preferences and objective analysis. Ability to reflect on and assess professional performance. Ability to perform established job description.
G5 Identify and build on professional career goals	<ul style="list-style-type: none"> Short and long-term professional goals are written on a yearly basis. Goals for a professional plan of action are sequenced into attainable steps. A professional portfolio is maintained on an ongoing basis to document accomplishments and activities. New goals are assessed and adapted to extend one's professional learning experiences after reaching an established goal. Emerging career path interests are recognized and acted upon during assessment of goals. 	<ul style="list-style-type: none"> Knowledge of career opportunities and education requirements for work with children and families. Knowledge of current legislation related to career development and training. Knowledge of contents of professional portfolio. 	<ul style="list-style-type: none"> Ability to demonstrate commitment to self improvement. Ability to identify one's own interests. Ability to set well defined, realistic goals. Ability to follow through on a plan of action to achieve goals. Ability to analyze and adjust goals.

SCENARIOS

LEAD EARLY CHILDHOOD TEACHER OF YOUNG CHILDREN AGES 2-6

The use of scenarios based on real life work situations provides a powerful context to help lead preschool teachers to understand and master the necessary knowledge, skills and abilities needed to work with young children and their families in education and care settings.

Three early childhood program scenarios demonstrate how skill standards information can be directly applied to real workplace problems:

- ◆ **Scenario 1**—A typical situation that might occur in any early childhood teaching setting on a typical day.
- ◆ **Scenario 2**— A crisis situation that would challenge any lead preschool teacher to provide an appropriate and timely response.
- ◆ **Scenario 3**— A long-term planning situation.

Using the completed Skill Standards charts, the key activities, knowledge, skills and abilities necessary to approach and successfully resolve the specified work-related challenge are listed.

Scenario 1

Typical Job Situation

Jasmeena had been planning her curriculum around Macey's return to the program. Macey, age 4, had been gone for two months and now has a new baby sister. Jasmeena planned her curriculum around babies. Doll babies were bathed, dried, changed, dressed and fed. Baby stories were read.

Jasmeena asked children to bring baby items from home for the sharing circle this week. Considering Paula, who is in a foster home, Jasmeena gave several ideas such as a baby picture or toy of theirs or from another baby they know. Jasmeena informed the parents about her request to the children in a brief note that she distributed to each family.

Today was the first sharing. Children beamed as they showed their pictures, toys and other baby items. Paula brought a recent picture of herself with a baby foster sister. Jasmeena guided the children's discovery of the similarities and differences in the pictures and other items.

Magdalena brought her baby quilt. At first, Magdalena seemed reluctant to share, but Jasmeena's warm smile and genuine interest put her at ease. Magdalena began to tell the story of her baby quilt the way her "babushka" (grandmother) had told her so many times before. Each patch of material held a story. Jasmeena's interest was quickly caught by the other children who asked questions, noted designs and began talking more about their families' special treasures. Stevie explained how his family had a blanket on the wall made from a "real sheep." Jennifer said she had one with ABCs on it that her dad embroidered.

Later Jasmeena documented interest and comments shared by the children during the morning session. She noted the great interest and enthusiasm exhibited by the children and shared it with the teachers in the other four year old classroom. The teachers began talking about the varied cultures and patterns of the children enrolled and how to more directly involve all the families in their program.

Critical work functions and key activities involved in scenario 1:

A: Create and Maintain a Safe and Healthy Environment

- A5. Meet program requirements for documentation and confidentiality.

B: Meet Each Child's Individual Needs and Plan for Group Needs

- B1. Interact with children to nurture self-esteem.
- B2. Interact with children to optimize learning.
- B3. Exhibit respect and appreciation for individual differences and cultural diversity.

C: Prepare and Evaluate the Learning Environment

- C1. Recognize and support emergent situations.
- C2. Identify and support individual learning styles.
- C3. Create a routine that supports children's development.
- C4. Arrange the physical space indoors and outdoors.

D: Develop and Implement Curriculum

- D1. Observe, document and assess individual and group needs , interests and skills.
- D2. Gather and utilize curriculum resources and learning materials.
- D3. Provide developmentally appropriate practices.
- D4. Create and document curriculum plans.
- D5. Evaluate and modify curriculum plans.

E: Support the Child and Family

- E1. Exhibit respect and appreciation for each family and their culture.
- E2. Build a partnership with families.
- E4. Respond to requests from families regarding children.

F: Create and Maintain a Professional Team Environment

- F3. Involve support staff in program development and decision making.

