

Credential Modification-Training Development Objectives

Core of Knowledge Area – Child Development

Introduction to Observation and Assessment of Children Birth through 12 years of age

This training will assist child care providers with the identification of observation and assessment tools, appropriate methods of collecting and interpreting information, and the purpose for on-going assessment of children.

Outcomes	Indicators
1. The child care professional will distinguish between objective versus subjective observations.	<ul style="list-style-type: none">• Identify language used in observational records that are objective versus subjective
2. The childcare professional will identify observational methods for collecting information for children that are objective and accurate.	<ul style="list-style-type: none">• List developmentally appropriate tools for observation and assessment• Identify three of the following observational methods:<ul style="list-style-type: none">○ Time sampling○ Event sampling○ Anecdotal record○ Journal○ Running record
3. The childcare professional will identify how on-going assessment can be applied to short and long-term planning for groups and individual children.	<ul style="list-style-type: none">• Identify the use of at least three of the following:<ul style="list-style-type: none">○ ELA○ Work Sampling System○ OUNCE○ Creative Curriculum○ High Scope○ Core Knowledge, or○ Other recognized assessment tools

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

OSA.1-N

OSA.2-I.a

OSA.4-N

Credential Modification-Training Development Objectives

Influences on Child Development

The childcare professional will identify influences on the developing child while recognizing the importance of child environments, identifying the impacts of stress and trauma and how these influences affect behaviors.

Outcomes	Indicators
1. The childcare professional will recognize that there are multiple influences that interact with biological and maturational factors in child and youth development.	<ul style="list-style-type: none"> • Identify influences such as: <ul style="list-style-type: none"> ○ Families structures and familial influences, culture and cultural practices; ○ Genes and biology; ○ Geographical influences; ○ Stress and traumatic events
2. The childcare professional will recognize the importance of a child care environment where families' contributions are valued as equally important as child care experiences.	<ul style="list-style-type: none"> • Articulate the importance of child care environments and how to reflect family values and contributions in those environments <ul style="list-style-type: none"> ○ Safe and secure; ○ Responsive to each child's distinctive personality; ○ Behavior style and temperament; ○ Support all developmental domains; ○ Support the familial culture and environmental situations
3. The childcare professional will recognize the impact that stressful environmental situations and trauma have on behavior and development	<ul style="list-style-type: none"> • Identify the behaviors that are exhibited as a result of stress and trauma. <ul style="list-style-type: none"> ○ Cognitive Verbal skills, memory, difficulties focusing, skill development ○ Behavioral Social skills, anxiety, regressive or aggressive behaviors ○ Physiological Appetite, weight, digestive issues, headaches, sleep habits, regressive behaviors
4. The childcare professional will identify community resources (Federal, State and Local) to assist children, youth and families experiencing stressful environmental situations and trauma.	<ul style="list-style-type: none"> • Name professional organizations and resources and benefits they provide <ul style="list-style-type: none"> ○ Early Childhood Mental Health Program(ECMH), The Center on Social and Emotional Foundations for Early Learning (CSEFEL) • Define trauma • Identify stressful environmental situations

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

CD.4.A-N

CD.4.B-I.b

CD.4.D-I.a

CD.4.D-I.c

Credential Modification-Training Development Objectives

Positive Child Guidance and Effective Interactions

The childcare professional will define, demonstrate, and develop strategies for positive child guidance and effective interactions by examining theory and best practices.

