



EARLY LEARNING  
COALITION  
OF SOUTHWEST FLORIDA

# Trainer's Handbook:

*Continuing Education and CEUs*

Early Learning Coalition of Southwest Florida  
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# Kirkpatrick's Learning and Training Evaluation Theory

(Adapted from Donald Kirkpatrick's Learning Evaluation model; review, remaining material, design and code Alan Chapman 1995-2006 (n.d.). Retrieved April 11, 2007 from URL: <http://www.businessballs.com/>)

Donald L Kirkpatrick first published his ideas regarding the evaluation of training programs in 1959, in a series of articles in the *US Training and Development Journal*. The articles were subsequently included in Kirkpatrick's book *Evaluating Training Programs* (1975), published by the American Society for Training and Development (ASTD), of which Kirkpatrick previously served as president. Kirkpatrick has written several other significant books about training and evaluation, and has consulted with some of the world's largest corporations. His theory has become the most widely used and popular model for the evaluation of training and learning. Kirkpatrick's four-level model is now considered an industry standard across the HR and training communities. The four levels of training evaluation model was redefined and updated in Kirkpatrick's 1998 book, *Evaluating Training Programs: The Four Levels*.

The four levels of Kirkpatrick's evaluation model essentially measure:

- Reaction of students - what they thought and felt about the training.
- Learning - the resulting increase in knowledge or capability.
- Behavior - extent of behavior and capability improvement and implementation/application.
- Results - the effects on the business or environment resulting from the trainee's performance.

All these measures are recommended for full and meaningful evaluation of learning in organizations, although their application broadly increases in complexity, and usually cost, from levels one to four.

**Kirkpatrick's four levels of training evaluation**

This grid illustrates the basic Kirkpatrick structure at a glance:

Level	Evaluation type (what is measured)	Evaluation Description and Characteristics	Examples of Evaluation Tools and Methods	Relevance and Practicability
1	Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.	"Happy sheets," or feedback forms. Also verbal reaction, post-training surveys, or questionnaires.	Quick and very easy to obtain. Not expensive to gather or to analyze.
2	Learning	Learning evaluation is the measurement of the increase in knowledge -- before and after.	Typically, assessments or tests before and after the training. Interviews or observations can also be used.	Relatively simple to set up; clear-cut for quantifiable skills. Less easy for complex learning.
3	Behavior	Behavior evaluation is the extent of applied learning back on the job -- i.e., implementation.	Observations and interviews over time are required to assess change, relevance of change, and sustainability of change.	Measurement of behavior change typically requires cooperation and skill of line-managers.
4	Results	Results evaluation is the effect on the business or environment by the trainee.	Measures are already in place via normal management systems and reporting -- the challenge is to relate to the trainee.	Individually not difficult; unlike whole organization. Process must attribute clear accountabilities.

# Bloom's Taxonomy

(Adapted from Clark, D. (2007). Learning Domains or Bloom's Taxonomy. [Big Dog, Little Dog](http://nwlinc.com/~donclark/about/about.html). Retrieved, June, 03, 2007 from <http://nwlinc.com/~donclark/about/about.html>.)

**A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities:**

- **Cognitive:** mental skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)

Domains can be thought of as categories. Trainers often refer to these three domains as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitude. The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. This was later developed by Simpson and others. Simpson's taxonomy is included in this Annex for reference purposes.

The three domains are divided into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes, and there are other systems or hierarchies that have been devised in the education and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

## Cognitive <sup>(1)</sup>

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

*Category: Example and Key Words*

**Knowledge:** Recall data or information.

**Examples:** Recite a policy. Quote prices from memory to a customer. Know the safety rules.

**Key Words:** defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

**Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

**Examples:** Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. Translate an equation into a computer spreadsheet.

**Key Words:** comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

**Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

**Examples:** Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.

**Key Words:** applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

**Analysis:** Separate material or concepts into component parts so that its organizational structure may be understood. Distinguish between facts and inferences.

**Examples:** Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gather information from a department and select the required tasks for training.

**Key Words:** analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

**Synthesis:** Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

**Examples:** Write a company operations or process manual. Design a machine to perform a specific task. Integrate training from several sources to solve a problem. Revise and process to improve the outcome.

**Key Words:** categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

**Evaluation:** Make judgments about the value of ideas or materials.

**Examples:** Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

**Key Words:** appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

## Affective <sup>(2)</sup>

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

*Category: Example and Key Words*

**Receiving Phenomena:** Awareness, willingness to hear, selected attention.

**Examples:** Listen to others with respect. Listen for and remember the name of newly introduced people.

**Key Words:** asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, replies, uses.

**Responding to Phenomena:** Active participation on the part of learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).

**Examples:** Participate in class discussions. Give a presentation. Question new ideas, concepts, models, etc., in order to fully understand them. Know the safety rules and practice them.

**Key Words:** answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

**Valuing:** The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.

**Examples:** Demonstrate belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Show the ability to solve problems. Propose a plan to social improvement and follow through with commitment. Inform management on matters that one feels strongly about.

**Key Words:** completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

**Organization:** Organize values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.

**Examples:** Recognize the need for balance between freedom and responsible behavior. Accept responsibility for one's behavior. Explain the role of systematic planning in solving problems. Accept professional ethical standard. Create a life plan in harmony with abilities, interests, and beliefs. Prioritize time effectively to meet the needs of the organization, family, and self.

**Key Words:** adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

**Internalizing values (characterization):** Have a value system that controls behavior. The behavior is pervasive, consistent, predictable, and, most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

**Examples:** Show self-reliance when working independently. Cooperate in group activities (display teamwork). Use an objective approach in problem solving. Display a professional commitment to ethical practice on a daily basis. Revise judgments and change behavior in light of new evidence. Value people for what they are, not how they look.

**Key Words:** acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

### Psychomotor <sup>(3)</sup>

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

*Category: Example and Key Words*

**Perception:** The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.

**Examples:** Detect non-verbal communication cues. Estimate where a ball will land after it is thrown and then move to the correct location to catch the ball. Adjust heat of stove to correct temperature by smell and taste of food. Adjust the height of the forks on a forklift by comparing where the forks are in relation to the pallet.

**Key Words:** chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.

**Set:** Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called "mindsets").

**Examples:** Know and act upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Show desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related to the "Responding to Phenomena" subdivision of the Affective domain.

**Key Words:** begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

**Guided Response:** The early stages in learning a complex skill that include imitation and trial and error. Adequacy of performance is achieved by practicing.

**Examples:** Perform a mathematical equation as demonstrated. Follow instructions to build a model. Respond to hand signals of instructor while learning to operate a forklift.

**Key Words:** copies, follows, reacts, reproduces, responds, traces.

**Mechanism:** This is the intermediate stage in learning a complex skill. Learned responses have

become habitual, and the movements can be performed with some confidence and proficiency.

**Examples:** Use a personal computer. Repair a leaking faucet. Drive a car.

**Key Words:** assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

**Complex Overt Response:** The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation and automatic performance. For example, players often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.

**Examples:** Maneuver a car into a tight parallel-parking spot. Operate a computer quickly and accurately. Display competence while playing the piano.

**Key Words:** assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

**NOTE:** The Key Words are the same as for Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.

**Adaptation:** Skills are well developed and the individual can modify movement patterns to fit special requirements.

**Examples:** Respond effectively to unexpected experiences. Modify instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).

**Key Words:** adapts, alters, changes, rearranges, reorganizes, revises, varies.

**Origination:** Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based on highly developed skills.

**Examples:** Construct a new theory. Develop a new and comprehensive training programming. Create a new gymnastic routine.

**Key Words:** arranges, builds, combines, composes, constructs, creates, designs, initiates, makes, originates.

## References

1. Bloom B.S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co., Inc.
2. Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.
3. Simpson E.J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain*. Washington, DC: Gryphon House.