G: Develop Personally and Professionally

- G2. Participate in professional networking.

Scenario 2

Crisis Management

Maria works as a lead teacher in the preschool classroom of a for profit child care center. Jenny, 4-1/2, has just joined her classroom. When Maria reads the information provided by the parents in Jenny's personal file she notices that Jenny has been enrolled in a number of different programs in the past year. Concerned about the effects of so many changes, Maria decides to spend extra time with Jenny in order to establish a positive nurturing relationship.

When Jenny arrives Monday morning, her second day at the center, she appears unusually withdrawn. She looks and speaks with no one and refuses to eat breakfast. After breakfast she moves to the doll house where she begins to play with the dolls. Maria observes that Jenny is placing the dolls on top of each other in positions that resemble sexually explicit behaviors. She also talks to them using phrases that suggest sexual knowledge beyond her age.

Maria jots down what she observed and redirected Jenny to play at the sensory table, Jenny moved her hands through birdseed and poured the seed into small containers. Later, Maria arranged to speak privately with the center director.

Critical Work functions and key activities involved in scenario 2:

A: Create and Maintain a Safe and Healthy Environment

- A1. Recognize and implement safety procedures and precautions.
- A5. Meet program requirements for documentation and confidentiality.

B: Meet Each Child's Individual Needs and Plan for Group Needs

- B1. Interact with children to nurture self-esteem.
- B2. Interact with children to optimize learning.

C: Prepare and Evaluate the Learning Environment

- C1. Recognize and support emergent situations.

D: Develop and Implement Curriculum

- D5. Evaluate and modify curriculum plans.

Scenario 3

Long Term Planning

Siergay has worked at The Learning Tree Child Care Center for almost a year. Recently, he was able to attend a Washington Association for the Education of Young Children (WAEYC) Annual Conference. This was his first opportunity to attend workshops outside of the training opportunities offered at the Center. After going to several of the workshops, he recognized some of the teaching strategies he had been using were not meeting all of the children's needs. In order to make changes, he knew he would have to be able to explain what he had learned and why it was important. He wasn't certain how to address the other teachers who had been at the Center longer. He also recognized that in order for there to be significant changes, the other teachers were going to have to be involved. So, Siergay went to the Director and asked if he could share some of the ideas gathered at the conference at the next month's staff/training session. The Director appeared to be pleased at his motivation.

During the next month, Siergay sought out a variety of resources. He found a lending library at a Resource and Referral Agency that had "Young Children" journals, training videos and even the *Handbook for Developmentally Appropriate Practices*. While there, he was told about a consultant in his community that would present early childhood training sessions at no charge.

Back in the classroom that month, Siergay began documenting children's interests, choices and strengths. Looking over his notes he found they supported changes he had hoped to make. He made some minor adjustments to his curriculum, and saw children reacting very favorably. Other teachers also noticed the changes and asked Siergay about them. Parents commented on the changes, too.

Siergay did not yet have the explanations needed by the parents and teachers, so he discussed with the Director the possibility of including the parents at the next staff/training meeting and having a guest speaker who could better address their questions. When staff training day arrived, he was both excited and prepared. He began by sharing some of the ideas from the conference; how he had applied them and the positive changes he had observed in the children. He then introduced the guest speaker, who spoke about how children grow and develop. After the training, both teachers and parents had informal discussion about the presentation. Some were anxious and excited to try new ways, while others were reluctant to change. Lots of discussion followed, ending in a plan where a majority of the teachers agreed to begin observing the children in their classrooms, making adjustments and recording children's responses. Parents planned to return to the next staff training meeting and some committed to being more involved in the classroom. Information gathered would be shared at the next staff meeting.

The guest speaker also gave the Director the name of an environmental specialist who could come to the Center and provide an environmental assessment for each classroom. The Director asked Siergay for a copy of his resource list to add to the Center's staff library. He informed the Director of his plans to enroll in an early childhood class at the local community college as well. Recognizing the positive results of Siergay attending the WAEYC conference, the Director planned to research other training and education opportunities both for herself and Center staff.

Critical work functions and key activities involved in scenario 3:

B: Meet Each Child's Individual Needs and Plan for Group Needs

B3. Exhibit respect and appreciation for individual and cultural diversity.

C: Prepare and Evaluate the Learning Environment

C2. Identify and support individual learning styles.

C4. Arrange the physical space indoors and outdoors.

D: Develop and Implement Curriculum

D1. Observe, document and assess individual and group needs and skills.

D2. Gather and utilize curriculum resources and learning materials.

D4. Create and document curriculum plans.

