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**A Report to the Minnesota Legislature
January 2008**

Minnesota Laws 2007, Chapter 147, Article 2, Section 56

**Child Growth and Development Trainings for
Minnesota's Child Care Providers**

Minnesota Department of Human Services (DHS)
Community Partnerships Division

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Total estimated cost of preparation:

| | |
|--|----------------|
| • Consultant research, survey, compilation and draft | \$4,000 |
| • Staff time (48 hours x \$25) | 1,200 |
| Total | \$5,200 |

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Introduction

Minnesota Laws 2007, Chapter 147, Article 2, Section 56 (see Attachment 1) requires the Minnesota Department of Human Services (DHS) to develop and phase in implementation of a professional development system for practitioners serving children in early childhood and school-age settings beginning July, 2007. Included in this statute are two provisions that require action by DHS by January, 2008, including gathering input from named organizations:

- Develop additional opportunities to qualify more licensed family child care providers to be eligible for the higher Child Care Assistance Program (CCAP) provider rate differential if accredited or holding a current early childhood development credential. [Minnesota Statutes 2007, Chapter 119B.13, Subd. 3a.] (CCAP can pay up to 15 percent above the CCAP maximum rate, but not more than the provider's charge, if the provider has a current early childhood development credential or is accredited.)
- Identify trainings that qualify for the two-hour early childhood development training requirement [Minnesota Statutes, Section 245A.14, Subd. 9a (a) and (b)] for newly hired child care center staff and newly licensed family child care providers.

Both statutory provisions require that DHS seek input from the Minnesota Licensed Family Child Care Association, the Minnesota Professional Development Council, and unions representing licensed family child care providers. DHS has gathered this input through a meeting held with representatives of these organizations (see Attachment 4), along with the Association of Minnesota Family Child Care Licensors (AMFCCL), the Minnesota Child Care Resource & Referral Network (MN CCR&R Network), the Minnesota Association of County Social Service Administrators (MACSSA), the Minnesota branch of the American Federation of State, County, and Municipal Employees (AFSCME), Metro State University, and the department's child care licensing staff (see Attachment 4 for list of participants' names). The Service Employees International Union (SEIU) did not respond to invitations.

The primary focus of this report addresses identification of trainings that qualify for the two-hour training requirement. However, opportunities for providers to qualify for the CCAP rate differential are briefly described below.

Additional Opportunities for Licensed Family Child Care Providers to Qualify for CCAP Rate Differential

Eligibility for a higher CCAP reimbursement rate for licensed family child care providers is allowed if a provider is accredited through the National Association of Family Child Care (NAFCC) or holds one of the following early childhood development credentials:

- Child development associate (CDA) credential
- Child Development Associate Degree
- Minnesota state technical college diploma in child development
- Bachelor's or post baccalaureate degree in early childhood education from an accredited college or university

- Competency-Based Training and Assessment (CBTA).

Many family child care providers pursue accreditation or the educational credentials listed above using their own resources to cover accreditation and tuition fees. In recent years, DHS has offered or funded supports to providers to reduce the cost of these opportunities. These supports include:

- Accreditation reimbursement – reimbursement for one-half the cost of accreditation fees is available to providers seeking NAFCC accreditation
- CDA scholarships – scholarships are available to cover some of the costs of completing a national CDA credential through the Minnesota Child Care Resource & Referral (CCR&R) Network
- TEACH scholarships – scholarships are available through the Teacher Education and Compensation Helps program for completion of higher education degrees in early childhood education.

Development of additional opportunities for providers to become accredited and/or obtain qualifying credentials comes at an opportune time. A variety of innovative initiatives are underway, along with implementation of new or redesigned components for the early childhood and school-age professional development system.

| Initiative | Provider Supports to Qualify for CCAP Rate Differential |
|--|--|
| Accreditation Facilitation Project | Provides intensive consultation to providers to move through the NAFCC accreditation process in coordination with accreditation reimbursement program. |
| Parent Aware Quality Rating System | Offers quality improvement supports to providers getting ready for or already rated. Supports may include accessing educational opportunities. |
| Pre-K Exploratory Allowances | Offers approved, high quality early childhood providers, selected by families receiving an allowance, to support costs of maintaining high-quality services. This may include costs of maintaining accreditation. |
| Professional Development System Career Lattice | Provides a framework to providers that outlines pathways for professional development and growth, including identification of levels of experience, education and training needed for individuals seeking to advance their professional development. |
| Minnesota Professional Development Registry | Supplies providers with a Web-based tool for tracking their training and career development, accessing approved training, and connecting with higher education opportunities in the early childhood and school-age fields. |
| Career Guidance and Support | Offers providers career advising, coaching and mentoring to plan learning goals and improve practice. |