Outcomes	Indicators
1. The childcare professional will define positive child guidance and effective interactions.	<ul style="list-style-type: none"> • Define positive child guidance • Define effective interaction
2. The childcare professional will identify appropriate guidance techniques based on theory and best practice.	<ul style="list-style-type: none"> • List appropriate child guidance techniques
3. The childcare professional will identify internal and external factors that influence child behavior	<ul style="list-style-type: none"> • List factors that influence behavior <ul style="list-style-type: none"> ○ age and stage of development, ○ brain development, ○ culture, ○ developmental delays, ○ environment, ○ family background, ○ individual strengths and interests ○ temperament, ○ etc.
4. The childcare professional will identify the ways to partner with families to foster positive child guidance.	<ul style="list-style-type: none"> • List strategies for developing relationships with families and children

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Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

EI.5.A-I.a

EI.1.F-N

EI.6-I.b

Core of Knowledge Area - Curriculum

Resources that Guide Daily Planning

The child care professional will be introduced to learning frameworks, standards, guidelines and recommended curriculum that will promote quality programming and enhance learning.

Outcomes	Indicators
1. The childcare professional will identify State supported early learning and school age standards, guidelines and MSDE recommended curriculum.	<ul style="list-style-type: none">• Identify and define the basic resources available through MSDE: Early Learning and School Age Standards, Healthy Beginnings, MMSR, MSDE recommended curricula
2. The childcare professional will identify the difference between a framework, guideline, curriculum, learning standard and a lesson plan.	<ul style="list-style-type: none">• Identify the difference between framework, guideline, curriculum, learning standard and a lesson plan• Discuss how these are used to guide daily planning
3. The childcare professional will demonstrate how lesson planning using resources can improve instruction and support ongoing development for school readiness and success.	<ul style="list-style-type: none">• Identify a variety of lesson planning formats (for all age groups, ability, environments)

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

CE.3-I.h

CE.3-I.b

CE.3-I.i

Credential Modification-Training Development Objectives

Developmentally Appropriate Practice (including children with special needs)

Outcomes	Indicators
1. The childcare professional will define developmentally appropriate practice based on national standards.	<ul style="list-style-type: none"> • Define developmentally appropriate practice <ul style="list-style-type: none"> ○ NAEYC ○ NAFCC ○ NAA ○ Head Start ○ Council for Exceptional Children
2. The childcare professional will identify the essential components of developmentally appropriate practice.	<ul style="list-style-type: none"> • Identify the essential components of developmentally appropriate practice: <ul style="list-style-type: none"> ○ creating a caring community of learners ○ teaching to enhance development and learning ○ planning curriculum to achieve important goals ○ assessing children's development and learning ○ establishing reciprocal relationships with families
3. The childcare professional will develop strategies to promote children's learning and development.	<ul style="list-style-type: none"> • Identify strategies: <ul style="list-style-type: none"> ○ acknowledging, ○ encouraging, ○ giving specific feedback, ○ modeling, ○ demonstrating, ○ adding challenge, ○ giving cues or other assistance, ○ providing information, and ○ giving directions ○ communicating with families

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

CE.2-I.c

CE.2-N.b

Credential Modification-Training Development Objectives

Taking Learning Outside

The child care professional will increase their understanding of how outdoor learning environments and play space can assist with development and learning through activity planning, environment design, and material and equipment selection.

Outcomes	Indicators
<p>1. The child care professional will recognize the importance of supporting the implementation of outdoor play and the positive impact that outdoor activities have on learning and development.</p>	<ul style="list-style-type: none"> • Identify why outdoor activities are important: <ul style="list-style-type: none"> ○ motor control, ○ fitness ○ health, ○ stress management, ○ sensory skills, ○ learning ○ social skills
<p>2. The child care professional will develop strategies to plan intentional learning and development activities both in the traditional and non-traditional outdoor environment.</p>	<ul style="list-style-type: none"> • Identify traditional and non-traditional outdoor activities <ul style="list-style-type: none"> • games (teacher directed or child initiated) • learning centers <ul style="list-style-type: none"> - science - art - dramatic play - math - literacy - construction • gardening • walks, field trips • Identify two examples for each of the two types of outdoor play: structured play and unstructured (or free) play.

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

CE.3-N.e

CE.3-I.f

Credential Modification-Training Development Objectives

Core of Knowledge Area - Health, Safety & Nutrition

Nutrition and Active Learning

The childcare professional will incorporate knowledge of the nutritional and physical needs of children to promote overall wellness.