D5. Evaluate and modify curriculum plans.

E: Support the Child and Family

E2. Build a partnership with families.

E3. Provide families with information, resources and referrals.

E4. Respond to requests from families regarding children.

F: Create and Maintain a Professional Team Environment

F1. Assist and support team members.

F2. Model respect and appreciation for individuals and their culture.

F3. Involve support staff in program development and decision making.

G: Develop Personally and Professionally

G1. Maintain current knowledge of the field.

G2. Participate in professional networking.

G3. Participate in the give and take of mentoring.

G5. Identify and build on professional career goals.

Skill Standards to Curriculum

A Continuous Process

Once the skill standards document is completed, Phase 2 addresses the process of integrating skill standards into curriculum in three steps:

Step 1: Assessment

- ◆ A student, trainee, apprentice, prospective worker or worker seeking additional training is assessed to determine present skill level through direct and indirect evidence.
- ◆ Evidence includes products and items produced by the individual being assessed.
- ◆ Assessment results meet the criteria of validity, currency, authenticity and sufficiency.

Step 2: Curriculum Development

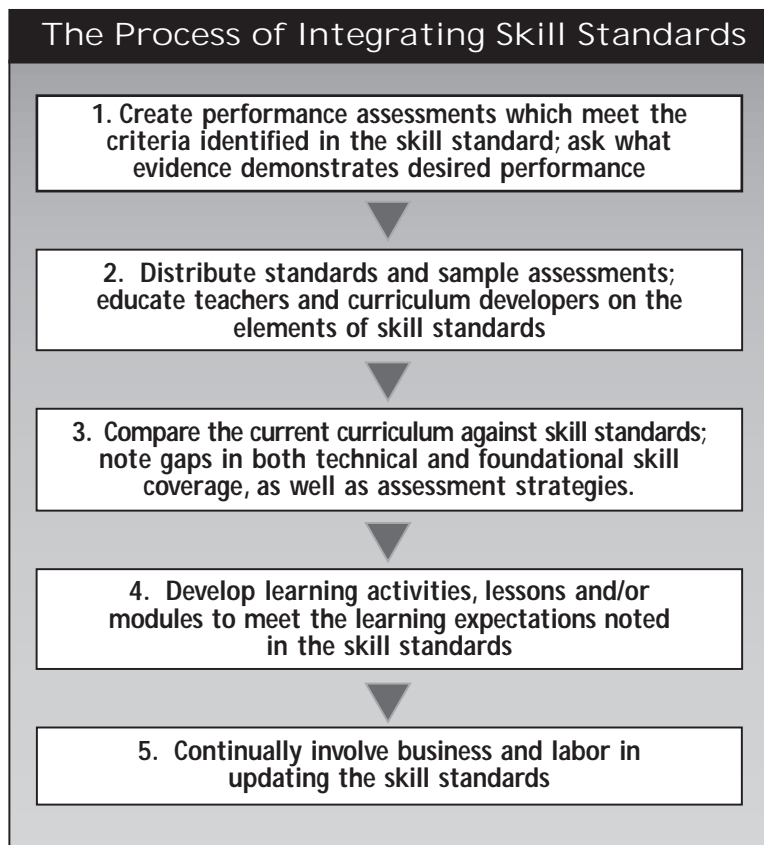
- ◆ Revise existing curriculum to better meet the current and future needs of the early childhood professions.
- ◆ Develop new curriculum and establish new programs based on the competencies.
- ◆ Develop program outcomes for specific academic and training programs, including Tech Prep, 2-year and apprenticeship programs.

Step 3: Articulation

- ◆ Develop models to support the articulation of program outcomes and competencies between academic and training systems.
- ◆ Establish articulation agreements between existing programs to ensure portability of skills.
- ◆ Connect competencies and Certificates of Competence with benchmark documentation to build national portability systems.

The Process of Integrating Skill Standards

Figure 2, Adapted from the *Skill Standards Guidebook I and II*



Early Childhood Education Professional Core Competencies

The Washington State Core Competencies were developed by the Child Care Coordinating Committee's Career Development Subcommittee—1994.