Trainings for Two-hour Early Childhood Development Training Requirement

Current law (see Attachment 1) provides no definition of “early childhood development training.” Thus, child care licensors use their own discretion in approving the specific training allowed to meet this two-hour training required of newly hired child care center staff and newly licensed family child care providers. To identify trainings that new child care staff/providers must take to meet the statutory requirement to complete two hours of early childhood development training, DHS gathered information on what child care licensors currently approve for this purpose. Also reviewed were child development trainings currently offered through the Minnesota CCR&R system, the infrastructure funded by DHS to deliver training to child care providers. Department staff members also consulted with a group of key stakeholders to obtain input on recommendations and next steps.

To guide these efforts, the department turned to the Minnesota Practitioner Core Competencies (see Attachments 5 and 6) which offer a foundation for what practitioners need to know and be able to do to provide quality education and care in early education and school-age care settings. One of the eight competencies described in these documents is Child Growth and Development. DHS and the stakeholder group convened a training that meets the Child Growth and Development competency, and will fulfill the early childhood development training requirement for licensed family child care providers.

Survey of Child Care Licensors

Methodology

Information was gathered on what trainings county, tribal and state child care licensors currently accept as fulfilling the two-hour training requirement. A consultant hired by DHS met with the supervisor of the state child care licensors, and attempted to contact licensors from each of the 84 county units (several Minnesota counties combine their services) and seven tribal units. State licensors monitor child care centers, and county licensors monitor providers who provide care in their own homes. Because tribes are sovereign nations, each tribal council determines the tribe’s own standards for child care oversight and regulation.

Each licensor was asked what trainings they accept as fulfilling the two-hour training requirement, as well as the length of the trainings, whether the trainings are offered in languages other than English, and what delivery method (i.e., face-to-face, online, video, etc.) is used. Licensors from about three-quarters (73 percent, N = 61) of the counties and two of the tribal units responded to the request for information. These responses are categorized in Attachment 2.

It should be noted that the licensors were asked to respond in an open-ended format to these questions. They were not given a predetermined list of trainings and asked to indicate whether they have ever accepted each training. Consequently, responses from an individual county should not be considered exhaustive of all the trainings that county has approved in the past. For example, several licensors responded by e-mail with broad guidelines they use, but did not specifically mention that they approved trainings offered through the local CCR&R agency’s training database, MNSTREAMS, until asked by the consultant.

DHS also provided the consultant with a list of all of the MNSTREAMS trainings (face-to-face and online) marked as addressing the Child Growth and Development child care provider core competency available from July 1, 2005, to October 21, 2007. This list is included as Attachment 3.

Analysis of Licensors' Responses

State child care licensors currently use a very broad interpretation of what qualifies as fulfilling the two-hour requirement because they believe the statutory language defining the requirement is overly general. The supervisor specifically referred to two areas of statutory language. The first was recently codified from Rule 3, and the second defines "Child Growth and Development." When asked if she could provide a list of what trainings qualify, she essentially replied that it would be easier to give examples of what trainings they have rejected as *not* qualifying because of the broad interpretation of "qualifying" among licensors. These examples include time providers used to travel between centers to collect time sheets, time spent planning center parties, and time spent in staff benefits discussions. She explained that because the language is so broad, her staff accepts any trainings that in some way touch on children's development, either physical, social, cognitive, or emotional. She said that includes face-to-face trainings, online trainings, books and videos.

About one-fourth (23 percent, N=14) of the county licensors who responded indicated they used a similarly broad interpretation of what the requirement encompassed. Examples include:

"We have been fairly lenient on this requirement as it has not been clear what to require. We have allowed anything that addressed the developmental stages for children, or what to expect typically for what age child so they would be able to identify a delay or concern."

"In our area there have not been a lot of resources for child development training so I have accepted a wide range of training as long as it had something to do with the care of young children."

The state licensor and many of the county licensors expressed appreciation that DHS is examining the training requirements. At least seven county licensors specifically said they were waiting for DHS to provide clarification on what trainings they should consider as appropriate for the requirement. An example:

"At this time, this agency is quite generous with accepting quite a bit for early childhood development training, as DHS has not clarified this. We are waiting for DHS to identify this training."