**FLORIDA CORE COMPETENCIES FOR  
EARLY CARE AND EDUCATION PRACTITIONERS**

Crucial to the development of a professional development system is the identification of a core body of knowledge, defining the content areas and knowledge expectations for those working in the profession. The Florida Core Competencies for Early Care and Education Practitioners is a set of knowledge and skill standards that define what early care and education teachers should know and be able to do in order to facilitate child growth and development and partner effectively with families. The core competencies include expectations across a continuum of training, education, and experience, ranging from the entry-level teacher to teachers with degrees, certifications, and extensive experience.

The framework for the development of the core competencies has included a review of purpose and importance of competencies, an assessment of research and best-practice evidence in compiling the competencies, and a consideration of various pathways, both formal and informal, to attaining the knowledge and skills outlined in the competencies. Deliberations and work also addressed core content subject areas and levels of expertise.

**Purpose**

The development of the Florida Core Competencies for Early Care and Education Practitioners was led by a steering committee of state leaders representing government agencies, higher education institutions, early care and education provider associations, training and technical assistance organizations, and other early childhood stakeholders. Members of the steering committee recognized the core competencies as the foundation of Florida's early care and education professional development system. The importance and purposes of the core competencies are summarized as follows:

- Identifies and defines what teachers need to know and be able to do, the knowledge and behavioral expectations, to provide quality early care and education for children and their families
- Outlines a set of characteristics and attributes that define a continuum of professional development, that develops over time, along multiple pathways, and supports effective job performance in early care and education
- Creates a framework and common language for professional development, defining terms and expectations that can be used consistently among practitioners and across agencies, institutions, programs, and organizations when developing, establishing, maintaining, and communicating about early care and education
- Serves as the foundation for decisions and practices carried out by teachers in all early care and education settings and programs
- Provides guidelines for considering, tracking, supporting, and promoting staff qualifications, curricula, distance learning and professional development tools and resources for practitioners in multiple early care and education systems
- Creates a framework to promote recognition of the significance and importance of the early care and education profession, inform accountability systems, and guide training, education, articulation agreements between institutions, and interagency agreements.

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For different entities, the core competencies might be used as follows:

- Providers, Directors, Practitioners, Teachers
  - √ A self-assessment tool to measure levels of knowledge and skill in each of the seven content areas
  - √ A guide to identify specific areas for future professional development
- Directors, Program Administrators
  - √ Create job descriptions and staff evaluation tools
  - √ Specify education and training requirements for teaching positions
  - √ Develop and track staff professional development and growth plans
  - √ Create compensation incentives based on levels of competency achieved by teachers
- Trainers, Training Entities
  - √ Guide planning and development of education and training efforts and curriculum across levels of competencies
  - √ Encourage cross-sector involvement in training
  - √ Promote training and education opportunities that address specific competencies
- Higher Education Entities
  - √ Coordinate and design course content to facilitate transfer and articulation agreements
  - √ Assess current program content to determine course development and modification
  - √ Design pathways leading to qualifications, degrees, and credentials
- Federal, State, and Local Agencies
  - √ Develop and implement policies that will enhance professionalism in early care and education
  - √ Link Core Competencies to other early care and education system efforts (e.g., Early Learning Guidelines, Early Care and Education Frameworks, Quality Rating Improvement Systems, Accreditation systems, and Expanding Opportunities)
  - √ Link Core Competencies to efforts to support school success for children
  - √ Promote use of Core Competencies across programs, agencies, and higher education institutions
  - √ Link Core Competencies to compensation initiatives to improve wages within early care and education, linking competence to compensation.

### Standards of Development

The Florida Core Competencies for Early Care and Education Practitioners were developed based on a thorough review of research and best practices and are grounded in developmentally appropriate practice. The work completed at the state-level in early 2000, *Pathways to Professionalism*, and at the local level by a collaborative of early childhood partners in Palm Beach

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provided a base of research and criteria for the core competencies. A multitude of national standards were reviewed and incorporated into the core competencies, including the National Association for the Education of Young Children (NAEYC) Professional Development, Program, and Accreditation Standards; the Child Development Associate Competency Standards developed by Council for Professional Recognition; National Teacher Certification Standards; guidance regarding infant and toddler teachers developed by Zero to Three; National Family Child Care Accreditation standards; and professional development guidelines developed by the Division for Early Childhood of the Council for Exceptional Children.

Resources and information from the National Child Care Information Center and the NAEYC Early Childhood Workforce Initiative guided development of the core competencies. National standards and state comparisons regarding competencies, system frameworks, quality assurance mechanisms, funding, access, and data were reviewed and considered. Core competencies from numerous other states were also examined. Extensive efforts were made to ensure broad-scale input into the development of the core competencies within the Florida early childhood community. In addition to the guidance of the PDI Steering Committee, a core competency workgroup (utilizing teachers, directors, administrators, trainers, and other stakeholders) and several teacher and trainer focus groups assisted with competency development. Input from other system initiatives within Florida (e.g., Inclusion Task Force, Frameworks Initiative) was also considered.

### **Formal and Informal Pathways**

Teachers develop knowledge and skill in a variety of ways, and the Florida Core Competencies for Early Care and Education Practitioners are designed to support formal and informal pathways of early care and education training and education. For those that choose a more formal route of college and university education, the core competencies provide a framework for the development of coursework and curricula for higher education institutions. In a similar way, local trainers and training systems can utilize the core competencies to inform planning and development of informal training programs and modules. Individual teachers and their supervisors can utilize the core competencies to develop their own personal professional development plans and evaluate course and workshop offerings based on their alignment with identified needs.

Still under development are mechanisms and linkages between formal and informal systems. As teachers and directors become more accustomed to a professional development system and are afforded more financial and resource supports, it is likely that some individuals will want to move from the informal to the formal system. Ways to translate accomplishments within the informal system to the formal system need to be developed, possibly through competency exams or portfolio reviews. The core competencies will serve as a critical foundation for development of translation efforts.

### **Content Areas**

Core content is defined as the specific knowledge, competencies, and characteristics needed by early care and education teachers to work effectively with young children and their families. Each subject area describes the knowledge and skills that teachers need in order to work with children

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birth through age five and their families and are applicable to a wide variety of settings and programs. The Florida Core Competencies for Early Care and Education Practitioners includes the following knowledge or subject base areas:

- Health, Safety, and Nutrition
- Child Development and Learning
- Building Family and Community Relationships
- Teaching and Learning Environments and Interactions
- Curriculum
- Observing, Documenting, Screening, and Assessing to Support Young Children and Their Families
- Professionalism

The content areas are interconnected and support each other. The order of presentation is offered to help organize the information and is no indication of priority.

### Levels of Competency

Professionals in the early care and education field become increasingly competent through their experiences and professional development opportunities. The Florida Core Competencies for Early Care and Education Practitioners have been organized from basic to high-level skills across four levels or tiers. Each tier is a prerequisite to the next, with knowledge and skill in one tier required before moving to the next higher tier. Knowledge and skill development generally progresses from knowing and following practices to planning and implementing activities and procedures to eventually analyzing and evaluating programs and practices. In some instances, however, skills and knowledge are not completely linear and not all begin at the entry level, so some skills may seem similar at different levels.

The tiers of competencies are not awards or certificates but provide a pathway to enter and progress within the early childhood field. Each tier assumes greater knowledge and skill than the previous tier, and assessment documents have been developed to demonstrate how the competencies align to the formal educational system of credentials and degrees. The intent of the document, however, is to describe knowledge and skills that can be obtained in a variety of ways; thus, tiers should not be tied to a particular job or position of employment.

