

# 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 skill standards for the Early Childhood Professions. Representatives from businesses, agencies, and organizations that provide direct and support services for young children and their families were recruited for collaboration activities. The Career Development sub-committee of the State Child Care Coordinating Committee requested an infant-toddler project.

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 is to implement a focus group, utilizing a research model in which panel members must be currently employed as infant-toddler specialists with demonstrated expertise. In two day long focus groups the panel of eleven experts identified major functions and related tasks for their jobs. The resulting **Summary of Critical Work Functions and Key Activities** form the basis of the skill standards document.
- ◆ The second step is to conduct a SCANS survey. 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 to assess task performance.
- ◆ The fourth step was to identify the **Technical and Employability knowledge and skills** required to effectively perform each key activity.
- ◆ Fifth, **Scenarios** are developed by Infant and Toddler Specialists.
- ◆ Finally a survey of the work functions and key activities is sent to Infant and Toddler Specialists 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 and training.

Emerging research in child development and program models for the care and education of children, combined with revisions to program regulations 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 2000 skill standards document.

## **National Context**

**Attention to the training of infant and toddler specialists is a growing priority in the state of Washington. Skill Standards for the Early Childhood Professions provides a foundation for this training. The state Community and Technical College leadership is to be recognized and applauded for developing these standards .**

*Kathlyren E. Barnard  
Professor of Nursing  
University of Washington*

Early childhood care and education programs are more important than ever in today's economy. According to the 1997 U.S. Department of Labor Statistics, 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). According to U.S. Labor statistics, more than 60% of mothers with children under age six are in the workforce (Alexis Herman, 1998). With national and state welfare reform, the number of single parents needing early childhood care continues to increase. The requirement for parents to return to work from former welfare rolls has had a dramatic impact on the numbers of infants and toddlers in care settings. As we enter the new century we see the movement of our youngest children into centers, Early Head Start programs and family care homes, resulting in the need for large numbers of trained educational care providers.

Public recognition of the shift of the care of infants and toddlers from the family to settings outside of the home was highlighted in the work reported by the Carnegie Task Force in 1994. The voices of other national organizations joined forces in recognition of the importance of quality care for children under the age of three. These organizations include: Zero to Three: National Center for Infants, Toddlers and their Families, I am Your Child Campaign, Administration on Children Youth and Families, the National Institute of Child Health and Human Development, the Academy of Pediatrics, the American Public Health Association and the Bureau of Maternal and Child Health.

In Washington State, key organizations have also recognized the urgent need to develop training and curriculum for infant and toddler specialists. The Washington State Coordinating Committee and the Career Development Subcommittee have spent several years developing professional competencies. Those competencies provided the structure that supports the new Skill Standards. Other key state organizations working on behalf of infants and toddlers include: the Governor's Commission on Early Learning, the Brain Net, the Early Childhood Education and Family Life Education faculty in Washington State Community and Technical Colleges, Early Head Start Programs, and Child Care Resource and Referral Networks.

In 1999 an interagency, interdisciplinary training for the leaders in Washington Child Care training was initiated. This effort has been sponsored by the State Health Department and Early Intervention Bridge Grant with leadership from the University of Washington School of Nursing. Faculty from state community and technical colleges, Resource and Referral Network trainers, Public Health Nurses and Intervention specialists worked collaboratively to create educational and financial incentives that will insure training of quality child care providers.

National initiatives related to early childhood career development 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 to work with all children. This document provides the foundation for continuing the work of building a comprehensive early childhood career network.

# 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*

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 market needs.
- ◆ 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 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 Infant and Toddler Specialists need to know and be able to do to succeed in today's workplace?
- ◆ How do we know when Infant and Toddler Specialists 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.

# Why Skill Standards?

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 policy makers 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 Infant and Toddler Specialists 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 Infant and Toddler Specialists. 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 Job

## Infant & Toddler Specialist

*“The job of an Infant and Toddler Specialist is to provide boundless love to each infant and to provide support to the family. This boundless love is expressed in responsive physical care, careful hygiene, and devotion to ‘sneaking’ the curriculum into the busy day of physical care. Martin Luther King said ‘Love is the most durable power in the world.’ Love is what infants need. It is important that the infants are held as much as possible, and this holding will develop the bonding between the caregiver and baby.”*

*Written by Peggy White at the Infant & Toddler Specialist Focus Group, March 10, 1999*

*Labor Day Weekend, 1999,  
Peggy died of cancer.*

Infant-Toddler Specialists work with young children from birth to age 3 in a variety of early care and education programs. Child care for infant and toddlers is available in family child care homes, profit or non-profit child care centers sponsored by community organizations and agencies such as churches, colleges, high schools and military bases. Education for infants/toddlers and their parents is also provided by school based early intervention programs, Early Head Start and community and technical college parent education cooperative programs.

In all of these programs it is the responsibility of the Infant-Toddler Specialist to both nurture and provide developmentally appropriate education for these very young children. Specialists prepare the learning environment as an integral part of planning and implementing curriculum.

The primary role of the specialist is to build relationships with the child and the child’s family members. Working with the families is as important to the specialist as working with the children. The specialist recognizes and honors the culture and needs of the families in all aspects of the program. It is necessary to have specialized training to effectively work with infants and toddlers.

# Summary of Critical Work Functions and Key Activities

## Infant & Toddler Specialist

### **A: Implement Health, Safety and Nutrition Practices**

- A1. Implement, modify and document a program that meets safety standards.
- A2. Provide a safe, developmentally appropriate indoor and outdoor learning environment.
- A3. Articulate and apply health standards and care.
- A4. Promote wellness through child nutrition practices.
- A5. Maintain sanitary and safe food handling and storage practices.
- A6. Maintain and promote a hygienic environment.

### **B: Meet Each Child's Individual Needs**

- B1. Interact with each child to nurture self esteem and optimize learning.
- B2. Provide an environment that supports the whole child's development.
- B3. Guide children's developing independence, self control and social interactions.
- B4. Provide an inclusive environment that promotes respect for individual and cultural differences.
- B5. Provide ongoing assessment and evaluation.

### **C: Plan and Provide Curriculum Through Normal Caregiving Routines**

- C1. Use curriculum resources and learning materials to satisfy individual and group needs and interests.
- C2. Plan curriculum.
- C3. Create, provide, document and evaluate developmentally appropriate curriculum activities.
- C4. Maintain program requirements for documentation and confidentiality.

### **D: Provide Family Support**

- D1. Build a partnership with families.
- D2. Plan, promote and implement family involvement.
- D3. Provide families with information, resources and referrals.

### **E: Foster and Nurture Attachment While Respecting the Significance of the Parent and Child Relationship**

- E1. Develop and practice strategies that promote healthy attachment for the child.
- E2. Provide emotional support to parents and other caregivers to promote healthy attachment.
- E3. Provide and model supportive, culturally aware, responsive and affectionate care.

### **F: Participate in Professional Development**

- F1. Maintain current knowledge of the field.
- F2. Identify and build on professional career goals.
- F3. Build community partnerships and public awareness of early learning issues.
- F4. Network with other service providers to develop a community responsive to the needs of children, families and staff.
- F5. Contribute to a professional team environment.



# Validation Survey Data

The job functions and tasks identified during the two focus groups were sessions validated by infant and toddler specialists. A survey instrument was developed that asked respondents to rate the level of importance and level of frequency for performing each critical work function and key activity.

## **Level of Importance:**

*0 = not important*

*1 = slightly important*

*2 = important*

*3 = very important*

*4 = critical*

## **Level of Frequency for performing the key activity:**

*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 Early Head Start and child care directors assisted with the distribution of the surveys to infant and toddler specialists across the state of Washington. A total of 61 surveys were returned. (Demographic Profile Data in Appendix C).

### **Summary of Demographic Profile in Appendix C**

**Total:** 61

**Ages:** 18-24, 10 (16%)  
25-34, 6 (10%)  
35-54, 40 (66%)  
55+, 5 (8%)

#### **Experience:**

Less than 4 years, 32 (53%)  
4 or more years, 29 (48%)

#### **Education:**

High school diploma, 1 (2%)  
Less than 45 college credits, 8 (13%)  
More than 45 college credits, but no  
Degree/certificate, 7 (11%)  
2-year college certificate/degree, 13 (21%)  
4-year college degree, 19 (31%)  
College advanced degree, 12 (20%)

# 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 an infant-toddler specialist position, the ADVANCE WORKPLACE Standards Skill Inventory from Advance Education Spectrums, Inc., was distributed to infant-toddler specialists who 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. The results of the completed surveys 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 Infant-Toddler Specialist.