One said that she was hoping DHS would simply provide a list of trainings that would be appropriate for the requirement.

The majority of county licensors (80 percent of those who responded, N=49) said they accept relevant trainings offered by their local CCR&R agency through MNSTREAMS. Several indicated they relied on the CCR&R to offer and advertise appropriate trainings for this requirement. An example:

"If CCR&R states that early childhood development is mainly addressed in the training, this agency is accepting the training."

State licensors also refer providers to the trainings offered by the local CCR&Rs as a suggested way of fulfilling the requirement.

Licensors from approximately 25 counties also said they would approve relevant face-to-face trainings from local child care associations, Early Childhood Family Education (ECFE) programs, community education programs, food programs, colleges or universities, early childhood conferences, hospitals, or other trainers. Relevant trainings need to include some information about Child Growth and Development. Similarly, licensors from seven counties mentioned a particular online training or Web site they would allow as an acceptable training. Almost all of these latter counties were rural.

Several licensors said they consider additional trainings on a case-by-case basis, either requiring providers to get prior approval, or to provide a copy of the syllabus and a certificate of completion of the training. One county licensor was very specific about what is needed to approve a new training:

“For trainers not familiar to us, we would require the name and credentials of the trainer, credit hours sought, course outline, evaluation tool, goals, learning expectations for the provider, record of attendance and training certificates, etc.”

However, a large urban county indicated they had tried to enact such an approval process but it was simply too time-consuming and burdensome for licensors.

At least two county licensors expressed a particular focus on approving trainings that provided information on all of the different stages of early childhood development rather than on specific developmental issues (e.g., mental health issues or autism) or ages (e.g., a training on infancy). Conversely, one licensor said she was hesitant to limit what she would approve because she believes “there is so much providers need to know about early childhood.”

Two urban counties indicated that they tried to discourage or would not allow their providers to fulfill the requirement solely with online trainings. Both saw value in home child care providers leaving their homes to be present with other providers during the training so they could share experience and discuss how to apply the training materials in their everyday practices.

Seven counties have either designed their own training that fulfills the requirement, contracted with a local college, or with other early education professionals to design appropriate training. One county specifically described the content of their training:

"We have been working with our Early Childhood Special Education teachers to develop trainings for us. They have been offering several two-hour trainings every year for our child care and foster care providers. We have covered language development, as well as physical, emotional and social development. This year we are including a part on how television and video games have a negative impact on children's development. We have also included areas such as Ready for Kindergarten, and challenging behaviors, such as sensory issues, autism, ADHD [Attention-Deficit/Hyperactivity Disorder] and recognition of developmental milestones. We have also talked about recognizing potential problems in development, talking to parents about this, and identifying services to assess potential problems."

Three other licensors indicated they also had tried to provide relevant material themselves. For example, one county created a child development section in their office library and allows providers to apply time spent with those resources toward the requirement. Another gave providers printed handouts from the *Ages and Stages* curriculum, a child development training developed by independent trainers, and then tested them on the material.

Several licensors from rural counties commented on the lack of relevant training opportunities in their areas, and others expressed concern about the quality of some of the trainings offered.

Six licensors indicated that either they themselves were too new to their jobs to address this issue yet, or that they had yet to have a provider for whom the new requirement is relevant.

Representatives from two tribes indicated they have seemingly more stringent training requirements for their child care providers, but the requirements are met in a more fluid manner. Both require providers to have at least 16 hours of training prior to being licensed. The first tribal representative said that her staff provides relevant trainings on a monthly basis, and that they cater the curriculum to their providers' needs because they have a very close, ongoing relationship with their providers. She said they focus the first hours on cardiopulmonary resuscitation (CPR), first aid, Sudden Infant Death Syndrome (SIDS), and shaken baby trainings, and they use the rest of the hours (or all of the hours if all of the providers have completed the prior list) to discuss child development and growth. They developed their curriculum from the *Ages and Stages* trainings. This tribal member also said that they invite parents and others from the community to the trainings as well, and that there could be three to four trainings per month. She said that she and her staff are trainers for the local CCR&R, but that the providers within the tribe usually attend the tribal trainings, not the formal ones offered by the CCR&R.

The representative from the other tribe echoed the first, but said that her tribe provides fewer trainings themselves, and consequently, their providers attend trainings offered by the local CCR&R more often.