**Tier I** – represents demonstrated knowledge and skills across all seven content areas; these are knowledge and skills that new teachers need to have to work effectively with young children

**Tier II** - represents demonstrated knowledge and skills across all seven content areas; it is likely that teachers that have completed at least 120 clock hours of training and education, with some professional development in each content area, and have at least one year of experience in the field will be at this level

**Tier III** - represents demonstrated knowledge and skills across all seven content areas; it is likely that teachers that have completed 180 clock hours of training and education in addition to Tier II, with some professional development in each content area, and have over two years of experience in the field will be at this level

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**Tier IV** - represents demonstrated knowledge and skills across all seven content areas; it is likely that teachers that have completed 180 clock hours of training and education above Tier III, with some professional development in each content area, and have over four years of experience in the field will be at this level.

### **Practitioner Disposition**

Equally as important as the core content area knowledge and skills are key dispositions. Teachers with certain characteristics and dispositions are more likely to interact successfully with young children and families and provide quality early care and education environments. These essential characteristics and dispositions are important at each tier of professional development and include:

- √ A desire to learn and willingness to work with children
- √ Delights in and is curious about development in all children
- √ Flexibility
- √ Stable and responsible work habits
- √ Desire to learn
- √ Utilizes self-reflection
- √ Contributes positively to team efforts
- √ Ability to articulate own feelings and needs
- √ A sense of humor
- √ Respect for and acceptance of the diversity of children and families
- √ Ability to problem-solve
- √ Good interpersonal and communication skills with children and adults

Practitioners are encouraged to consider their own dispositions and how they do or do not align with the characteristics listed above in making decisions about entering or staying in the early care and education field. As with any profession, it is important to find work that fits individual personalities and skills in order to build competence, personal contentment, and professional satisfaction. Directors are encouraged to consider using these dispositional qualities in screening new job applicants, as part of annual performance evaluations, and in developing staff professional development plans.

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
<b>Content Area 1: Health, Safety, &amp; Nutrition</b>				
<b>A. Have thorough knowledge of rules and regulations</b>	<ol style="list-style-type: none"> <li>1. Follow regulations for the release of children to authorized persons</li> <li>2. Follow posted emergency procedures</li> <li>3. Identify signs of child abuse and neglect and report according to guidelines</li> <li>4. Follow procedures for administering and storing medications</li> <li>5. Follow procedures for maintaining a list of children in the classroom who have food allergies</li> <li>6. Identify signs of suspected communicable diseases and/or atypical behaviors that may indicate illness, and report accordingly</li> <li>7. Complete daily health checks on children and record any concerns to share with families</li> </ol>	<ol style="list-style-type: none"> <li>8. Discuss health, safety and nutritional needs of young children</li> <li>9. Display instructions for emergency procedures that can be understood by children and adults</li> <li>10. Maintain emergency supplies and equipment</li> <li>11. Verbalize, practice, and adhere to emergency, illness and communicable diseases, injury response, and transportation procedures and safety drills for staff and children, including those with disabilities</li> <li>12. Monitor staff/child ratios</li> <li>13. Ensure that state/federal mandated child abuse and neglect regulations are followed</li> <li>14. Ensure confidentiality of health records and adhere to children's health requirements as defined by state codes</li> <li>15. Ensure that procedures for health referrals</li> </ol>	<ol style="list-style-type: none"> <li>16. Ensure the availability of emergency supplies/equipment and demonstrate use</li> <li>17. Maintain proficiency in emergency regulations and procedures, and train when necessary</li> <li>18. Assist with development and implementation of internal procedures for children and adults suspected of communicable diseases as defined by state code</li> <li>19. Assist staff and family members in recognizing and reporting abuse and neglect</li> <li>20. Modify instruction, environment, and/or procedures to ensure the safety of children with special needs</li> </ol>	<ol style="list-style-type: none"> <li>21. Assess violations of regulations according to a professional Code of Ethics</li> <li>22. Assist with revision of program regulations and standards according to need</li> <li>23. Monitor family and staff policy and procedures for effective compliance with all applicable health and safety regulations</li> <li>24. Evaluate the relationship between regulations and program quality</li> <li>25. Evaluate facility for meeting local, state and national standards</li> </ol>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
		and reporting to families/guardians are followed		
<b><i>B. Design, maintain, and assess safe environments</i></b>	<ol style="list-style-type: none"> <li>1. Recognize safe and unsafe use of indoor/outdoor equipment and facilities and respond accordingly</li> <li>2. Respond to children's injuries and report to appropriate staff member</li> <li>3. Follow program policies designed to address health and safety corrective measures</li> </ol>	<ol style="list-style-type: none"> <li>4. Prepare safe environments that maximize the independence and inclusion of children with differing abilities</li> <li>5. Teach age-appropriate safety precautions and rules to children, and enforce rules consistently</li> <li>6. Document children's injuries and notify families/guardians</li> <li>7. Prepare and maintain a clean, safe, and clutter-free environment including safe equipment and toys</li> <li>8. Follow guidelines to ensure the safety of the physical environment, including proper function and use of safety equipment</li> <li>9. Know how to access family contact numbers in case of emergency</li> </ol>	<ol style="list-style-type: none"> <li>10. Plan and monitor safe and sanitary environments, inside/outside</li> <li>11. Modify indoor and outdoor activities to maximize the independence and inclusion of children of differing abilities</li> <li>12. Practice classroom management strategies that minimize hurtful behaviors among children</li> </ol>	<ol style="list-style-type: none"> <li>13. Analyze environmental design and maintenance efforts, and develop and implement strategies for improving environmental safety</li> <li>14. Articulate, analyze, evaluate, and apply current theory, research, and policy on environmental safety</li> <li>15. Evaluate center's philosophy and policies for appropriate actions for guiding children's behavior that may become dangerous or hurtful to others</li> </ol>
<b><i>C. Respond to children's health needs</i></b>	<ol style="list-style-type: none"> <li>1. Follow appropriate hand-washing requirement/procedures, including use of Universal Precautions, for self and children</li> <li>2. Discuss, model,</li> </ol>	<ol style="list-style-type: none"> <li>4. Recognize signs and symptoms of common childhood health problems, and refer accordingly</li> <li>5. Model, monitor, and encourage healthy behaviors, including Universal</li> </ol>	<ol style="list-style-type: none"> <li>8. Integrate knowledge of health issues common to infants, toddlers and young children into program procedures</li> <li>9. Prepare and implement health plans for children with special needs</li> </ol>	<ol style="list-style-type: none"> <li>11. Develop and plan policies and procedures to ensure a healthy environment on the premises and on field trips</li> <li>12. Collaborate with community health care professionals to ensure that the</li> </ol>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
	<p>and practice age-appropriate health and safety procedures with children</p> <p>3. Maintain a clean, sanitary environment, including toys, equipment, and furniture</p>	<p>Precautions</p> <p>6. Talk with and provide health resource information to families</p> <p>7. Implement curriculum activities emphasizing healthy bodies, active lifestyles, and a safe environment</p>	<p>10. Plan and conduct safe field trips</p>	<p>needs of children are met</p> <p>13. Act as a resource and advocate for public education for prevention of child abuse and neglect</p> <p>14. Identify causes of stress and trauma and assess children's resiliency</p> <p>15. Articulate, analyze, evaluate, and apply current theory and research on health practices</p> <p>16. Promote physically active and safe life styles</p>
<b><i>D. Promote Good Nutrition</i></b>	<p>1. Assist children with during meals and cooking sessions</p> <p>2. Follow procedures for children with special food needs and/or allergies</p> <p>3. Identify and attend to the nutritional needs of children</p> <p>4. Provide a relaxed, positive and social atmosphere during meal times</p> <p>5. Follow guidelines for sanitation practices and safe food handling</p>	<p>6. Plan and implement age-appropriate nutrition education experiences with children</p> <p>7. Maintain records of nutritional intake for infants, toddlers, and children with special needs</p> <p>8. Provide opportunities and reinforcement for children's practice of healthy nutritional choices</p>	<p>9. Plan and evaluate menus following USDA guidelines and including ethnic foods</p> <p>10. Understand and know how to make adaptations and use adaptive equipment for a wide range of special needs</p>	<p>11. Evaluate policies and procedures that support a safe and nutritious food program, and implement accordingly</p> <p>12. Articulate, analyze, evaluate, and apply theory, research, and policy on nutritional choices and practices</p>
<b>Content Area 2: Child Development and Learning</b>				
<b><i>A. Know and</i></b>	1. Recognize that	4. Distinguish	6. Observe, determine,	8. Analyze current