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

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

# Foundation Skills (SCANS) Profile Infant and Toddler Specialist

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Basic Skills</b> Demonstrates Effective Reading Strategies							<i>Probes to gain knowledge/information; qualifies/analyzes information; interprets and summarizes information</i>
Demonstrates Effective Writing Strategies							<i>Summarizes/paraphrases information; composes/edits correspondence; creates original documents</i>
Applies Arithmetic Processes							<i>Converts numerical data; translates mathematical data</i>
Applies Mathematics Processes							<i>Summarizes mathematical data; translates mathematical data</i>
Demonstrates Effective Listening Skills							<i>Compares multiple viewpoints; relates intent to desired results; analyzes communication.</i>
Demonstrates Effective Speaking Skills							<i>Presents complex ideas/information; analyzes group/individual approaches; organizes new processes/procedures.</i>
<b>Thinking Skills</b> Applies Creative Thinking/Generates Ideas							<i>Generates unique solutions; formulates new ideas/plans/approaches; organizes new processes/procedures</i>
Applies Decision Making Strategies							<i>Generates alternative solutions; evaluates alternative solutions; formulates plan of action; predicts outcome/result based on experience/prior knowledge.</i>
Recognizes and Solves Problems							<i>Generates/evaluates solutions; devises/implements plan of action</i>
Demonstrates Visualization							<i>Visually analyzes relationship between parts/whole, process/procedure; interprets charts/graphs/symbols/pictures; generates operation plan/building plan; creates comprehensive model/situation; mentally pictures familiar activities/outcomes</i>
Knows How to Learn							<i>Analyzes application of learning tools; investigates new learning techniques; manipulates learning tools; formulates/adapts learning strategy; synthesizes multiple learning techniques</i>
Applies Reasoning Skills							<i>Creates/develops new rules/principles; adapts rules/principles to new applications</i>

# Foundation Skills (SCANS) Profile Infant and Toddler Specialist

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Personal Qualities</b> Demonstrates Responsibility							<i>Monitors performance standards; follows up on assigned tasks; exhibits commitment to organization; exerts effort and perseverance; ensures work quality</i>
Demonstrates Belief in Self Worth							<i>Accepts responsibility for own behavior; understands own impact on others; demonstrates self confidence, self reliance, and self discipline; actively seeks self improvement opportunities</i>
Demonstrates Sociability in Groups							<i>Works to identify/remove social barriers; encourages cooperation/negotiation; demonstrates social awareness/responsibility; values differences of opinion/freedom of speech</i>
Demonstrates Self-Management							<i>Appropriately modifies goals; aggressively pursues goal attainment</i>
Demonstrates Integrity/Honesty							<i>Responsibly challenges unethical practices/decisions; formulates ethical course of action</i>
<b>Management of Time and Resources</b> Manages Time							<i>Prioritizes daily tasks; prepares schedule; monitors/adjusts task sequence; prepares and organizes multiple schedules; manages timelines; recommends timeline adjustments</i>
Manages Money							<i>Reconciles daily receipts and payments performs routine record keeping; maintains balanced accounts; reconciles accounts</i>
Manages Materials/Facilities							<i>Orders and maintains inventory; monitors safe and efficient utilization of materials; identifies future material needs; assess need/quality/efficiency/safety; coordinates acquisition, storage, and distribution</i>
Manages Human Resources							<i>Assesses individual knowledge/skills; determines workload (quality/quantity); monitors performance</i>
<b>Management and Use of Information</b> Acquires/Evaluates Information							<i>Analyzes data; integrates multiple items of data; contrasts conflicting data; researches additional information sources; creates data gathering processes</i>
Organizes/Maintains Information							<i>Analyzes organization of information; transfers information between formats</i>
Interprets/Communicates Information							<i>Interprets information; prepares basic summaries; prepares basic reports; selects methods of communication; summarizes/integrates information; analyzes information; designs charts/graphs</i>
Uses Computers to Process Information							<i>Utilizes integrated/multiple software; locates information; retrieves stored information/data</i>

# Foundation Skills (SCANS) Profile Infant and Toddler Specialist

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Interpersonal Skills</b> Participates as Team Member							<i>Assumes responsibility for accomplishing team goals; understands strengths/limitations; resolves conflicts; responsibly challenges existing policies</i>
Teaches Others							<i>Provides constructive feedback/reinforcement; develops appropriate training procedures; encourages learner independence</i>
Serves Customers							<i>Obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer; resolves conflict to customer's satisfaction</i>
Exhibits Leadership							<i>Motivates others to extend their capabilities; displays enthusiasm/positive attitudes; develops minority views</i>
Negotiates Agreements							<i>Analyzes group dynamics; distinguishes between facts and inferences; detects underlying issues</i>
Works with Diversity							<i>Responsibly challenges discriminatory practices/procedures</i>
<b>Understanding and Management of Systems</b> Understands System							<i>Analyzes system configuration/stability/ recognizes system strengths/limitations</i>
Monitors/Corrects System Performance							<i>Adjusts system operation; monitors system performance; diagnoses performance deviations</i>
Improves/Designs Systems							<i>Analyzes goals/constraints; examines proposed modifications/improvements</i>
<b>Use of Technology</b> Selects Appropriate Technology							<i>Understands requirements of the task; understands technological results; analyzes task/technology relationship; proposes simple technological solutions</i>
Applies Technology to Task							<i>Understands operation/interaction; manipulates technology for desired results</i>
Maintains/Troubleshoots Technology							<i>Identifies and corrects malfunctions/failures;; troubleshoots failures</i>

## **About the Skill Standards Chart Skill Standards for Infant and Toddler Specialists**

Each chart contains the following five components:

### **Critical Work Functions**

Critical Work Functions represent the general areas of responsibility for the Infant and Toddler Specialists. The functions tell us what must be done to achieve the core purpose of an occupation. The summary of work functions is on page 8 and the validation of the work functions is depicted in graph form on page 9.

### **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 job 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 61 Infant and Toddler Specialists from across Washington for each task on pages: 17-22(A); 23-26(B); 27-30(C); 31-333(D); 34-36(E); 37-40(F).

### **Performance Indicators**

Performance indicators are specific behavioral evidence of a worker's achievement of skills, knowledge, and tasks. Although work functions and key activities begin to reflect a picture of work requirements in each occupation, the question remains: "How do we know when this task is performed well?" Performance Indicators provide the criteria for assessment.

### **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 for Infant and Toddler Specialists 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 12-14.