Outcomes	Indicators
<p>1. The childcare professional will identify the nutritional needs of all children that promote healthy growth and development.</p>	<ul style="list-style-type: none"> • Develop and evaluate menus based on: <ul style="list-style-type: none"> ○ the age of the child, ○ nutritional content, ○ variety, ○ culture and ethnicity, ○ daily schedule and hours of operation, ○ CACFP requirements. • Identify safe food management practices: <ul style="list-style-type: none"> • selection, • food preparation.
<p>2. The childcare professional will identify strategies to inform families on the importance of providing nutritional food items.</p>	<ul style="list-style-type: none"> • List several ways to communicate with families: <ul style="list-style-type: none"> ○ samples of healthy breakfast and packed lunches ○ resources available (web-site, programs, etc)
<p>3. The childcare professional will develop activities that promote physical activity through active games and large motor activities.</p>	<ul style="list-style-type: none"> • Identify ways that physical activity can be incorporated throughout the daily schedule • Identify how the child care professional can be a model for children

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

HSN.4-I.b

HSN.4-C.b

HSN.4-I.a

Credential Modification-Training Development Objectives

Playground Safety

Childcare providers will enhance their knowledge of playground safety and the role they play in supervision and implementation of safety procedures.

Outcomes	Indicators
1. The childcare professional will identify age appropriate playground equipment and surfacing materials.	<ul style="list-style-type: none">• List resources available for playground planning, safety, etc.• National guidelines for playgrounds• Safety rules and practices• Safe use of equipment
2. The childcare professional will demonstrate an understanding of appropriate playground supervision.	<ul style="list-style-type: none">• Identify strategies for:<ul style="list-style-type: none">○ preventing injuries○ providing adequate supervision
3. The childcare professional will identify the elements of an appropriately designed and accessible playground.	<ul style="list-style-type: none">• List the elements of an appropriately designed playground for children of all ages and abilities
4. The childcare professional will develop strategies for conducting outdoor safety checks.	<ul style="list-style-type: none">• Develop playground safety checklist using state and national standards• Develop plan for conducting the playground safety check

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

HSN.2-N.a

HSN.8-I.a

HSN.1-I.b

HSN.3-I.b

Credential Modification-Training Development Objectives

Age and Developmentally Appropriate Supervision

This training will provide information on the MSDE/OCC regulations and best practices for age and developmentally appropriate supervision.

Outcomes	Indicators
1. The childcare professional will clearly describe the term supervision as outlined in MSDE/OCC regulations and best practices established by national organizations (such as NAEYC).	• List the components of age and developmentally appropriate supervision
2. The childcare professional will identify strategies for both indoor and outdoor environments that allow for age appropriate supervision at all times.	• Develop a plan to provide appropriate indoor and outdoor supervision (environment - room and outdoor space arrangement, input in the development of safety rules)
3. The childcare professional will demonstrate/describe how appropriate interactions with children through active monitoring and positive communication will ensure safety and maximize learning.	• List appropriate interactions to provide supervision indoors and outdoors

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

HSN.8-N.a

HSN.2-N.b

Credential Modification-Training Development Objectives

Special Needs

Including all Children and the Americans with Disabilities Act

Childcare professionals will be presented with information, strategies, and resources on how to develop and implement an ECE environment that is inclusive to all children and families.

Outcomes	Indicators
1. The childcare professional will demonstrate an understanding of the professional, legal and regulatory guidelines for serving every child and youth as required by the ADA.	<ul style="list-style-type: none"> • Articulate the fundamental principles of ADA and it's relationship to child care
2. The childcare professional will demonstrate an understanding of inclusionary practices based on national standards and best practices in early childhood education and school age programs	<ul style="list-style-type: none"> • Define the term inclusion and how it relates to the child care environment and practice • Identify barriers and how they can be removed
3. The childcare professional will demonstrate an understanding of best practices that support the full participation of all children and youth in early childhood education and school age programs.	<ul style="list-style-type: none"> • Review sample policies and create classroom/program specific policies that reflect ADA and inclusionary policies. • Identify strategies for including all children • Classrooms/learning environments including Universal Design for Learning (UDL)
4. The childcare professional will demonstrate an understanding of and identify the available local, state and national resources.	<ul style="list-style-type: none"> • List resources available that support children, families and staff • Identify strategies for getting information to parents