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<b><i>understand children's characteristics and needs</i></b>	<p>children develop at different rates and have different temperaments that may affect their learning</p> <p>2. Practice respect for cultural diversity and the uniqueness of each child</p> <p>3. Identify and describe basic developmental milestones</p>	<p>among the different developmental domains</p> <p>5. Identify different temperaments and learning styles</p>	<p>and record risk factors, delays, or differences in abilities which may indicate a need for special services</p> <p>7. Apply comprehensive knowledge of prominent child development theories to planning and practice</p>	<p>developments in the field, including new research, theory, and best practices</p> <p>9. Compare and contrast how major historical and current child development theories impact the practice of early childhood education</p>
<b><i>B. Know and understand the similarities and differences between children who are developing typically and those with special needs</i></b>	<p>1. Identify and respond to similarities and differences among children</p> <p>2. Encourage and support independence for all children</p>	<p>3. Assist in adapting environments and experiences to meet the individual needs of all children</p> <p>4. Encourage positive relationships among all children</p>	<p>5. Modify environments and experiences to meet the individual needs of all children</p> <p>6. Adapt activities to support and meet the needs of children with special needs</p> <p>7. Recommend children, as appropriate, for referral and further assessment in conjunction with family members</p>	<p>8. Plan and implement curriculum to include all children</p> <p>9. Understand and know how to make adaptations for a wide variety of special needs</p> <p>10. Include family input in planning activities and environments that include all children</p>
<b><i>C. Know and understand the multiple influences on development and learning</i></b>	<p>1. Demonstrate respect for children and their families</p> <p>2. Identify variations in rates of growth and development</p>	<p>3. Explain how cultural differences may affect behavior and development</p> <p>4. Summarize the major influences that impact children's behaviors and interactions</p> <p>5. Understand that children with special needs may require additional or adapted strategies to be successful</p>	<p>7. Examine how major influences affect brain development and learning</p> <p>8. Assess and provide information on resources and services for all children</p>	<p>9. Evaluate policies and practices needed to support and meet the specific needs of individual children</p> <p>10. Integrate information on major influences, growth and development, and learning patterns of individuals and groups, to improve classroom practice</p> <p>11. Analyze and</p>

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		6. Partner with families and consult with professionals to support the growth and development of children		relate theories, research, and issues relevant to child growth and development for use by colleagues, families, and communities
<b><i>D. Use developmental knowledge to create healthy, respectful, supportive, and challenging early learning environments</i></b>	<ol style="list-style-type: none"> <li>1. Recognize that children learn through play</li> <li>2. Respond and interact positively with all children and reinforce appropriate and/or expected behaviors</li> <li>3. Encourage and support independence in all children</li> </ol>	<ol style="list-style-type: none"> <li>4. Provide a warm, caring, and responsive environment where children initiate and extend their learning through play</li> <li>5. Encourage activities that foster communication, problem solving, creativity and self-confidence</li> <li>6. Motivate children to learn through activities that address all domains of development</li> <li>7. Practice appropriate expectations of individual children according to developmental level, strengths, and needs</li> <li>8. Describe how cultural differences affect interactions between adults and between adults and children</li> </ol>	<ol style="list-style-type: none"> <li>9. Design supportive, motivating, and nurturing environments that demonstrate respect for cultural, linguistic, developmental and learning style differences and rates across all developmental domains</li> <li>10. Assist families to understand principles of child growth, development, and learning</li> <li>11. Participate in staff development opportunities that enhance understanding of child development and learning for children that are developing typically and for children with special needs</li> </ol>	<ol style="list-style-type: none"> <li>12. Assess program responsiveness to children's need for warm, caring relationships with adults and with their peers</li> <li>13. Evaluate and refine goals and practices, curriculum experience, inclusion of families, and design of the physical space for evidence of application of developmental theories and principles</li> <li>14. Analyze personal and professional perspectives or biases in interpreting and applying developmental theories and practices to interactions with children and families and program planning</li> </ol>
<b>Content Domain 3: Building Family and Community Relations</b>				
<b><i>A. Know about and understand family and community</i></b>	<ol style="list-style-type: none"> <li>1. Follow rules of confidentiality</li> <li>2. Demonstrate an</li> </ol>	<ol style="list-style-type: none"> <li>4. Apply understanding of the cultural</li> </ol>	<ol style="list-style-type: none"> <li>8. Identify and demonstrate respect for variations in</li> </ol>	<ol style="list-style-type: none"> <li>10. Incorporate cultural diversity of the community</li> </ol>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
<b><i>characteristics</i></b>	<p>awareness of and respect for cultural differences and diverse family structures</p> <p>3. Recognize that culture, language, socioeconomic factors, support systems and special needs may influence how families nurture their children</p>	<p>context when planning children's experiences</p> <p>5. Model respect for and support of cultural differences and diverse family structures</p> <p>6. Demonstrate how to work effectively with families from a variety of cultural and socioeconomic backgrounds</p> <p>7. Demonstrate an understanding of the impact on families of family structure, disabilities, socio-economic status, and culture</p>	<p>terms of family strengths, expectations, values, and child rearing practices</p> <p>9. Create ways to incorporate the different cultural contexts of children into the daily program</p>	<p>in offering resources and information on comprehensive services for children and families</p> <p>11. Integrate theories of family systems and the effect of stress/crises into planning family supports</p> <p>12. Evaluate programs for children from a cross-cultural and bias-free perspective</p>
<b><i>B. Support and empower families through respectful, reciprocal relationships</i></b>	<p>1. Greet families respectfully</p> <p>2. Identify ways to support the child's relationship with his or her family</p> <p>3. Demonstrate respect for the family's role as primary educator</p> <p>4. Demonstrate respect for families' choices and goals for their children</p>	<p>5. Establish frequent contact with families through a variety of communication strategies</p> <p>6. Invite family members to be active in their child's education, recognizing that families' attitudes influence children's abilities and interests in learning</p> <p>7. Model a family-centered approach, recognizing that families are their children's most important teachers</p>	<p>8. Provide ongoing, relevant information and resources to families concerning child growth and development, learning, social and life skills</p> <p>9. Describe the effects that family stress can have on the behavior of children</p> <p>10. Incorporate the families' desires/goals for children into planning, as appropriate</p> <p>11. Develop family-child activities that will enhance learning in the home</p>	<p>12. Involve family members as decision makers</p> <p>13. Evaluate various family stressors and crises and make referrals and program adaptations as appropriate</p> <p>14. Assist families in finding and accessing resources and services to support child and family language and literacy development</p>
<b><i>C. Develop collaborative partnerships with families and</i></b>	<p>1. Work cooperatively and appropriately</p>	<p>4. Communicate with families about curriculum, their individual</p>	<p>8. Plan and conduct parent-teachers meetings and family events</p>	<p>11. Assess, plan, and conduct activities to enhance family support and</p>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
<b><i>communities to optimize child growth and development</i></b>	<p>with program volunteers</p> <p>2. Identify community resources that support and assist families</p> <p>3. Maintain open, friendly, and cooperative relations with families and communicate daily events</p>	<p>child's progress, and developmental growth</p> <p>5. Involve families and community members in contributing to the diversity of the learning environment</p> <p>6. Make appropriate use of resources and services for children with special needs</p> <p>7. Actively assist families in identifying and accessing community resources as needed</p>	<p>9. Develop relationships with community resources, provide families with resource information, and make appropriate referrals</p> <p>10. Support family participation in program activities and events</p>	<p>participation</p> <p>12. Involve and support families in the development of Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs)</p> <p>13. Help families obtain clear, understandable information about their child's disability and information about their rights under federal and state laws</p> <p>14. Work collaboratively with agencies and community resources to meet the needs of families and children</p> <p>15. Assess and implement effective conflict resolution techniques with staff/families when needed</p>