**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function A: Implement Health, Safety and Nutrition Practices**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>A1.</b>  <b>Implement, modify and document a program that meets safety standards</b></p>	<ul style="list-style-type: none"> <li>• Plans for emergency situations are in place and implemented as needed.</li> <li>• Rules for safety are reviewed and modified regularly based on developmentally appropriate practices and observations of children’s abilities.</li> <li>• Recommendations for repairs, replacement or modification are based on observation of children’s use and consumer product safety standards.</li> <li>• Emergency numbers for each child are maintained in more than one place, easily transportable, and updated regularly.</li> <li>• Medications are stored and dispensed according to state licensing regulations and procedures.</li> <li>• Constant and safe supervision of children is maintained.</li> <li>• Indicators of abuse and neglect are recognized and suspected cases are reported according to mandated law.</li> <li>• Policies authorizing access to children are clearly communicated and consistently followed.</li> <li>• Documentation procedures are followed in accordance with state licensing regulations.</li> <li>• Infants are placed on their backs to sleep with no bumper pads in crib and Back-to-Sleep procedures are followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of licensing regulations/performance standards.</li> <li>• Knowledge of child growth and development and changing abilities of individual children.</li> <li>• Knowledge of signs and symptoms of child abuse, prevention measures, and mandated reporting requirements.</li> <li>• Ability to apply appropriate rules and limits both indoors and outdoors.</li> <li>• Ability to develop and follow safety procedures and correct safety hazards.</li> <li>• Knowledge of Back-to-Sleep procedures and infant sleep protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to consider risks and predict outcomes.</li> <li>• Ability to monitor safe and efficient utilization of materials.</li> <li>• Ability to retain relevant information and record information accurately.</li> <li>• Ability to read directions accurately.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function A: Implement Health, Safety and Nutrition Practices**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>A2.</b>  <b>Provides a safe, developmentally appropriate indoor and outdoor learning environment</b></p>	<ul style="list-style-type: none"> <li>• Appropriate practices are applied in emergency or hazardous situations that may require infant/child first aid and CPR, isolation of blood borne pathogens and application of universal precautions.</li> <li>• Accident report forms are completed accurately and promptly.</li> <li>• State licensing requirements for handwashing and hygiene are, modeled, practiced and taught.</li> <li>• Equipment is sanitized to comply with or exceed state licensing requirements.</li> <li>• Appropriate procedures, based on licensing standards and center policy, are followed when potentially contagious illness is recognized.</li> <li>• A plan for staff illness or necessary closure is in place.</li> <li>• Communicable disease and injuries that require medical attention are reported to appropriate authorities according to state requirements.</li> <li>• A written health care plan is consistently followed.</li> <li>• Health of children and staff is monitored daily.</li> <li>• Documentation procedures are followed in accordance with state licensing regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of appropriate health appraisal and management procedures.</li> <li>• Knowledge of universal precautions and food handling procedures.</li> <li>• Ability to recognize and respond to each child's health needs.</li> <li>• Ability to make referrals when necessary.</li> <li>• Ability to implement sanitation procedures.</li> <li>• Ability to perform infant/child First Aid and CPR.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to apply rules and principles to process and procedure.</li> <li>• Ability to follow and implement policies and procedures.</li> <li>• Ability to pay attention to details.</li> <li>• Ability to clearly present basic ideas and information.</li> <li>• Ability to analyze individual and group responses.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function A: Implement Health, Safety and Nutrition Practices**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>A3.</b>  <b>Articulate and apply health standards and care</b></p>	<ul style="list-style-type: none"> <li>• A safety checklist is used to document the inspection and assessment of equipment and environments.</li> <li>• Recommendations for repairs and replacements of unsafe equipment as well as for modifications to environments are routinely made.</li> <li>• Repairs and modifications are followed-up in a timely manner to insure that they have been completed to meet recognized safety standards.</li> <li>• Classroom is continuously maintained throughout each day to eliminate safety hazards that arise from routine usage.</li> <li>• Outdoor space is continuously monitored for safety hazards.</li> <li>• The cultural needs of the child are continuously and appropriately taken into account.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of safety hazards in an early childhood environment.</li> <li>• Ability to maintain daily set up/clean up of the environment.</li> <li>• Ability to recognize, document and correct safety hazards.</li> <li>• Ability to determine the safety of indoor/outdoor spaces relative to the age/abilities of children using the space.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to select/obtain data/information relevant to the task.</li> <li>• Ability to monitor safe/efficient utilization of materials.</li> <li>• Ability to write simple documents and to record information accurately.</li> <li>• Ability to examine information/data.</li> <li>• Ability to analyze possible causes/reasons.</li> <li>• Ability to devise and implement a plan of action.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function A: Implement Health, Safety and Nutrition Practices**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>A4.</b>  <b>Promote wellness through child nutrition practices</b></p>	<ul style="list-style-type: none"> <li>• Recommended dietary allowances (RDA) and food pyramid principles are consistently utilized in menu planning.</li> <li>• Family/cultural food preferences are regularly considered in menu planning.</li> <li>• Meals and snacks served meet USDA standards and/or state licensing requirements.</li> <li>• Menus/feeding procedures are regularly modified to fit the age group and/or children’s special needs.</li> <li>• Proper food handling guidelines/practices are utilized in food service.</li> <li>• Children’s food allergies are prominently posted where food is prepared and served.</li> <li>• Children are routinely encouraged to try new foods and learn self help eating skills.</li> <li>• Staff consistently model willingness to taste different foods.</li> <li>• Bottle fed infants are always held.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of state and federal food program requirements.</li> <li>• Knowledge of proper sanitation procedures.</li> <li>• Knowledge of food pyramid and nutrition guidelines.</li> <li>• Ability to pass food handler examination</li> <li>• Knowledge of breastfeeding support techniques and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to apply rules and principles to process and procedure.</li> <li>• Ability to probe to gain knowledge and information.</li> <li>• Ability to perform measurement and basic mathematical procedures.</li> <li>• Ability to summarize mathematical data.</li> <li>• Ability to write simple documents.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function A: Implement Health, Safety and Nutrition Practices**

<b>Key Activity</b>	<b>Performance Indicators</b> How do we know when the task is performed well?	<b>Technical Knowledge</b> Skills, Abilities, and Tools	<b>Employability Skills</b> SCANS and Personal Qualities
<b>A5.</b> <b>Maintain sanitary and safe food handling and storage practices</b>	<ul style="list-style-type: none"> <li>• Hands are washed with soap and water before and after handling food.</li> <li>• Utensils and cutting boards are thoroughly cleaned between each use.</li> <li>• Children are frequently monitored when handling or eating food to prevent sharing of eating utensils.</li> <li>• Foods are stored as they are received in appropriate packaging or containers.</li> <li>• Foods are dated and labeled before storage.</li> <li>• Bottle preparation and handling procedures are followed according to state licensing regulations and health department recommendations.</li> <li>• Breast milk and formula are processed and handled according to state licensing regulations and health</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of safe temperatures for storing hot and cold foods.</li> <li>• Knowledge of bacteria cross contamination.</li> <li>• Knowledge of cleansing and sanitation processes.</li> <li>• Knowledge of safety procedures for use and storage of dangerous utensils and tools in food areas.</li> <li>• Ability to pass and maintain current food handler examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to follow processes and procedures.</li> <li>• Ability to prioritize tasks.</li> <li>• Ability to predict outcomes.</li> <li>• Ability to pay attention to detail.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function A: Implement Health, Safety and Nutrition Practices**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>A6.</b>  <b>Maintain and promote a hygienic environment</b></p>	<ul style="list-style-type: none"> <li>• Personal hygiene aids are used properly and stored near area of use.</li> <li>• Diapering and toileting procedures are followed in accordance with health department guidelines and/or regulations.</li> <li>• Diapering and toileting equipment are sanitized following health department guidelines.</li> <li>• Proper handwashing procedures are always followed and modeled for others.</li> <li>• Children are educated in and participate in proper personal hygiene practices.</li> <li>• Disposal procedures for materials contaminated by bodily fluids follow health department guidelines.</li> <li>• Individual cots and cribs are assigned to each child.</li> <li>• Cots/cribs are cleaned weekly or as necessary.</li> <li>• Separate storage space is provided for each child.</li> <li>• Laundry procedures and changing of soiled bedding follow health department guidelines.</li> <li>• Table tops are cleared and disinfected daily.</li> <li>• Toys that have been in children’s mouths are removed, cleaned and disinfected.</li> <li>• Children’s equipment and materials are cleaned and disinfected regularly according to program standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of and ability to use personal hygiene aides.</li> <li>• Knowledge of state licensing requirements and health department recommendations.</li> <li>• Knowledge of requirements regarding diapering, toileting, handwashing, sanitizing, laundry and disposal of contaminated items and materials.</li> <li>• Knowledge of community health resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to maintain performance standards.</li> <li>• Ability to follow process and procedures.</li> <li>• Ability to pay attention to detail.</li> <li>• Ability to read and follow sequential directions</li> </ul>