Analysis of Trainings Offered Through MNSTREAMS

The MNSTREAMS training data included 808 sessions of face-to-face trainings, which represents 378 unduplicated trainings that were classified as Child Growth and Development (see Attachment 3). Fifty of the trainings included at least one session that was tailored specifically for, and only open to, a particular child care center or group of providers. During the same time period, there were 10 online Eager to Learn trainings (online training delivered through the CCR&R system) classified as Child Growth and Development.

Trainings in MNSTREAMS are classified as meeting the Child Growth and Development Core Competency by the instructor and/or the regional CCR&R professional development coordinator. One of the coordinators explained the process:

“We have had no direction from licensors, DHS or legislation as to what classes qualify for the child development rule. Therefore, because we don't have any guidance, we don't have a consistent rule as to which classes go under Core Competency One (and which ones would meet the requirement). Each professional development coordinator decides which core competency certain classes should go in based on the definition of

the Core Competency and the description of the class. If it 'sounds' like child growth and development, the class would go into that one. However, there are classes that can be listed in other areas as well. For example, the following is the description of the class *Boys and Girls Learn Differently*:

This class will discuss brain research as it relates to the different learning styles of boys and girls. We will discuss tools and strategies that will increase success in learning environments for every child.

This class is listed in our winter catalog in Child Growth and Development, but it also could have been listed under Learning Environment and Curriculum, Interactions with Children, and even Professional Development and Leadership. We decided to put it in Child Growth and Development, but someone else might have decided it should go somewhere else."

It needs to be acknowledged that an analysis of trainings only from MNSTREAMS provides a limited perspective on the available trainings for child care providers in Minnesota. However, these trainings were most often mentioned by county and state licensors as the ones to which they refer their new providers, as these trainings are offered through the local CCR&Rs. Thus, an analysis of these trainings is a good first step in thinking about training requirements.

Summary of Stakeholders Meeting Hosted by DHS

On December 4, 2007, stakeholders reviewed the information gathered by the consultant about the Child Growth and Development training requirement, and provided feedback for determining next steps.

DHS staff described the statutory mandates regarding the training requirement and noted that this study is part of their broader work to create a formal professional development system for early childhood professionals. Metropolitan State University, under contract with DHS, is assisting with the formation of this system; initial implementation is expected in July 2008. DHS staff explained that developing the criteria and a process for approval of trainings for the Child Growth and Development requirement would assist in determining criteria for future decision-making in the professional development system.

Discussion focused on two issues: this training requirement is for *new* child care providers only, and is mandated to be a minimum of two hours. Participants agreed that it is difficult to cover much of the broad body of knowledge about early childhood growth and development in two hours. However, stakeholders concurred that all new providers across the state should begin with some of the fundamental information about healthy child development. Subsequently, there was consensus that qualifying trainings should be broad-based and provide an overview of early childhood growth and development. As one stakeholder said, "this initial two-hour training needs to be Child Development 101." Meeting participants proposed that the Minnesota Early Childhood Education and Care Practitioners Core Competencies be used to write the learning objectives for the training requirement. They recommended that DHS use the language of Core Competency Content Area I: Child Growth and Development, Level 2, Indicator a, which states: "Identifies basic physical, social, emotional, cognitive, and language developmental milestones of children."

There was some discussion that many licensors and providers alike want direction from the state about exactly which trainings fulfill the requirement. Stakeholders agreed that DHS could provide some examples of qualifying trainings, but that it would not be prudent to limit the qualifying trainings to those on the list. Acknowledging that many different classes could fulfill the same requirement, they agreed that DHS should “be specific about the components of the class, but not the class itself.” It would be impossible to define the universe of trainings that would be relevant to the requirement, one participant noted. Others mentioned that they did not want to discourage new trainings from being developed. There was consensus, though, that qualifying trainings must be accessible: method of delivery (e.g., classroom setting, online, etc.), languages in which they are offered, and geographic location of classroom-style trainings.

Stakeholders also recognized that this initial two-hour training could be the first in a new provider’s career in early childhood, but that for some new providers this may be a temporary job while their own children are young. Such providers may only want a bare minimum of training. Consequently, stakeholders agreed, qualifying trainings should cover elementary knowledge about early childhood development, but should also encourage providers to pursue additional trainings. “Providers need to understand that to truly understand child development, they will need to go beyond the two-hour training,” one participant said. Stakeholders also recommended that trainings include contact information for future questions and/or resources, and that trainers distribute, or at least refer to, the Early Childhood Indicators of Progress and Early Learning Standards developed by the Minnesota Departments of Health, Human Services and Education. See <http://edocs.dhs.state.mn.us/lfsrserver/Legacy/DHS-4438-ENG> and <http://edocs.dhs.state.mn.us/lfsrserver/Legacy/DHS-4576-ENG>.