- ♦ **Child Growth, Development and Learning** — To understand the nature of growth and development and the adult's role in supporting a child's development and learning.
- ♦ **Cultural and Individual Diversity** — To understand families as the primary context for children's learning and development, respect diversity in family structures and values, and develop skills in interacting with parents in ways that enhance children's education.
- ♦ **Family Systems** — To maintain an open, friendly and cooperative relationship with each child's family encouraging family involvement and supporting the child's relationship with his or her family.
- ♦ **Communication** — To communicate effectively with children, parents, other caregivers, and colleagues.
- ♦ **Observation and Assessment** — To develop skills in observation, assessment, documentation and methods of reporting to family members.
- ♦ **Curriculum Development** — To understand that learning experiences are designed to meet the needs of all children, promote creativity, develop awareness of cultural backgrounds and diverse needs, and stimulate learning in all developmental areas.
- ♦ **Environmental Design** — To be able to plan and create an atmosphere, using physical and human elements, which fosters children's involvement and development and promotes children's self-esteem, social interaction and joy of learning.
- ♦ **Child Guidance** — To use organizational and guidance strategies that foster responsibility, autonomy, self-reliance and positive social interactions and to respond to children with respect, acceptance and comfort, acknowledging their individual diversity.
- ♦ **Health, Safety and Nutrition** — To promote good health and nutrition and to provide a safe environment for children.
- ♦ **Professionalism** — To make decisions based on knowledge of theories and best practice, to advocate for quality in programs and schools, and to improve one's competence, both for personal and professional growth.
- ♦ **Administration** — To be able to effectively and efficiently operate a program or school that assures quality services to young children and their families.

Principles of Multicultural Programming

- ♦ **Everyone has a culture.**
- ♦ **Know your own culture first.**
- ♦ **Provide authentic unbiased images.**
- ♦ **Foster concrete experiences at the child's and adult's level.**
- ♦ **Make the cultural climate of the classroom and the home consistent.**
- ♦ **Support and value the home language.**
- ♦ **The staff must reflect the families served.**
- ♦ **Expose the staff and children to a variety of cultures.**
- ♦ **Examine and challenge institutional and personal bias.**
- ♦ **All staff must be involved in this effort.**

From *Multicultural Principles for Head Start Programs*, U.S. Department of Health and Human Services, Administration for Children, Youth and Families, 1991.
Adapted by the Multicultural Infusion Demonstration Network Project for the City of Seattle, Gloria Trinidad, et al.

Gloria Trinidad, Grants and Contract Specialist
City of Seattle
Child Human Services Department
Alaska Building

Demographic Profile Fall 1998

Respondents: 522 Lead Early Childhood Teachers (37% of 1400 Sample)

Gender:	Female 499 (96%)	Male 10 (2%)	No Answer 13 (2%)
Race:	Native American 13 (2%)	Hispanic 17 (3%)	White 430 (82%)
	African-American 14 (3%)	Asian 9 (2%)	Other Race 9 (2%)
		No Answer 28 (5%)	
Current Age:	[18–24] 30 (6%)	[25-30] 103 (20%)	[35-44] 174 (33%)
	[45-54] 158 (30%)	[55 or older] 46 (9%)	No Answer Given 11 (2%)

How long have you (or did you) worked as a preschool teacher?

Less than 2 years 39 (7%)	4-10 years 165 (32%)
2-4 years 85 (16%)	10+ years 222 (43%)

Type of program in which you work or worked.

For profit child care center 159 (30%)	ECEAP or Head Start 153 (29%)
Non-profit child care center 159 (30%)	Private Preschool 95 (16%)
Campus Child Care 43 (8%)	Parent Coop Preschool 83 (16%)
Other 32 (6%)	No Answer 9 (2%)

Some respondents checked more than one program type.

Highest level of education attained:

- High school diploma, equivalency or less 19 (4%)
- Child Development Associate (CDA) 14 (3%)
- Some college: less than 45 college credits 62 (12%)
- More than 45 college credits w/o degree/certificate 54 (10%)
- College vocational certificate or two year degree in ECE 130 (25%)
- College vocational certificate or two year degree in other fields 19 (4%)
- College 4-year degree or advanced degree in ECE 94 (18%)
- College 4-year degree or advanced degree in other fields 125 (24%)
- No answer given 5 (1%)

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- | | |
|---------------------------|-----------------------------------|
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Denise Wright	Spokane - North Wall Child Development Center

Early Childhood Education Organizations and Agencies and Representatives.

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Career Development Subcommittee of the State Child Care Coordinating Committee.
Elaine Larson and Dr. Sherrill Richarz, Co-Chairs

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Washington Association for the Education of Young Children (WAEYC).
Agda Burchard

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(WAEPECP). Dr. Karen Peterson, President

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www.dol.gov/dolwb Internet Address for Department of Labor, Women’s Bureau Clearinghouse

www.wa-wbl.com www.wa-skills.com Information about Washington State Skill Standards Projects

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