**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function B: Meet Each Child's Individual Needs**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>B1.</b>  <b>Interact with each child to nurture self esteem and optimize learning</b></p>	<ul style="list-style-type: none"> <li>• Interaction with each child consistently exhibits respect for and acceptance of the child and his/her culture</li> <li>• Children are routinely encouraged to identify and express their feelings appropriately</li> <li>• Each child is frequently encouraged to choose activities and materials</li> <li>• Children are consistently respected, accepted, and comforted, regardless of challenging behaviors</li> <li>• Children's mistakes are routinely accepted as natural and used for learning opportunities</li> <li>• Children are regularly read stories/nursery rhymes</li> <li>• Children's language expression is regularly listened to and used as opportunities to promote and extend language development</li> <li>• Children are exposed or introduced to other languages such as sign language.</li> <li>• Children's home language and culture is supported in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of language and literacy development.</li> <li>• Knowledge of early brain development.</li> <li>• Knowledge of cultural theories about the development of self concept.</li> <li>• Knowledge of research on temperament traits.</li> <li>• Ability to teach age-appropriate self-help skills.</li> <li>• Ability to develop a relationship with children so that they can rely on the adult for support and guidance.</li> <li>• Ability to use positive methods of guidance that are individually and culturally sensitive.</li> <li>• Ability to respond sensitively to differences in individual children's learning and personality styles.</li> <li>• Knowledge of culturally diverse communication, including verbal and non-verbal interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to listen.</li> <li>• Ability to show understanding and empathy for others.</li> <li>• Ability to demonstrate a commitment to provide quality service.</li> <li>• Ability to recognize the value of diversity.</li> <li>• Ability to identify and remove social barriers.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function B: Meet Each Child's Individual Needs**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>B2.</b>  <b>Provide an environment that supports the whole child's development</b></p>	<ul style="list-style-type: none"> <li>• Culturally sensitive observations of children's behaviors are used to interpret developmental needs and interests.</li> <li>• Resources and props that are safe and relevant to emerging interests are added to the environment to extend children's learning.</li> <li>• The environment is appropriately adapted to support behavior and learning styles of children in care.</li> <li>• Multiple concrete learning experiences that involve all the senses are routinely used.</li> <li>• Developmentally and culturally appropriate activities and materials consistently meet the individual needs of children in care.</li> <li>• Multiple play spaces are provided that encourage children's active involvement.</li> <li>• Routine care times are used to nurture and support the child's emotional well being.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child growth/development.</li> <li>• Knowledge of the influence of the environment on child behavior.</li> <li>• Ability to use NAEYC developmentally appropriate practices as a guide in decision making.</li> <li>• Ability to observe child behavior.</li> <li>• Ability to recognize and respond to child initiated activities.</li> <li>• Ability to support diverse learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to fully document observations.</li> <li>• Ability to clearly organize, analyze and summarize information.</li> <li>• Ability to understand the relevant aspects of the learning process.</li> <li>• Ability to be flexible and adaptable.</li> <li>• Ability to encourage and support individuality.</li> <li>• Ability to manipulate learning tools.</li> </ul>
<p><b>B3.</b>  <b>Guide children's developing independence, self control and social interactions</b></p>	<ul style="list-style-type: none"> <li>• Active listening is consistently used including with pre-verbal children to support their feelings and frustrations in the environment.</li> <li>• Problem solving is routinely taught and modeled.</li> <li>• Open-ended questions are frequently used to extend children's thinking and learning processes.</li> <li>• Descriptive statements are routinely used to encourage social learning.</li> <li>• Methods are consistently used which promote self-help skills, cooperation, and interdependence.</li> <li>• A safe and nurturing environment routinely supports developing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child social and emotional development.</li> <li>• Knowledge of children's social interactions and group dynamics.</li> <li>• Knowledge of cultural influences on communication styles.</li> <li>• Ability to help children communicate feelings and needs.</li> <li>• Ability to use a variety of positive and age appropriate guidance techniques.</li> <li>• Ability to facilitate the development of children's problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to research relevant topics.</li> <li>• Ability to encourage/support individuality and learner independence.</li> <li>• Ability to actively participate in discussion.</li> <li>• Ability to analyze group/individual response.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function B: Meet Each Child's Individual Needs**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>B4.</b>  <b>Provide an inclusive environment that promotes respect for individual and cultural differences</b></p>	<ul style="list-style-type: none"> <li>• Each family's home language is routinely supported and used in the classroom when appropriate and as resources are available.</li> <li>• Fairness, inclusion, and acceptance of others is consistently observable.</li> <li>• Curricula is planned with an appropriate developmental perspective to help children learn about similarities and differences.</li> <li>• Reflective listening skills are frequently used to explore multiple perspectives.</li> <li>• 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.</li> <li>• The special needs of each child is optimally supported for full and meaningful participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of current research and theories on temperament, learning styles, multiple intelligences and brain development.</li> <li>• Knowledge of diverse ways of communicating, including verbal and non-verbal interactions.</li> <li>• 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.</li> <li>• Knowledge of curriculum development techniques that support inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to encourage/support individuality.</li> <li>• Ability to recognize the value of individual and cultural diversity.</li> <li>• Ability to recognize bias in the behaviors/attitudes of self and others.</li> <li>• Ability to respect the rights of others.</li> <li>• Ability to responsibly challenge discriminatory practices and procedures.</li> </ul>
<p><b>B5.</b>  <b>Provide ongoing assessment and evaluation</b></p>	<ul style="list-style-type: none"> <li>• Goals for each child are routinely identified in collaboration with appropriate family members.</li> <li>• Written observation and verbal reports objectively describe behaviors, skills and language for each child.</li> <li>• Observations of children provide the basis for planning activities.</li> <li>• Referrals to appropriate community resources sensitively involve the family throughout the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of NAEYC's position statement on assessment practices.</li> <li>• Knowledge of child growth and development.</li> <li>• Knowledge of cultural expectations.</li> <li>• Ability to use a variety of observation methods to collect information.</li> <li>• Ability to interpret observation information.</li> <li>• Ability to maintain appropriate records of children's development.</li> <li>• Ability to set goals for individual children.</li> <li>• Ability to modify activities to meet the needs of children in care.</li> <li>• Knowledge of appropriate community resources for referral.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to research relevant topics.</li> <li>• Ability to summarize and analyze information.</li> <li>• Ability to create original documents.</li> <li>• Ability to understand the relevant aspects of the learning process.</li> <li>• Ability to self reflect, monitor and adjust.</li> </ul>



## OCCUPATION CLUSTER for Infant & Toddler Specialist

### Critical Work Function C: Plan and Provide Curriculum Through Normal Caregiving Routines

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>C1.</b> Use curriculum resources and learning materials to satisfy individual and group needs and interests</p>	<ul style="list-style-type: none"> <li>• Space is organized into identifiable interest areas which encourage the child's active involvement, initiative, responsibility, creativity and a growing sense of autonomy.</li> <li>• Interest areas are routinely planned, evaluated and arranged to meet varying developmental abilities.</li> <li>• Equipment and supplies are safely and conveniently stored near their place of use.</li> <li>• Equipment and supplies are accessible to children when appropriate to promote autonomy, initiative, cooperation and responsibility.</li> <li>• Play space arrangement allows children to have a variety of choices to include individual interests and needs.</li> <li>• Culturally diverse learning materials and resources are available throughout the curriculum and the environment.</li> <li>• Family resources are used to provide a culturally rich program</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of space planning and utilization for infants and toddlers.</li> <li>• Ability to promote age appropriate initiative, independence and responsibility.</li> <li>• Ability to apply child development principles.</li> <li>• Knowledge and ability to promote a cultural and age appropriate environment and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze situations and information.</li> <li>• Ability to generate/evaluate solutions.</li> <li>• Ability to implement a plan of action.</li> <li>• Ability to order and maintain inventory.</li> <li>• Ability to acquire supplies and equipment.</li> <li>• Ability to follow through on assigned tasks.</li> </ul>
<p><b>C2.</b> Plan curriculum</p>	<ul style="list-style-type: none"> <li>• Daily events are routinely used as a basis for planning.</li> <li>• Children's play is regularly observed as a basis for planning.</li> <li>• Resources and props that are safe and relevant to emerging interests are added to the environment to extend children's learning.</li> <li>• Curriculum plan provides for flexibility and emergent curriculum experiences.</li> <li>• Curriculum includes eating and sleeping plans that accommodate infant's and toddler's individual schedules.</li> <li>• Parents are regularly included in curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child growth/development.</li> <li>• Ability to observe child behavior.</li> <li>• Ability to recognize and respond to child initiated activities.</li> <li>• Ability to ask children open-ended questions.</li> <li>• Ability to include parental involvement in curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to fully document observations.</li> <li>• Ability to clearly organize, analyze and summarize information.</li> <li>• Ability to understand the relevant aspects of the learning process.</li> <li>• Ability to be flexible and adaptable.</li> <li>• Ability to self reflect, monitor and adjust one's own behavior.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function C: Plan and Provide Curriculum Though Normal Caregiving Routines**