**Content Area 4: Teaching & Learning Environments and Interactions**

<b><i>A. Connect with children and families through positive and supportive relationships</i></b>	<p>1. Use children's names and interact with them at their eye level</p> <p>2. Respond positively to child's obvious emotional distress</p> <p>3. Interact responsively with family members during arrival and departure</p>	<p>6. Use a variety of strategies with children for building relationships such as: one-on-one attention, talking about interests, listening to children, responding consistently, and smiling at children</p> <p>7. Use strategies to help children understand and</p>	<p>10. Implement theories and practices that recognize the critical importance of supportive relationships for young children</p> <p>11. Recognize and use children's needs and interests in planning activities</p> <p>12. Use oral and written communications that are sensitive to linguistic differences and needs of children</p>	<p>13. Synthesize current research on relationships and supportive interactions to share with colleagues and families</p> <p>14. Identify, promote, and use materials, policies, and practices that support positive and effective interactions between adults and between</p>
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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
	<p>times</p> <p>4. Use home language to show respect for individual children and families</p> <p>5. Request assistance when needed to support English language learners</p>	<p>value their feelings</p> <p>8. Practice and model responsive, consistent, encouraging, and nurturing interactions that build positive relationships with children and families</p> <p>9. Use information from families to effectively support individual children</p>	<p>and families</p>	<p>adults and children</p>
<b><i>B. Use developmentally appropriate practice</i></b>	<p>1. Understand the importance of children's play</p> <p>2. Explain what is meant by developmentally appropriate practice</p> <p>3. Discuss how children learn through play</p> <p>4. Use a variety of teaching strategies including cooperative learning, large and small group instruction, and one-on-one instruction</p>	<p>5. Identify components of a developmentally appropriate program and environment for infants, toddlers and preschool children</p> <p>6. Identify instructional strategies to meet specific needs of individual children</p>	<p>7. Plan developmentally appropriate learning environments and interactions that are meaningful and intentional in content for all children</p> <p>8. Adapt and/or modify instructional strategies to meet developmental and specific needs of all children</p>	<p>9. Analyze current research and practices related to developmentally appropriate environments and interactions</p> <p>10. Know and understand importance of play and implement methods of observing, facilitating, and adapting all children's play to promote development</p>
<b><i>C. Use developmentally appropriate guidance strategies</i></b>	<p>1. Help children follow simple rules</p> <p>2. Assist in communicating limits for acceptable behavior</p> <p>3. Describe realistic behavioral expectations</p> <p>4. Model appropriate</p>	<p>5. Establish and communicate limits for acceptable behavior to children and their families</p> <p>6. Practice use of developmentally appropriate guidance approaches such as redirection, ignoring, choice-</p>	<p>8. Develop and model developmentally appropriate guidance approaches that promote positive behaviors, problem solving and self-control</p> <p>9. Modify and adapt guidance strategies through observation and assessment</p> <p>10. Use guidance</p>	<p>12. Design supportive environments in which children can learn and practice appropriate behaviors as individuals and as members of a group</p> <p>13. Evaluate and promote use of effective positive child guidance</p>

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	positive behaviors for children to follow	making, limit-setting, conflict resolution, and positive feedback and encouragement 7. Engage children in setting realistic limits and expectations in the early childhood setting (based upon age appropriateness)	techniques appropriate to the age of children and to individual children's special needs 11. Seek and utilize colleagues and other professionals when needed to develop guidance approaches for specific behavioral concerns	techniques and policies with colleagues and families 14. Develop and implement individualized behavior support programs, as needed 15. Know local and state resources and provide information to families
<b><i>D. Design a learning environment that promotes positive outcomes for children</i></b>	<ol style="list-style-type: none"> <li>1. Create an environment that offers children many activity choices indoors and outdoors</li> <li>2. Follow a daily schedule and appropriately communicate the schedule to children</li> <li>3. Use technology such as TV and computers age appropriately and with a specific purpose</li> <li>4. Welcome individual children's cultural practices and resources into the learning environment</li> </ol>	<ol style="list-style-type: none"> <li>5. Develop an appropriate schedule with a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities</li> <li>6. Select materials that combine different and multiple sensory features and are appropriate to the developmental level of all enrolled children, including children with special needs</li> <li>7. Display and use a wide variety of materials and activities representing diverse cultures and languages</li> <li>8. Monitor appropriate use of technology</li> <li>9. Plan and implement activities that support a variety of learning styles</li> <li>10. Understand relationship between space</li> </ol>	<ol style="list-style-type: none"> <li>11. Plan culturally relevant activities throughout the learning environment</li> <li>12. Match program models and learning environments to appropriate age and developmental levels of all children</li> <li>13. Integrate appropriate technologies into the learning environment</li> <li>14. Adapt physical environment to support instructional strategies</li> <li>15. Work with colleagues and families to support Individual Educational Plan (IEP) and Individual Family Service Plan (IFSP) outcomes for children</li> <li>16. Use the outdoor environment and natural settings as an integral part of the learning environment</li> </ol>	<ol style="list-style-type: none"> <li>17. Analyze and provide toys/materials for of different levels of complexity</li> <li>18. Plan, implement, and evaluate learning environment and interactions to reflect variations in family structure and social background</li> <li>19. Implement learning environment changes based upon child assessments and program assessments</li> <li>20. Articulate, analyze, evaluate and apply current theory and research on learning environments and various teaching approaches to maximize learning potential</li> <li>21. Plan and implement activities and practices to assist children in transitioning to</li> </ol>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
		arrangement and organization and children's behaviors		other schools and programs 22. Integrate Individual Educational Plan (IEP) and Individual Family Service Plan (IFSP) outcomes into planning for learning environments
<b>Content Domain 5: Curriculum</b>				
<b>A. Understand content knowledge in early childhood education</b>	<ol style="list-style-type: none"> <li>1. Identify appropriate Florida early learning standards for children at various ages</li> <li>2. Describe young children's emerging skills</li> </ol>	<ol style="list-style-type: none"> <li>3. Demonstrate knowledge of the Florida early learning standards content areas including language, literacy, math, science, social studies, art, music, drama, and movement</li> <li>4. Demonstrate knowledge of the importance of integrating content areas across the early childhood curriculum</li> </ol>	<ol style="list-style-type: none"> <li>5. Include family priorities and individual child interests in curriculum planning</li> <li>6. Recognize core foundational concepts that build toward later learning</li> <li>7. Examine different ways in which children construct knowledge</li> <li>8. Plan and implement activities and experiences to support children's attainment of Florida early learning standards</li> </ol>	<ol style="list-style-type: none"> <li>9. Explain the developmental curriculum within and across content areas, and the relationship between earlier and later learning</li> <li>10. Integrate Florida's early learning standards in curriculum planning</li> <li>11. Analyze and apply current research on content areas in early childhood</li> <li>12. Implement curriculum changes based upon child assessments and program assessments</li> </ol>
<b>B. Design and implement a curriculum to support physical health and motor development</b>	<ol style="list-style-type: none"> <li>1. Closely supervise and interact with children during physical activities</li> <li>2. Assist with fine and gross motor skill development activities indoors and outdoors</li> </ol>	<ol style="list-style-type: none"> <li>3. Recognize characteristics at each stage of physical development</li> <li>4. Select physical activities and equipment that promote children's cognitive, creative, and language growth as well as motor</li> </ol>	<ol style="list-style-type: none"> <li>9. Integrate physical development activities across curriculum areas</li> <li>10. Adapt physical activities according to child assessments and children's special needs</li> <li>11. Design and implement outdoor activities to extend classroom learning experiences</li> </ol>	<ol style="list-style-type: none"> <li>12. Evaluate the effectiveness of physical development activities</li> <li>13. Articulate, analyze, evaluate and apply current theory and research on promoting physical development</li> <li>14. Understand the</li> </ol>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
		skills and sensory development 5. Provide a balance of active and quiet time 6. Provide opportunities to develop eye-hand coordination 7. Follow environment and activity guidelines to ensure safety of children with special needs 8. Identify potential environmental hazards and risks and take corrective actions		importance of sensory integration, its impact on children's ability to learn, and identify sensory integration supports and resources
<b><i>C. Design and implement a curriculum to support social and emotional development</i></b>	1. Engage in communication and develop individual relationships with children 2. Foster positive interactions among children 3. Support children's participation in age appropriate group activities 4. Encourage age appropriate emotional expression 5. Identify ways young children express and communicate both verbally and non-verbally	6. Provide children with many opportunities to participate in age-appropriate cooperative play 7. Model appropriate interactions when young children display emotions 8. Help children through periods of stress, separation and transition 9. Facilitate the social inclusion of all children 10. Plan and implement activities for smooth transition from one activity to another	11. Guide children in expressing their feelings and asserting themselves in positive ways 12. Guide children through problem-solving and conflict resolution situations 13. Recommend and facilitate, when necessary, further screening and assessment of children	14. Develop a curriculum that assures a secure base from which children can explore 15. Apply theory and current research to create a community in the classroom that fosters social and emotional development 16. Understand and promote emergence of prosocial skills and behaviors among children 17. Understand the effects of disability and high-risk status on social and emotional development 18. Access appropriate professional interventions as needed