Stakeholders recommended that qualifying trainings be culturally sensitive in format and delivery. One stakeholder suggested adding the words “in a culturally-sensitive setting,” to the learning objective of the two-hour training requirement. It was also suggested that DHS use the language from Core Competency Content Area I: Child Growth and Development, Level 1, Indicator c, which states: “Accepts cultural and linguistic variations and the effects those variations may have on behavior and development.” Stakeholders agreed that minimally qualifying trainings should integrate culturally sensitive examples into the coursework.

One stakeholder suggested that the two-hour trainings include an interactive component to encourage providers to engage in applying their learning to their work. Others expressed concern that this would make the trainings less accessible, especially in rural areas of the state.

Stakeholders also proposed that trainers should be encouraged to include the learning objectives of their course on a certificate of completion. The language they use should match that of the Minnesota Early Childhood Education and Care Practitioners Core Competencies. This would create some consistency across different trainings, and simplify licensors’ efforts to ensure the training requirements are met. Additionally, stakeholders suggested that DHS consider how licensors and providers determine if trainers have appropriate educational backgrounds and qualifications to be teaching the required trainings.

Summary of Survey and Meeting Findings and Recommendations

- State child care licensors and many county child care licensors use a broad interpretation of what fulfills the statutory two-hour Childhood Growth and Development training requirement because they understand the statutory language defining the requirement to be very general.
- County licensors currently accept trainings offered by a wide array of community organizations, but trainings offered through MNSTREAMS by the local CCR&Rs are most widely known and accepted.
- Some county licensors accept online trainings and Web sites for the training requirement, but there is a lack of consistency across counties.
- Several counties have either designed their own training that fulfills the requirement, or contracted with a local college, or with other early education professionals, to design an appropriate training.
- There are currently a large number of MNSTREAMS trainings statewide, but CCR&R staff expressed a need for direction in determining whether a training fulfills the child development and training requirement.
- Licensors specifically said they also were waiting for DHS to provide clarification on what trainings they should consider as appropriate for the requirement.
- Some licensors would prefer DHS simply provide a list of acceptable trainings, but stakeholders cautioned against this, noting that many different classes could fulfill the same requirement. Instead, stakeholders said DHS should “be specific about the components of the class, but not the class itself.”
- Stakeholders agreed that qualifying trainings should be broad-based and provide an overview of early childhood growth and development, since the training requirement is for new child care providers only. The trainings should also encourage providers to pursue additional trainings.
- It was recommended that, in defining the learning objectives of qualifying trainings, DHS use the language of Core Competency Content Area I: Child Growth and Development, Level 2, Indicator a, which states “Identifies basic physical, social, emotional, cognitive, and language developmental milestones of children.”
- It was also recommended that trainings include contact information for future questions and/or resources, and trainers distribute, or at least refer to, the Early Childhood Indicators of Progress and Early Learning Standards developed by the Minnesota Departments of Health, Human Services and Education.
- Stakeholders agreed that, at minimum, qualifying trainings should integrate culturally sensitive examples into coursework.
- There was consensus that qualifying trainings must be accessible in the following ways: method of delivery (e.g., classroom setting, online, etc.), languages in which they are offered, and geographic location of the classroom-style trainings.
- The stakeholders also proposed that trainers be encouraged to include the learning objectives of their course on a certificate of completion. The language they use should match that of the Minnesota Early Childhood Education and Care Practitioners Core Competencies.

Next Steps to Identify Early Childhood Development Trainings

DHS intends to use the information, findings and recommendations described above to inform the development and implementation of professional development system components in Minnesota. Roll-out of these components begins July 2008. Specific next steps include development of:

- A continuum of training content based upon standard practitioner core competencies that will include training specific to meeting pre-service and ongoing licensing training requirements. Child Growth and Development is one of eight competencies for which training content will be developed.
- A training content and trainer approval process that is based on and ties training to the practitioner core competencies. These approval processes will ensure that the required early childhood development training and the trainers that deliver it fully address the Child Growth and Development competency area, and are delivered by skilled and knowledgeable trainers.
- A Web-based professional development Registry designed to track and verify practitioner training and career development. This will help both practitioners and licensors in locating approved training, and documenting pre-service and ongoing training requirements.
- Incentives and supports for practitioners to seek additional training and education. While some supports are currently in place, DHS will increase efforts to ensure that supports are effectively targeted and coordinated with other aspects of the professional development system.
- Assurances that the system is accessible and coordinated. For example, training on early childhood development will be uniformly available statewide through multiple delivery strategies.
- Opportunities for ongoing partnerships and communication with licensors and stakeholders through advisory group and strategic focus group meetings. These efforts can build upon the important input gathered through this report.