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

SN.1-I.a

SN.1-I.b

SN.2-I.a

SN.2-I.e

Credential Modification-Training Development Objectives

Supporting Children with Disabilities, Delays or Special Health Care Needs

Introduce the child care professional to strategies that enable all children to gain knowledge, skills and enthusiasm for learning.

Outcomes	Indicators
<p>1. The childcare professional will identify the programs, terms and resources that support children/youth with special needs.</p>	<ul style="list-style-type: none"> • Define: <ul style="list-style-type: none"> ○ IEP ○ IFSP ○ IDEA ○ 504 ○ Natural environment ○ OT ○ PT ○ Infant and Toddler Program ○ Child Find ○ Early Childhood Mental Health Consultation Project ○ Early intervention
<p>2. The childcare professional will identify their role in the development of a trusting and respectful partnership with parents/guardians and families, by supporting the child in various ways and informing, engaging and supporting the family including those children with an IEP/IFSP.</p>	<ul style="list-style-type: none"> • Discuss how child care professionals gather information from the family about any special care needs their child may have • Review sample IEP/IFSPs • Discuss how the child care professional can partner with the family in carrying out the components of individual plans
<p>3. The childcare provider will identify the components of a supportive classroom/learning environment by describing how to select materials, adapt instruction and the environment in an effort to enhance and motivate learning.</p>	<ul style="list-style-type: none"> • Identify barriers and their solutions for creating appropriate room arrangements for all children • Compare and contrast materials and their appropriateness for all children • Identify how an activity can address the needs of diverse learners.

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

SN.1-I.f
 SN.4-I.b
 SN.5-I

Credential Modification-Training Development Objectives

Core of Knowledge Area - Professionalism

Introduction to the Environmental Rating Scales (ERS)

The childcare professional will be introduced to the Environmental Rating Scales including the background of ERS and the use of the ERS tool to assess the child care environment.

Outcomes	Indicators
1. The childcare professional will demonstrate an understanding of why the ERS has been identified by the State of Maryland as a quality improvement tool.	<ul style="list-style-type: none"> • Discuss the reasons for the use of the ERS <ul style="list-style-type: none"> ○ QRIS ○ Quality improvement
2. The childcare professional will identify the ERS instruments and how they are used to assess the level of quality of child care environments.	<ul style="list-style-type: none"> • Name the four scales that comprise the ERS documents and the setting for their use: <ul style="list-style-type: none"> ○ ITERS ○ ECERS ○ SACERS ○ FCCERS • Describe how the ERS are used to assess the quality of child care programs
3. The childcare professional will demonstrate an understanding of the assessment profile and subscales used to conduct self-evaluation in promoting quality child care.	<ul style="list-style-type: none"> • Review samples of assessment profiles and subscales • Rate an indicator based on a video clip or written scenario • Discuss the process of self-evaluation and making improvements • Discuss expectations for independent/formal observations

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

OSA.6-N

OSA.6-I.b

Credential Modification-Training Development Objectives

Conflict Resolution Strategies

The childcare professional will be introduced to conflict resolution strategies to develop professional and positive relationships with staff, children, families, and the community.