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
<b><i>D. Design and implement a curriculum to support cognitive development and general knowledge</i></b>	<ol style="list-style-type: none"> <li>1. Ask children relevant open-ended questions about their surroundings and actively listen to their responses</li> <li>2. Encourage child-centered play that takes into account the interests of children</li> <li>3. Provide opportunities to develop mathematical and scientific thinking through use of manipulatives, tools, blocks, puzzles, sensory activities and sequencing activities</li> <li>4. Understand difference between a focus on 'process versus product' and plan activities appropriately</li> <li>5. Provide a variety of materials including materials that can be manipulated and used in a variety of ways to encourage imagination and creativity</li> </ol>	<ol style="list-style-type: none"> <li>6. Select and implement activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of all children</li> <li>7. Select and implement activities and opportunities for exploring math, science, social studies, and early literacy using an integrated curriculum approach</li> <li>8. Demonstrate awareness of common resources and materials that support cognitive development</li> <li>9. Support children's exploration of different media including language, technology, music, dramatic play, and art</li> </ol>	<ol style="list-style-type: none"> <li>10. Plan activities and opportunities for exploring math, science, social studies, and creative expression using an integrated curriculum approach</li> <li>11. Design activities that promote children's thinking and life skill development such as decision making, problem-solving, and constructing their own knowledge</li> <li>12. Encourage and integrate creative expression throughout the curriculum</li> </ol>	<ol style="list-style-type: none"> <li>13. Assess learning styles of children and plan variations in learning opportunities accordingly</li> <li>14. Adapt teaching styles to child learning style</li> <li>15. Evaluate curriculum and experiences to promote the creative expression of all children</li> </ol>
<b><i>E. Design and implement a curriculum to support language and literacy development</i></b>	<ol style="list-style-type: none"> <li>1. Provide formal and informal book reading experiences that encourage both listening and talking</li> </ol>	<ol style="list-style-type: none"> <li>6. Encourage and support children's communication interactions with one another in a variety of ways</li> <li>7. Provide a print</li> </ol>	<ol style="list-style-type: none"> <li>11. Use concrete experiences and play to extend language and literacy development</li> <li>12. Plan and implement</li> </ol>	<ol style="list-style-type: none"> <li>15. Evaluate the effectiveness of language and literacy curriculum and modify as needed</li> <li>16. Plan, implement,</li> </ol>

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	<ol style="list-style-type: none"> <li>2. Use age appropriate techniques to support language and literacy such as reading, singing, talking, labeling, and word and picture recognition</li> <li>3. Help children use words or communication devices to express their thoughts</li> <li>4. Model appropriate speech and listening techniques</li> <li>5. Respect other languages and support English language learners</li> </ol>	<p>rich environment in the classroom, providing opportunities for children to see writing and to use beginning writing skills</p> <ol style="list-style-type: none"> <li>8. Implement book reading experiences to support learning goals for children</li> <li>9. Demonstrate awareness of common resources and materials that support language and literacy</li> <li>10. Describe typical language abilities of infants, toddlers, and preschoolers</li> </ol>	<p>language experiences and activities throughout the day</p> <ol style="list-style-type: none"> <li>13. Understand typical language acquisition skills of children who are learning two or more languages and implement curriculum supports</li> <li>14. Collaborate with specialists, as needed, to address individual language and literacy needs</li> </ol>	<p>and evaluate activities for English language learners</p> <ol style="list-style-type: none"> <li>17. Know and understand language and emergent literacy theories and strategies</li> <li>18. Integrate language, literacy, and writing activities across all aspects of the curriculum</li> <li>19. Know and understand effects of various disabilities on language and early literacy development</li> </ol>
<b><i>F. Design and implement a curriculum to support positive approaches to learning</i></b>	<ol style="list-style-type: none"> <li>1. Encourage children to try new activities</li> <li>2. Show interest in children's ideas and choices</li> </ol>	<ol style="list-style-type: none"> <li>3. Engage children in problem-solving and decision-making</li> <li>4. Support children's exploration of different media including language, music, dramatic play, and art</li> <li>5. Plan a variety of choices for children</li> </ol>	<ol style="list-style-type: none"> <li>6. Encourage and integrate creative expression throughout the curriculum</li> <li>7. Develop curriculum and activities to promote curiosity</li> <li>8. Provide ample time for sustained activities to encourage persistence and use of planning skills</li> </ol>	<ol style="list-style-type: none"> <li>9. Evaluate curriculum, environment, and experiences to promote an interest in learning among all children and support positive approaches to learning</li> <li>10. Create and evaluate opportunities for families to understand approaches to learning</li> <li>11. Evaluate curriculum for promotion of curiosity, persistence and creativity</li> </ol>