Key Activity	Performance Indicators	Technical Knowledge	Employability Skills
	How do we know when the task is performed well?	Skills, Abilities, and Tools	SCANS and Personal Qualities
<p><b>C3.</b>  <b>Create, provide, document and evaluate developmentally appropriate curriculum activities</b></p>	<ul style="list-style-type: none"> <li>• Findings from observation, assessment and experience with children are consistently used to develop appropriate curriculum.</li> <li>• Curriculum design is routinely adapted to the behaviors, skills, interests and cultural needs of the children.</li> <li>• Curriculum plans are clearly documented in a format that is readily accessible and available to staff and families.</li> <li>• Curriculum plans include a clearly and concisely documented daily routine based on developmentally appropriate practices and individual needs of each child.</li> <li>• Curriculum is frequently reviewed and adjusted to avoid bias and stereotypes for gender, race, ethnicity, socio-economic status, religion, and differing abilities.</li> <li>• Rationale for program practices are clearly and concisely articulated to staff, parents and community</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of developmentally appropriate practices and principles.</li> <li>• Knowledge of child growth and development.</li> <li>• Knowledge of theories about play and the stages of play.</li> <li>• Ability to develop, implement, and evaluate a curriculum that focuses on children’s needs/interests and incorporates their language, home experiences and culture.</li> <li>• Ability to articulate the rationale for program practices.</li> <li>• Ability to modify routines, activities and transitions to meet individual needs within the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to write accurate and objective observations.</li> <li>• Ability to formulate new ideas, plans and approaches and organize new processes and procedures.</li> <li>• Ability to generate/evaluate solutions and to formulate a plan of action.</li> <li>• Ability to develop creative solutions.</li> <li>• Ability to recognize examples of bias and stereotypes and to encourage cooperation and negotiation.</li> <li>• Ability to give and accept constructive criticism in regard to bias and stereotype.</li> </ul>

## OCCUPATION CLUSTER for Infant & Toddler Specialist

### Critical Work Function C: Plan and Provide Curriculum Through Normal Caregiving Routines

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>C4.</b>  <b>Maintain program requirements for documentation and confidentiality</b></p>	<ul style="list-style-type: none"> <li>• Goals for each child are identified in collaboration with appropriate family members consistent with NAEYC's assessment guidelines.</li> <li>• Methods for assessment and record keeping are reviewed, selected and adapted, on a continuing basis according to developmental and cultural considerations.</li> <li>• Written and oral observation and assessments objectively describe behaviors, skills and language for each child.</li> <li>• Documentation based on observation accurately tracks each child's growth and development.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of NAEYC's position statement on assessment practices and professional ethics.</li> <li>• Knowledge of child growth and development.</li> <li>• Knowledge of cultural practices and expectations.</li> <li>• Ability to use a variety of observation methods to collect and interpret assessment data.</li> <li>• Ability to maintain appropriate records of children's social, emotional, cognitive, physical, communicative and cultural development.</li> <li>• Ability to set goals for individual children are based on assessment findings.</li> <li>• Ability to research other assessment tools and information forms.</li> <li>• Ability to articulate rationale for appropriate use of assessment.</li> <li>• Ability to collaborate with appropriate family members for maintaining documentation and confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze application of resources and tools.</li> <li>• Ability to summarize and analyze information.</li> <li>• Ability to create original documents.</li> <li>• Ability to research professional resources for updated methods of documentation.</li> <li>• Ability to be flexible and adaptable.</li> <li>• Ability to self reflect, monitor and adjust.</li> </ul>

# Validation of Work Function D: Provide Family Support

D1. Build a partnership with families.

D2. Plan, promote and implement family involvement.

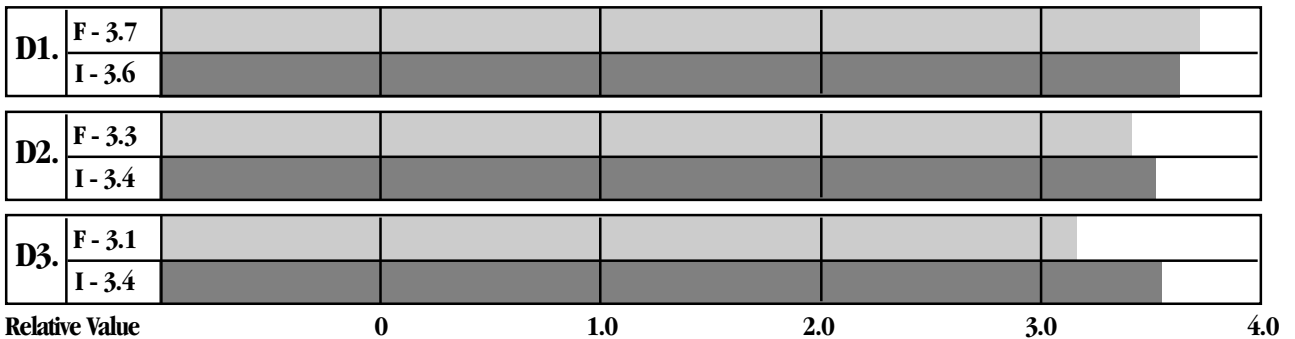
D3. Provide families with information, resources and referrals.

## 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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**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function D: Provide Family Support**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>D1.</b>  <b>Build a partnership with families</b></p>	<ul style="list-style-type: none"> <li>• Names of family members/ children are known and consistently used.</li> <li>• Family members are greeted in a positive, personal, and professional manner in the classroom or home setting.</li> <li>• Informal observations and developmental assessments regarding a child's interests, skills and behaviors are shared in a timely manner/ appropriate setting with family members.</li> <li>• Separation issues between child and family members are appropriately assisted and supported.</li> <li>• Conferencing with parents or other staff members is done privately and out of the hearing range of others, including children.</li> <li>• Specialists and family members informally exchange information on a daily basis.</li> <li>• Notes and/or other methods regularly inform families about pertinent events and information.</li> <li>• Written information to families is translated into home language when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of ways to support and communicate with families.</li> <li>• Knowledge of family support principles.</li> <li>• Ability to share information with parents in a variety of formats.</li> <li>• Ability to plan and facilitate involvement of families in all aspects of the program.</li> <li>• Ability to accept and adapt to family.</li> <li>• Ability to create an emotionally safe environment.</li> <li>• Knowledge of NAYEC Code of Ethical Conduct.</li> <li>• Knowledge of diverse belief systems and the impact of personal values on family functioning.</li> <li>• Knowledge of appropriate home visiting protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to interpret verbal and nonverbal communication and actively participate in discussion.</li> <li>• Ability to show understanding and empathy for families</li> <li>• Ability to recognize the value of diversity.</li> <li>• Ability to understand/ accept responsibility for own behavior and impact on others, and resolve conflicts.</li> <li>• Ability to display enthusiasm/positive attitude.</li> <li>• Ability to organize</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function D: Provide Family Support**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>D2.</b>  <b>Plan, promote and implement family involvement</b></p>	<ul style="list-style-type: none"> <li>• Family members and children are regularly introduced to other families in the program.</li> <li>• Family members' are routinely invited to visit and participate in the early childhood program.</li> <li>• Family members are encouraged to contribute personal talents and resources to benefit the program.</li> <li>• Family involvement activities support the authentic diversity of the families in the early childhood setting and the community.</li> <li>• Multiple perspectives are consistently supported and exchanged between families and provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of ways to develop family and provider relationships.</li> <li>• Ability to plan and facilitate involvement of families in the program.</li> <li>• Ability to create an emotionally safe environment.</li> <li>• Ability to create an inclusive environment for families with different abilities, languages and backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to interpret verbal and non-verbal communication and actively participate in discussion.</li> <li>• Ability to show understanding and empathy for families.</li> <li>• Ability to resolve conflicts.</li> <li>• Ability to display enthusiasm/positive attitude.</li> <li>• Ability to organize activities that promote partnership.</li> <li>• Ability to communicate acceptance and respect for cultural diversity.</li> </ul>
<p><b>D3.</b>  <b>Provide families with information, resources and referrals</b></p>	<ul style="list-style-type: none"> <li>• Assessment findings are sensitively communicated to appropriate family members based on the NAEYC Code of Ethical Conduct.</li> <li>• Families are regularly referred to local resources and agencies pertinent to emerging interests and needs.</li> <li>• Current resources on child development, family relations, and issues are maintained and accessible.</li> <li>• Pertinent announcements and displays of interest to families are provided and accessible in a variety of formats.</li> <li>• Opportunities for family gatherings are regularly provided in accordance with center policy.</li> <li>• Newsletters provide pertinent information on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of resources available to families.</li> <li>• Ability to share information with families.</li> <li>• Ability to include family in assessment and goal setting.</li> <li>• Ability to report assessment findings to families in clear and supportive way.</li> <li>• Ability to make appropriate and timely referrals.</li> <li>• Ability to encourage families to utilize resources.</li> <li>• Knowledge of NAEYC Code of Ethical Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to interpret and summarize information.</li> <li>• Ability to present basic information and ideas.</li> <li>• Ability to present complex ideas/information.</li> <li>• Ability to understand system organization/hierarchy.</li> <li>• Ability to follow processes and procedures.</li> <li>• Ability to respond sensitively to the fears, concerns and interests of families.</li> </ul>