Outcomes	Indicators
1. The childcare professional will identify the situations, interactions, experiences, etc. that may lead to conflict.	<ul style="list-style-type: none"> • Define conflict • List situations, interactions, etc. that may lead to conflict <ul style="list-style-type: none"> ○ Parents ○ Children ○ Staff ○ Regulators/authority ○ Adults
2. The childcare professional will identify methods to professionally address conflict and facilitate conflict resolution strategies in the child care environment.	<ul style="list-style-type: none"> • Discuss methods of addressing conflict e.g. MEET <ul style="list-style-type: none"> ○ Make time to discuss ○ Expectations ○ Evaluate ○ Take responsibility • Start where/with whom the conflict began • Discuss the steps to resolving conflict in different situations
3. The childcare professional will identify strategies that will promote positive relationships in the child care environment.	<ul style="list-style-type: none"> • Discuss the use of “I” messages • Model positive conflict resolution strategies

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

EI.5.H-I.b

EI.5.H-I.c

P.1.E-I

Credential Modification-Training Development Objectives

The Child Care Provider as a Professional

The childcare provider will be introduced to the components of professionalism that promote a successful work environment and relationships.

Outcomes	Indicators
1. The childcare professional will demonstrate an understanding of ethical codes of conduct.	<ul style="list-style-type: none"> • Identify the four areas <ul style="list-style-type: none"> ○ Child ○ Family ○ Colleagues ○ Community and society • Identify resources <ul style="list-style-type: none"> ○ NAEYC ○ NACCP
2. The childcare professional will identify resources, child care initiatives, and professional organizations, (Federal, State, and Local) and the importance of participation in professional organizations.	<ul style="list-style-type: none"> • Discuss the importance of regulatory requirements and how they provide the foundation for successful programs and professional relationships • Name professional organizations and benefits they provide • Discuss initiatives and trends in child care • Identify resources <ul style="list-style-type: none"> ○ NCCIC ○ ACF ○ Maryland Family Network ○ Caring for Our Children ○ Healthy Beginnings ○ Locally specific resources ○ etc.

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

P.1.A-I.a

P.2.D-N

Credential Modification-Training Development Objectives

Core of Knowledge Area -_Community

Anti-Bias/Cultural Competence (Awareness)

The childcare professional will identify and develop strategies that will promote cultural competence.

Outcomes	Indicators
1. The childcare professional will define anti/bias, diversity and inclusion based on national child care organization standards.	<ul style="list-style-type: none">• Discuss:<ul style="list-style-type: none">○ Individual prejudices/biases○ how to be sensitive to diverse cultures○ person first language○ non-judgmental approaches
2. The childcare professional will demonstrate an understanding of the value and importance of complex characteristics of children’s families and communities.	<ul style="list-style-type: none">• Discuss<ul style="list-style-type: none">○ Personal experiences and histories○ Perceptions and assumptions○ diverse family structures
3. The childcare professional will identify materials and activities that will promote a child’s self-concept and self esteem and an appreciation of differences and similarities. (family makeup, cultural and ethnicity)	<ul style="list-style-type: none">• Name materials that:<ul style="list-style-type: none">○ reflect the diverse community○ build self-concept and self-esteem○ appreciation of differences
4. The childcare provider will develop strategies that will ensure that multi-cultural experiences are embedded in daily activities.	<ul style="list-style-type: none">• Discuss how to embed cultural experiences in daily activities

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

FECP.7-N.a

FECP.7-I.b

FECP.7-I.c

CE.20-I.b

Credential Modification-Training Development Objectives

Family and Community Partnerships

The childcare professional will become aware of the resources that are available in their community to assist and be an advocate for parents and children with ongoing needs related to health, education, and referral services.

Outcomes	Indicators
1. The childcare professional will identify community resources that will benefit children and families in the areas of health, education, and resource and referral.	• List resources available in the community
2. The childcare professional will understand the importance of being an advocate for children and families through community partnership and resource development.	• Discuss how to be an advocate for families and identify community partnerships
3. The childcare professional will develop strategies that will encourage family involvement and increase family engagement in all aspects of the program.	• List ways families can be involved in the program • Discuss the importance of family engagement

Knowledge and Competency Framework for Child and Youth Care Professionals (2015) alignment(s):

FECP.3-I.a

P.3.B-N.a

FECP.5-N.a