**Content Area 6: Observing, Documenting, Screening, and Assessing to Support**

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
<b>Young Children and Their Families</b>				
<b><i>A. Understand the goals, benefits, purposes, and uses of screenings and assessments</i></b>	<ol style="list-style-type: none"> <li>1. Discuss benefits of identifying strengths and needs of children</li> <li>2. Identify differences in screening and assessment</li> <li>3. Recognize that assessment is an ongoing process</li> <li>4. Describe differences in development and skill levels among children</li> </ol>	<ol style="list-style-type: none"> <li>5. Explain ways to get to know each child as an individual, including strengths, needs, interests, families and life situation</li> <li>6. Demonstrate the use of basic principles of growth and development in conducting screening and assessment</li> <li>7. Discuss the purposes and limitations of formal and informal assessment</li> <li>8. Use observation findings in planning and implementing learning activities</li> </ol>	<ol style="list-style-type: none"> <li>9. Select, create, adapt, and use multiple modes and methods of assessment that are sensitive to the unique cultural and learning needs of each child</li> <li>10. Understand the use of screening as a brief procedure to identify children who need more intensive child assessment or diagnosis</li> <li>11. Use curriculum-based assessment to inform instruction in daily lesson planning on an ongoing basis</li> </ol>	<ol style="list-style-type: none"> <li>12. Use the results of child assessment to assist in developing Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs), or care plans for children with special needs, and to improve staff practices</li> <li>13. Analyze and evaluate observation and assessment findings</li> <li>14. Develop an assessment plan that describes procedures for collection and utilization of assessment information for curriculum improvement to include modifying instruction and learning experiences</li> <li>15. Articulate and apply current theory, research and policy on screening and assessment</li> </ol>
<b><i>B. Know about and use observation, documentation, and other appropriate assessment tools and approaches</i></b>	<ol style="list-style-type: none"> <li>1. Assist with collection of relevant background information to include with assessment records</li> <li>2. Understand importance of keeping records to document children's</li> </ol>	<ol style="list-style-type: none"> <li>3. Know and follow appropriate procedures of child observation, including objectivity, respect, and accuracy</li> <li>4. Collect and organize information about each child on an ongoing basis</li> </ol>	<ol style="list-style-type: none"> <li>6. Identify developmentally appropriate formal and informal assessment tools with primary emphasis on tools that assess children in their natural settings</li> <li>7. Plan and utilize culturally-appropriate assess</li> </ol>	<ol style="list-style-type: none"> <li>10. Establish criteria, procedures and documentation methods for assessment, including modifications to assessment procedures for children with special needs</li> <li>11. Compile a variety of appropriate</li> </ol>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
	progress	including samples of the child's work, anecdotal notes, and accurate records 5. Be familiar with a variety of assessment techniques and processes	ment methods 8. Interpret assessment results, including those from other professionals, and make appropriate decisions for instruction as well as referrals in conjunction with family members 9. Select and use a variety of formal and informal assessment methods	assessment tools to record child observations 12. Provide written reports/ summaries of formal and informal assessments, aligning methods and tools with the purposes of the assessment
<b><i>C. Understand and practice responsible screening and assessment</i></b>	1. Recognize the need for informed consent from family or guardian prior to screening and assessment 2. Protect confidentiality of children's screening and assessment information 3. Seek help as needed to address concerns about individual children	4. Follow a schedule for recording children's development and behavior 5. Ensure results of screenings and assessments are used responsibly and to benefit the child and family, including planning and implementing appropriate learning activities 6. Recognize environmental factors that may interfere with screening, assessment, and a child's learning and development	7. Understand the potential influences of culture, language, environment, and learning style on screening and assessment practices and results 8. Create and implement individual learning plans based on assessment results 9. Accommodate the range of development and skills among children in a learning group 10. Compile and support regulations and professional standards regarding assessment rights and responsibilities of families and children	11. Design methods for improving assessment procedures and for using assessment to improve professional practices 12. Assist other staff and families in interpreting assessment information and integrating information into program planning and/or revisions
<b><i>D. Know about assessment partnerships with families and other professionals</i></b>	1. Seek guidance and support from supervisors and other professionals as needed (such as with behavioral problems,	3. Discuss observations with families in a clear, supportive way 4. Collaborate with families and children, when appropriate, to	6. Generate a plan to refer children/families to other agencies and programs offering diagnostic and/or intervention services 7. Share observation	9. Involve multidisciplinary team members (when appropriate) and family members in developing goals for the child based

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
	<p>atypical behavior, developmental concerns</p> <p>2. Understand importance of involving families in assessing children</p>	<p>make decisions which support development and learning</p> <p>5. Provide regular opportunities for family involvement in child assessment</p>	<p>and assessment results with families on a regular, systematic basis</p> <p>8. Produce a plan to help families incorporate relevant child development activities based on assessment data into the family's daily routines</p>	<p>on assessment data</p> <p>10. Demonstrate sensitivity for the profound impact on families of receiving a diagnosis of developmental delay and/or need for special services for their child</p> <p>11. Know local and state resources and provide information to families as needed</p>
<b>Content Area 7: Professionalism</b>				
<b><i>A. Identify with the early childhood field</i></b>	<p>1. Demonstrate a positive attitude toward working with children</p> <p>2. Demonstrate commitment to program standards of developmentally appropriate practice</p> <p>3. Follow a professional development plan</p> <p>4. Indicate an awareness of the Core Competencies</p>	<p>5. Model professional behavior</p> <p>6. Identify level of knowledge and skills according to the Core Competencies and pursue professional development accordingly</p> <p>7. Use professional publications or participate in professional associations</p>	<p>8. Support coworkers and colleagues through mentoring, coaching, and leadership</p> <p>9. Articulate personal philosophy of early childhood education based on knowledge of child development and best practices</p> <p>10. Explore professional development career pathways and evaluate according to personal goals and objectives</p>	<p>11. Recognize causes and symptoms of "burnout" and develop strategies to prevent it</p> <p>12. Assume responsibility for a personal professional development plan based on the Core Competencies</p> <p>13. Evaluate the results of professional development on program improvement</p> <p>14. Participate in professional organizations in a leadership capacity</p>
<b><i>B. Know about and uphold ethical standards and other professional guidelines</i></b>	<p>1. Demonstrate the ability to work effectively with co-workers</p> <p>2. Describe organizational structure and its relationship to job duties</p> <p>3. Explain</p>	<p>5. Complete and maintain designated records</p> <p>6. Participate in program evaluation activities</p> <p>7. Demonstrate awareness of</p>	<p>9. Articulate and adhere to an applicable professional Code of Ethics</p> <p>10. Promote the ethical responsibilities in the applicable code of conduct</p> <p>11. Defend the need for</p>	<p>14. Integrate an applicable professional Code of Ethics into practice, policies, and instruction</p> <p>15. Analyze ethical dilemmas and determine appropriate</p>

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	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
	<p>procedures consistent with state and local policies, regulations, and laws, including the privacy rights of families, children, and center personnel</p> <p>4. Recognize potentially unethical activity, and report it according to guidelines and procedures</p>	<p>ethical responsibilities in an applicable professional Code of Ethical Conduct (e.g., NAEYC Code of Ethical Conduct) through own behaviors</p> <p>8. Demonstrate respect for co-workers, families and children through dependability and timeliness</p>	<p>a professional value system that embraces the importance of early childhood education</p> <p>12. Practice and support teamwork to promote a fair, pleasant, and productive workplace</p> <p>13. Assist with planning and implementing program evaluation activities</p>	<p>course of action</p> <p>16. Assess professionalism by completing self-evaluations</p> <p>17. Analyze program evaluation findings and implement instructional and environmental changes based on findings</p>
<b><i>C. Engage in continuous, collaborative learning to inform practice</i></b>	<p>1. Demonstrate an awareness of the types of professional resources</p> <p>2. Establish and maintain professional relationships with colleagues and other professionals</p>	<p>3. Use professional resources and training to guide effective practices</p> <p>4. Assess personal training needs, set goals, and take steps to promote professionalism</p> <p>5. Work toward credentials, degrees, and/or program accreditation</p> <p>6. Network with other early care and education professionals</p>	<p>7. Synthesize current trends and research-based practices in early childhood education into professional decision-making</p> <p>8. Serve as a daily model of professional behavior and activity</p> <p>9. Generate and utilize team decision-making strategies</p>	<p>10. Evaluate and apply current trends, research, and policy in early childhood education and revise practice as appropriate</p> <p>11. Facilitate professional development opportunities for others</p> <p>12. Participate in research activities when requested (such as responding to surveys and participating in on-site studies) to advance the knowledge base in early childhood education</p>
<b><i>D. Integrate knowledgeable, reflective, and critical perspectives on early childhood education</i></b>	<p>1. Discuss experiences and practices with colleagues, identifying areas of strengths and weaknesses,</p>	<p>3. Discuss personal goals based on reflections of current practice and create plan to achieve goals</p> <p>4. Use professional resources to</p>	<p>6. Make program decisions based on professional standards</p> <p>7. Relate theory to practice in concrete, observable ways</p> <p>8. Self-assess own</p>	<p>9. Integrate knowledge of historical, philosophical, psychological, and social foundations of education,</p>