**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function E: Foster and Nurture Attachment**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>E1.</b>  <b>Develop and practice strategies that promote healthy attachment for the child</b></p>	<ul style="list-style-type: none"> <li>• Parents and other caregivers are consulted in the process of developing strategies.</li> <li>• Provider seeks comfort and support when needed.</li> <li>• Teaching activities include child directed play in one-on-one adult/child interaction.</li> <li>• Children are held and comforted throughout the day.</li> <li>• Infants under 6 months are held 1 _ hours each day.</li> <li>• Child's emotional cues are identified and responded to appropriately.</li> <li>• Families are regularly referred to local resources for concerns regarding attachment.</li> <li>• Trust is fostered between parent an caregiver by sharing information daily, and developing a partnership.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of one-on-one activities.</li> <li>• Knowledge of attachment theory for infants and toddlers.</li> <li>• Knowledge of self-awareness and the ability to obtain appropriate support.</li> <li>• Knowledge of and the ability to deliver nurturing and loving touch.</li> <li>• Ability to identify family's needs and make referrals.</li> <li>• Knowledge of and ability to read child's cues regarding approach and avoidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to interpret and communicate information.</li> <li>• Ability to understand own impact on others.</li> <li>• Ability to acknowledge differences of opinion.</li> <li>• Ability to demonstrate belief in self worth.</li> <li>• Ability to demonstrate effective listening skills.</li> </ul>
<p><b>E2.</b>  <b>Provide emotional support to parents and other caregivers to promote healthy attachment</b></p>	<ul style="list-style-type: none"> <li>• Separation issues between child and family members are appropriately assisted and supported.</li> <li>• Parents are informed and/or referred to support resources regarding ways to understand and respond to their child's emotional well being/behaviors.</li> <li>• Comfort and support are provided to parents and other caregivers in stressful situations.</li> <li>• Parents are supported and/or referred to support resources regarding emotional support and stress management techniques.</li> <li>• Parents and families are validated and affirmed in their parenting roles whenever possible.</li> <li>• Parents are introduced to other parents as appropriate and invited to engage in mutual support.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of separation issues.</li> <li>• Knowledge of support resources.</li> <li>• Knowledge of appropriate responses to children's behavior.</li> <li>• Ability to provide comfort and support to adults.</li> <li>• Ability to validate and affirm parents/families.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to compare multiple viewpoints.</li> <li>• Ability to present ideas and information.</li> <li>• Ability to identify and resolve social barriers.</li> <li>• Ability to demonstrate social awareness; responsibility.</li> <li>• Ability to demonstrate effective listening skills.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function E: Foster and Nurture Attachment**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>E3.</b>  <b>Provide and model supportive, culturally aware, responsive and affectionate care</b></p>	<ul style="list-style-type: none"> <li>• Parents are consulted on a daily basis regarding the changing needs of their child.</li> <li>• The safety and health of the child are monitored and protected at all times.</li> <li>• Each child’s individual needs are met with an immediate appropriate response.</li> <li>• Children are consistently respected, accepted and comforted in an appropriate manner.</li> <li>• Children are provided a stimulating environment that is age, culturally and individually appropriate.</li> <li>• Nurturing and loving physical touch is consistently provided.</li> <li>• Special needs are accurately identified and responded to appropriately.</li> <li>• Breast and bottle feeding choices are supported by child care staff.</li> <li>• Babies are held, interacted with and nurtured while being fed.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of and ability to read child’s cues regarding approach and avoidance.</li> <li>• Knowledge of child health and safety procedures.</li> <li>• Ability to identify child’s individual needs.</li> <li>• Knowledge of comforting techniques for children.</li> <li>• Ability to provide an environment which is stimulating and age, culturally, and developmentally appropriate for children in care.</li> <li>• Ability to locate resources regarding special needs and to recognize special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to responsibly challenge unethical practices/decisions.</li> <li>• Ability to generate solutions.</li> <li>• Ability to demonstrate effective listening skills.</li> <li>• Ability to monitor safe use of materials.</li> <li>• Ability to monitor performance standards.</li> <li>• Ability to follow up on assigned tasks.</li> </ul>

# Validation of Critical Work Function F: Participate in Professional Development

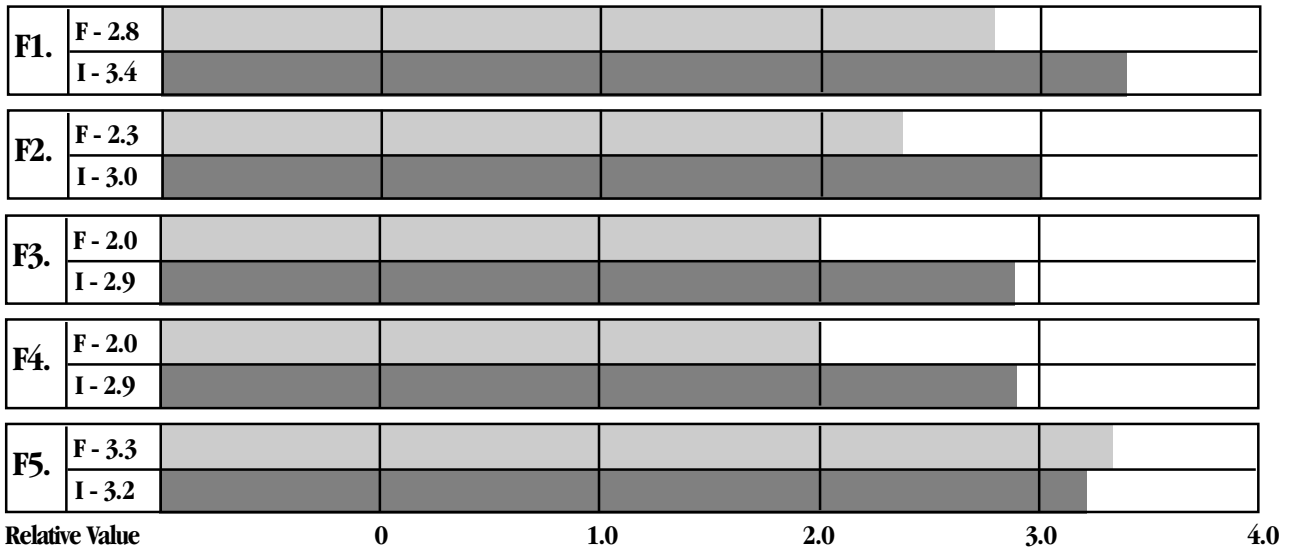
- F1. Maintain current knowledge of the field.
- F2. Identify and build on professional career goals.
- F3. Build community partnerships and public awareness of early learning issues.
- F4. Network with other service providers to develop a community responsive to the needs of children, families and staff.
- F5. Contribute to a professional team environment.