**Florida Early Care and Education Professional Development Initiative**

	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Tier IV</b>
	<p>and seek input from supervisors where improvement might be needed</p> <p>2. Identify personal commitment to program goals</p>	<p>improve practice</p> <p>5. Reflect on personal performance and seek feedback from others to provide objective information</p>	<p>work, sources of professional knowledge, and early care and education field</p>	<p>including early childhood education, into planning and decision-making</p> <p>10. Evaluate practices in relationship to quality standards</p> <p>11. Encourage the expression of multiple perspectives</p> <p>12. Support and teach reflective and holistic developmental system approaches to current practice</p>
<p><b><i>E. Engage in informed advocacy for children and the profession</i></b></p>	<p>1. Advocate for early care and education as a profession based on its importance to child growth and development</p> <p>2. Participate in organizations that advocate for children and early childhood programs and professions</p>	<p>3. Recognize situations that call for advocacy in the workplace or community</p> <p>4. Advocate high quality services for all children</p> <p>5. Discuss the significance of the early years and the value of early care and education programs to families in the community</p>	<p>6. Examine how national, state, and local legislation and public policy affects children, families, programs, and the early care and education profession</p> <p>7. Validate early care and education as a profession</p> <p>8. Inform others of current research, trends and best practices</p>	<p>9. Advocate for appropriate attention to and support for young children and families</p> <p>10. Create and implement strategies to influence public policy</p> <p>11. Develop an advocacy plan for the workplace</p> <p>12. Participate in local, state, and/or national events to promote appropriate programs and services for young children and their families</p>



## COURSE PLANNING PROCESS

1. List knowledge, skills or experience that the target audience should have in order to understand this training (prerequisites if any).
2. What is the goal of the training?
3. What are the learning outcomes that relate to the goal?
4. Identify and demonstrate presentation strategies that improve learner comprehension and retention
  - Demonstrate techniques for encouraging and facilitating user participation
    - a) Call on learners
    - b) Put into groups to complete task assignments
    - c) Discuss requirements
    - d) Focus on problem areas based on pre-test
    - e) When to review; when to provide correct response and move on
    - f) Follow up assignment that allows for feedback on real activities
5. List the observable behaviors that the participants will be able to DO after training:
  - Write appropriate questions to check mastery of objectives in a course: Questions and activities that effectively check understanding and reinforce learning of the knowledge and skills addressed in the delivery of the course
  - List demonstrable skills that will be observed by the trainer and checked off as completed (if applicable)
  - Assess achievement of learning outcomes through various strategies

Documentation needed for the following to be submitted as part of CEU approval package:

1. The course's learning outcomes
2. Instructional method to be used for each learning outcome (show in power point or outline of training)
3. Assessment tools for learning outcomes



## ELC Training Plan

### For:

*(Insert Training Title Here)*

Date submitted \_\_\_\_\_ By \_\_\_\_\_ Phone \_\_\_\_\_

Presenter(s)	
Presenter(s) fee <i>If applicable</i>	
Goal of Workshop	
Learning Outcomes <i>(as submitted in CEU papers)</i>	
Target Audience	
Frequency of Training Presentation	<input type="checkbox"/> Once <input type="checkbox"/> Quarterly <input type="checkbox"/> Other _____
Total Number of Trainings	
County Location(s)	<input type="checkbox"/> Collier <input type="checkbox"/> Glades/Hendry <input type="checkbox"/> Lee
Dates	
Time	
Proposed Site	
Site cost	
Site contact information	
Site finalized	<i>Only Gayla to enter information here</i>
Curriculum	
Maximum number of attendees per training	
Registration	



**ELC Training Plan**  
**For:**  
*(Insert Training Title Here)*

<b>Materials</b>	
<b>Refreshments</b> <i>(list type and funding source)</i>	
<b>Other</b> <i>(family/participant stipend, etc and funding source)</i>	
<b>Total Budget Request:</b>	

## Computation of CEUs:

- 1) 1 CEU = 10 hours of learner contact with the content of the learning activity (includes classroom, self-paced instruction, pre/post assignments, and/or homework in support of a learning outcome).
- 2) Time duration for a training event is documented and justified by the Provider.
- 3) The formula for classroom events is computed by summing all of the minutes for all activities in a learning event, subtracting time spent on non-allowable activities (such as sign in, introductions, breaks etc), dividing by 60 minutes, and dividing again by 10 hours, with the fraction for the last few minutes rounded off to the nearest tenth.
- 4) The formula for distance learning, self-paced, or individual work is based on the same formula as classroom events and established by a pilot program averaging the time required to complete the program or other reasonable method for computing hours for CEU application. This computation should be reassessed a minimum of once per year to validate the calculation. This reassessment should also take place in the event of change to course content or method of delivery.



## CEU Approval Form

Directions: Trainer to submit completed form with accompanying materials to Gayla Thompson (via e-mail [gayla.thompson@elcofswfl.org](mailto:gayla.thompson@elcofswfl.org), fax 239-267-4109 or mail to 5256 Summerlin Commons Way, Unit 201, Ft. Myers, FL 33907) at least one month prior to the training date.

Trainer/Presenter \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Name of Presentation \_\_\_\_\_

Date \_\_\_\_\_ Location \_\_\_\_\_

Time \_\_\_\_\_ Number of CEUs requested \_\_\_\_\_

- CEU approval request form
- Outcomes list for training (at least 2 outcomes)
- Resume or Curriculum Vitae
- Agenda
- Outline of training or power point
- Handouts
- Evaluation (ELCofSWFL form)
- Assessment of Learning Outcomes

*Office use only:*

*Materials Received*

*CEUs Approved*



## Checklist for CEU Approval

- CEU approval request form
- Learning outcomes list for training (at least 2 objectives)- see description below
- Resume or Curriculum Vitae
- Agenda
- Outline of training or power point
- Handouts
- Evaluation (ELCofSWFL form)
- Assessment of Learning Outcomes- see description below

### Learning Outcomes for Trainings

1. Material submitted for CEU approval must include clear written statements of intended learning outcomes for each learning event based on identified needs.
2. Learning outcomes must be clear, specific, concise and measurable
  - They state the performance the learner should be able to accomplish
  - They specify the conditions under which the learner is to perform
  - They specify the criteria for acceptable performance
  - They are directly related to the subject matter
3. Discussion of learning outcomes occurs at the beginning of the learning event, during the event and they are assessed the end of the event.

### Assessment of Objectives

1. Provide evidence of an assessment method for each learning outcome.
2. Assessment methods must demonstrate mastery of knowledge and skills identified for each learning event and must be complete before learners are awarded CEUs. Assessments may be hands-on demonstrations, check-lists, role-plays, paper and pencil questions and answers, group discussion (if all are included and can be documented) or other methods.
3. Instructors need to provide feedback to learners on the learning outcomes, as verified on learner evaluations.
4. Learners need to have the opportunity to re-do the assessments if they have not understood or cannot sufficiently reflect the outcomes learned.



Facility Name \_\_\_\_\_

### **Training Facility Checklist**

- Sufficient seating for number registered for class
- Temperature moderate
- Signage for ease of locating training area
- Set up of room conducive to type of training
- Sight line clear from all seats to demonstrations or power point
- Adequate supplies in restrooms
- Adequate parking arrangements
- Directional signs if necessary outside on route to facility

Name of Training \_\_\_\_\_

Presenter \_\_\_\_\_

Person checked facility \_\_\_\_\_

Date/Time \_\_\_\_\_



## Documentation of Completion CEU Requirements

1. Learner must be signed in on attendance sheet.
2. Learner must attend at least 90% of group-paced course time to receive a course completion certificate (unless suitable make-up for missed time is fulfilled – incumbent on instructor and learner to set up) or CEUs: e.g. miss no more than 12 minutes of a 2 hr. course.
3. There must be a written record of assessment of each learning outcome – checklist, evaluation form etc.
4. Feedback on assessment must be documented on learner evaluation form.
5. There must be a process to re-do outcome assessment if inadequate; a second chance to complete successfully must be provided.
6. **Unless outcome assessments are completed successfully, CEUs will not be awarded**