## 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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**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function F: Participate in Professional Development**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>F1.</b>  <b>Maintain current knowledge of the field</b></p>	<ul style="list-style-type: none"> <li>• One or more seminar, course, or workshop is attended annually.</li> <li>• Current professional literature is selected and read on a regular basis.</li> <li>• A record of all professional development activities and accomplishments is maintained.</li> <li>• Opportunities are regularly sought to share experiences with colleagues in an open and respectful climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of training requirements for child care/early childhood programs.</li> <li>• Knowledge of professional resources and activities.</li> <li>• Ability to research pertinent current issues and trends in early childhood education.</li> <li>• Ability to select appropriate professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to demonstrate open-mindedness to new ideas, learning and growth opportunities.</li> <li>• Ability to demonstrate commitment to self-improvement.</li> <li>• Ability to actively seek self-improvement opportunities.</li> <li>• Ability to choose professional activities consistent with one's goals and level of professional development</li> </ul>
<p><b>F2.</b>  <b>Identify and build on professional career goals</b></p>	<ul style="list-style-type: none"> <li>• Individual strengths are recognized and developed.</li> <li>• Short and long-term professional goals are written and sequenced into attainable steps.</li> <li>• A professional record is maintained on an ongoing basis to document accomplishments and activities.</li> <li>• New goals are assessed and adapted to extend one's professional learning experiences after reaching an established goal.</li> <li>• Emerging career interests are recognized and used as a</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of career opportunities for work with infants and toddlers.</li> <li>• Knowledge of professional and educational requirements for continuous career advancement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to demonstrate commitment to self-improvement.</li> <li>• Ability to set well-defined, realistic goals.</li> <li>• Ability to follow through on a plan of action to achieve goals.</li> <li>• Ability to analyze and adjust goals.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function F: Participate in Professional Development**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>F3.</b>  <b>Build community partnerships and public awareness of early learning issues</b></p>	<ul style="list-style-type: none"> <li>• Activities that promote advocacy on behalf of children, families, and early childhood professionals are planned yearly.</li> <li>• Collaboration efforts with community agencies and groups are on-going.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of early childhood advocacy issues.</li> <li>• Ability to identify and articulate issues relevant to infants and toddlers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to research and analyze relevant topics.</li> <li>• Ability to make inquiries and promote ideas.</li> <li>• Ability to communicate information.</li> <li>• Ability to identify and collaborate with appropriate community groups.</li> </ul>
<p><b>F4.</b>  <b>Network with other service providers to develop a community responsive to the needs of children, families and staff</b></p>	<ul style="list-style-type: none"> <li>• Active membership in local affiliations and/or state and national professional organizations is maintained.</li> <li>• Providers and other professionals are contacted as needed for consultation when seeking information and/or solutions to issues and questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of early childhood local, state, national organizations and agencies.</li> <li>• Ability to access public policies, information and resources for children and families.</li> <li>• Ability to participate in early childhood community groups and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze and apply resources and tools.</li> <li>• Ability to research relevant topics.</li> <li>• Ability to make inquiries and promote ideas.</li> <li>• Ability to display enthusiasm/positive attitude.</li> <li>• Ability to formulate an ethical course of action.</li> <li>• Ability to demonstrate a commitment to families.</li> </ul>

**OCCUPATION CLUSTER for Infant & Toddler Specialist**  
**Critical Work Function F: Participate in Professional Development**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>F5.</b>  <b>Contribute to a professional team environment</b></p>	<ul style="list-style-type: none"> <li>• Projects and tasks are routinely discussed and scheduled with peers and supervisors.</li> <li>• Staff has scheduled opportunities to exchange information.</li> <li>• Ideas are regularly shared and brainstormed with staff to develop curriculum and program activities.</li> <li>• Observations of staff interactions with children are followed with reflective and supportive feedback on an ongoing basis.</li> <li>• Assistance is willingly offered to colleagues based on their requests and/or observation of needs.</li> <li>• Peer feedback about teacher performance is listened to actively.</li> <li>• New staff members are offered initial orientation, individualized training, and mentoring.</li> <li>• Meetings about issues and procedures relevant to the program are regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of NAEYC Code of Ethical Conduct.</li> <li>• Ability to develop positive communication channels between different teaching teams and team members.</li> <li>• Ability to engage staff in working toward shared vision.</li> <li>• Knowledge of existing early childhood professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to respect others' beliefs, values, professional style and cultures.</li> <li>• Ability to brainstorm with others and to develop creative solutions.</li> <li>• Ability to give positive feedback, give and take constructive criticism, actively participate in group discussion, and practice problem-solving skills.</li> <li>• Ability to encourage cooperation, negotiation and teamwork.</li> <li>• Ability to motivate others to</li> </ul>

# SCENARIOS

## Infant Toddler Specialist

The use of scenarios based on real-life work situations provides a powerful context to help Infant Toddler Specialists 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 infant and toddler group setting on a typical day.
- ◆ **Scenario 2** — A crisis situation that would challenge any infant and toddler specialist to find 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

### *Sarah, Infant & Toddler Teacher*

Sarah, the lead teacher at the Early Head Start Infant/Toddler Center, arrives at work at 7 a.m. and begins to prepare the center for the day. By 7:30 she has put away the clean dishes and toys, mixed the sanitizing solution, and prepared breakfast.

The families begin arriving at 7:30. Sarah listens to each family share information about their child. By 7:50 Sarah has 14 month old Carlos and 18 month old Jasmine at the breakfast table. While she watches Carlos and Jasmine, she helps 17 month old Cody wash his hands for breakfast. Then the mother of 15 month old Alex enters and tells her that Alex is fussy, which was probably caused by teething.

By 8:30 all of the children have been fed and Sarah begins to change the children's diapers. After the diapering is completed Sarah brings out the sensory table; the table has cornmeal in it and toys for the children to scoop and dump. Carlos and Cody enjoy the sensory table. Jasmine has chosen to play on the climbing toy and Alex is showing signs of being tired. Sarah decides that the sensory table should be put away as soon as Carlos and Cody are finished with it. It is an activity that requires close supervision and she is anticipating having to rock Alex to sleep.

All is peaceful as she begins to rock Alex and read a book to Carlos and Cody. Suddenly a cry: Jasmine has tripped and bumped her head on a shelf. Sarah quickly puts Alex down and hands the book to Carlos as she picks up Jasmine. Sarah applies an ice pack to Jasmine's forehead and comforts her. Alex began whimpering perhaps because Sarah has put him down in order to pick up Jasmine. Sarah grabs a book and sits on the floor with Jasmine and encourages Alex to come sit with them. Jasmine soon tires of the book and goes to the house keeping area. Carlos is busy with a shape box and Cody is pushing trucks around on the floor.

After Sarah fills out an accident report on Jasmine, she rocks Alex to sleep. As she places the sleeping Alex in his crib, she notices it is time for snack. The hand washing, eating, clean up and diaper changing begins again.

## **Critical Work Functions and Key Activities involved in Scenario 1**

### **A. Implement Health, Safety and Nutrition Practices**

- A1. Implement, modify and document a program that meets safety standards.
- A6. Maintain and promote a hygienic environment.

### **B. Meet Each Child's Individual Needs**

- B2. Provide an environment that supports the whole child's development.

### **C. Plan and Provide Curriculum**

- C1. Use curriculum resources and learning materials to satisfy individual and group needs and interests.

### **D. Provide Family Support**

- D1. Build a partnership with families.

## **Scenario 2**

### **Crisis Management**

#### ***Julia, Toddler Teacher***

Monday morning, Marie, the mother of 18 month old Marquez, brought him to the center at 7 a.m. Marie told Julia, the primary caregiver in the toddler room, that Marquez had a difficult weekend and he might be ready for a nap early in the day. As the morning progressed Julia noticed that Marquez was unusually lethargic.

At 9:30 Marquez fell asleep. He awoke an hour later and as Julia lifted him out of his crib she noticed he was warm to the touch. When Julia took Marquez's temperature she discovered it was 101.5. Julia immediately located Marquez's emergency card and attempted to call Marie at work. Julia was informed that Marie was out of the office for a meeting until 1 p.m. Julia left a brief message for Marie and then called the next name on the list, Marquez's grandma. She was home and said she would come immediately. When Grandma arrived to pick up Marquez, she mentioned that he had been sick over the weekend.

Julia called Marie at work later in the day. Julia told Marie she wanted to be sure she had received the message that Grandma had picked up Marquez. She also reminded her of the center policy, that a child must be fever free for 24 hours before returning to school.

Marie explained her belief that Marquez had recovered from the weekend illness and that she could not miss work, especially today. Julia empathized with Marie about the problems that are caused by missing work because of a sick child. Then Julia explained to Marie the importance of having a plan in place for someone else to watch Marquez when he is sick. Julia also suggested various options for alternative care for Marquez in the future, explaining that this would allow him to be more comfortable when he is sick. Having a plan ahead of time will also minimize the interruptions at work for Marie.

## **Critical Work Functions and Key Activities Involved in Scenario 2**

### **A. Implement Health, Safety and Nutrition Practices**

- A1. Implement, modify and document a program that meets safety standards.
- A3. Articulate and apply health standards and care.

### **D. Provide Family Support**

- D1. Build a partnership with families.
- D3. Provide families with information, resources and referrals.
- E. Foster and Nurture Attachment While Respecting the Significance of the Parent and Child Relationship
  - E2. Provide emotional support to parents and other caregivers to promote healthy attachment.
  - E3. Provide and model supportive, culturally aware, responsive and affectionate care.

## **Scenario 3**

### **Long Term Solutions**

#### *Angela, Caregiver*

Brandon, 19 months old, bites other children on a regular basis. Parents of the children who are being bitten are angry and upset. A few of the parents demand that Brandon be removed from the program.

Angela is Brandon's primary caregiver. Angela spoke individually to Brandon's mother and the parents of the children that have been bitten. To each parent she explained that biting is a phase that many toddlers to go through. Angela also provided written material about toddler development and biting to the parents.

Angela discussed the issue with her supervisor who offered to bring in an additional classroom helper until Brandon gets through his biting phase.

The temporary addition of another adult in the classroom will allow Angela to shadow Brandon to deter him from any more biting incidents.

In an attempt to try to figure out why Brandon bites frequently, Angela wrote observations on Brandon. Based on her established relationship with Brandon's mother, she already knew that both English and Spanish are spoken in the home. She discovered that Brandon uses very few single words to express himself. She notices that sometimes the biting is predictable such as a fight over a toy; and less predictable when he bites because another child is getting Angela's attention. Angela reviews the developmental reasons for toddler biting behavior such as teething, frustration, lack of communication skills. Angela realizes the source of his frustration may be his limited ability to communicate. She wishes to seek ways to support his developing bilingual language development.

After observing several incidents where Brandon attempts to bite, Angela carefully considers possible unmet needs. She consults with other involved adults, and together they develop a written plan to help Brandon through the biting phase. The plan is posted in the classroom so that the staff can be consistent in their interactions with Brandon.

Angela works as a problem solving team member with other staff and Brandon's parents. The family agrees to take similar steps at home when biting occurs.

## **Critical Work Functions and Key Activities in Scenario 3**

### **B. Meet Each Child's Individual Needs**

- B3. Guide children's developing independence, self-control and social interactions.
- B5. Provide ongoing assessment and evaluation.

### **C. Plan and Provide Curriculum**

- C3. Create, provide, document and evaluate curriculum activities.
- C4. Maintain program requirements for documentation and confidentiality.

### **D. Provide Family Support**

- D2. Plan, promote and implement family involvement.
- D3. Provide families with information, resources and referrals.

### **E. Foster and Nurture Attachment**

- E2. Provide emotional support to parents and other caregivers to promote healthy attachment.

### **F. Participate in Professional Development**

- F5. Contribute to a professional team environment.



**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**

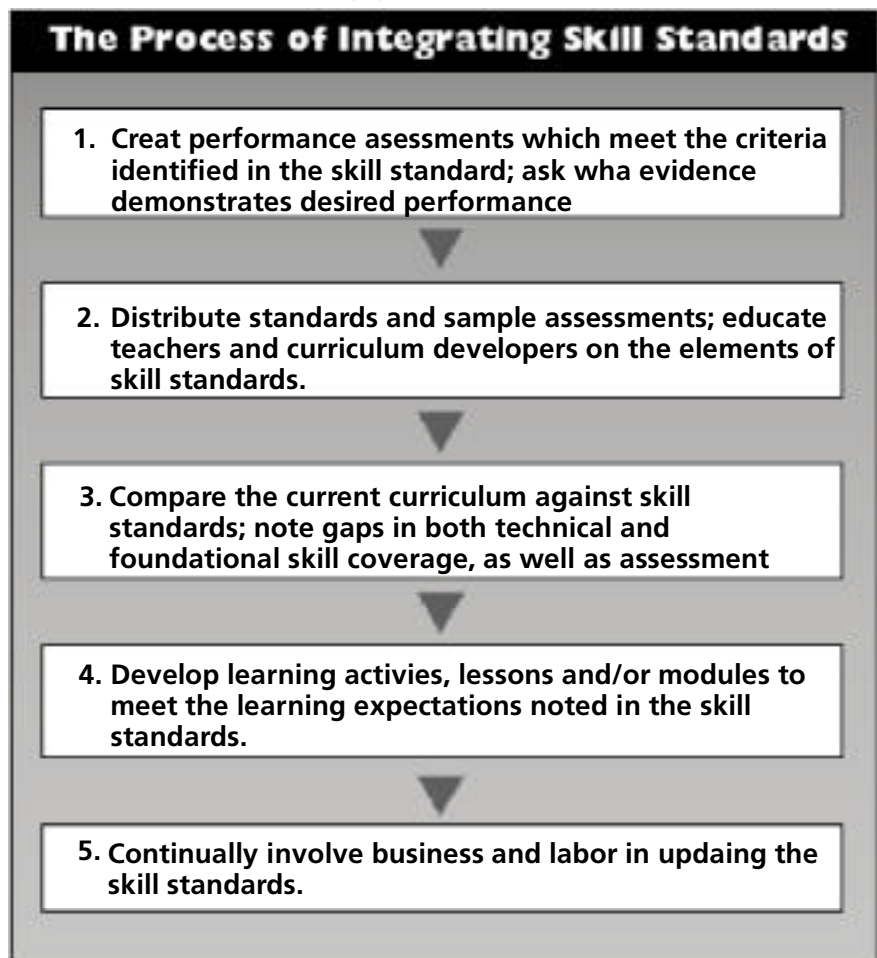
- ◆ A student, trainee, apprentice, prospective worker or worker seeking additional training is assessed to determine present skill level through direct and indirect evidence.
- ◆ Evidence includes products and items produced by the individual being assessed.
- ◆ Assessment results meet the criteria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

## Appendix B

### 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

## Appendix D

### Demographic Profile of Infant and Toddler Survey Respondents

**Respondents:** 61 Infant and Toddler Specialists

Currently employed in field 54 (89%) Not currently employed in field 7 (11%) No Answer given 0 (0%)

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**Gender:** Female 59 (97%) Male 1 (2%) No Answer 1 (2%)

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**Race:** Asian 0 Hispanic 2 (3%) African-American 1 (2%) Native American 0  
White 54 (89%) No Answer 4 (7%)

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**Current Age:** [18–24] 10 (16%) [25–34] 6 (10%) [35–44] 22 (36%)  
[45–54] 18 (30%) [55 or older] 5 (8%) No Answer Given 0

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#### How long have you (or did you) worked as a Infant-Toddler Specialist?

Less than 2 years 20 (33%) 2-4 years 12 (20%) 4-10 years 14 (23%)  
10+ years 15 (25%)

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#### Major field of study:

- Early Childhood Education 26 (43%)
- Education (elementary, secondary, other) 8 (13%)
- Special Education 2 (3%)
- Child & Family Studies 1 (2%)
- Psych/Counseling 7 (11%)
- Other 16 (26%)

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#### Highest level of education attained:

- Did not complete high school 0
- High school diploma or equivalency 1 (2%)
- Some college: less than 45 college credits 8 (13%)
- More than 45 college credits without degree/certification 7 (11%)
- College vocational certificate 2 (3%)
- College 2-year degree 11 (18%)
- College 4-year degree 19 (31%)
- College advanced degree 12 (20%)
- No answer given 1 (2%)

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#### County where you work:

Asotin	1 (2%)	Kitsap	4 (7%)
Benton	4 (7%)	Klickitat	1 (2%)
Chelan	1 (2%)	Pierce	1 (2%)
Clallam	1 (2%)	Snohomish	6 (10%)
Clark	4 (7%)	Skagit	8 (13%)
Cowlitz	1 (2%)	Spokane	2 (3%)
Grant	2 (3%)	Walla Walla	1 (2%)
Jefferson	1 (2%)	Whatcom	7 (11%)
King	14 (23%)	No Answer	2 (3%)

## Acknowledgements

### *Washington State Board for Community and Technical Colleges for administering the Federal School-to-Work Opportunities Project*

Dan McConnon, Director, Workforce Education  
Alan Hardcastle, Policy Associate, Workforce Education

**Peninsula College** for serving as lead agency

**Dr. Wallace Sigmar**, President

**Joan Ethier**, Vice President of Administration Services

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### *Early Childhood Education Skill Standards Consortium and the Administration for their participation in the project*

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## **Acknowledgements**

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Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP)  
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