Attachments

- Attachment 1:** Minnesota Statute Report References
- Attachment 2:** Early Childhood Trainings Accepted by Counties
- Attachment 3:** Unduplicated MNSTREAMS Child Growth and Development training, July 1, 2005, to October 21, 2007
- Attachment 4:** Stakeholders meeting, December 4, 2007
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- Attachment 6:** Minnesota School Age Core Competencies

Attachment 1: Minnesota Statute Report References

Minnesota Laws 2007, Chapter 147, Article 2, Section 56

Sec. 56. COMMISSIONER OF HUMAN SERVICES DUTIES; EARLY CHILDHOOD AND SCHOOL-AGE PROFESSIONAL DEVELOPMENT TRAINING.

Subdivision 1. Development and implementation of an early childhood and school-age professional development system. (a) The commissioner of human services, in cooperation with the commissioners of education and health, shall develop and phase-in the implementation of a professional development system for practitioners serving children in early childhood and school-age programs. The system shall provide training options and supports for practitioners to voluntarily choose, as they complete or exceed existing licensing requirements.

The system must, at a minimum, include the following features:

(1) a continuum of training content based on the early childhood and school-age care practitioner core competencies that translates knowledge into improved practice to support children's school success;

(2) training strategies that provide direct feedback about practice to practitioners through ongoing consultation, mentoring, or coaching with special emphasis on early literacy and early mathematics;

(3) an approval process for trainers;

(4) a professional development registry for early childhood and school-age care practitioners that will provide tracking and recognition of practitioner training/career development progress;

(5) a career lattice that includes a range of professional development and educational opportunities that provide appropriate coursework and degree pathways;

(6) development of a plan with public higher education institutions for an articulated system of education, training, and professional development that includes credit for prior learning and development of equivalences to two- and four-year degrees;

(7) incentives and supports for early childhood and school-age care practitioners to seek additional training and education, including TEACH, other scholarships, and career guidance; and

(8) coordinated and accessible delivery of training to early childhood and school-age care practitioners.

(b) By January 1, 2008, the commissioner, in consultation with the organizations named in subdivision 2 shall develop additional opportunities in order to qualify more licensed family child care providers under section 119B.13, subdivision 3a.

(c) The commissioner of human services must evaluate the professional development system and make continuous improvements.

(d) Beginning July 1, 2007, as appropriations permit, the commissioner shall phase-in the professional development system.

Subd. 2. Two-hour early childhood training. By January 15, 2008, the commissioner of human services, with input from the Minnesota Licensed Family Child Care Association and the Minnesota Professional Development Council, shall identify trainings that qualify for the two-hour early childhood development training requirement

for new child care practitioners under Minnesota Statutes, section 245A.14, subdivision 9a, paragraphs (a) and (b). For licensed family child care, the commissioner shall also seek the input of labor unions that serve licensed family child care providers, if the union has been recognized by a county to serve licensed family child care providers.

Minnesota Statutes, Section 245A.14, Subd 9a (a) and (b)

Early childhood development training. (a) For purposes of child care centers, the director and all staff hired after July 1, 2006, shall complete and document at least two hours of early childhood development training within the first year of employment. Training completed under this subdivision may be used to meet the requirements of Minnesota Rules, part 9503.0035, subparts 1 and 4. (b) For purposes of family and group family child care, the license holder and each adult caregiver who provides care in the licensed setting more than 30 days in any 12-month period shall complete and document at least two hours of early childhood development training within the first year of licensure or employment. Training completed under this subdivision may be used to meet the requirements of Minnesota Rules, part 9502.0385, subparts 2 and 3.

Minnesota Statutes, Section 119B.13, Subd 3a

Provider rate differential for accreditation. A family child care provider or child care center shall be paid a 15 percent differential above the maximum rate established in subdivision 1, up to the actual provider rate, if the provider or center holds a current early childhood development credential or is accredited. For a family child care provider, early childhood development credential and accreditation includes an individual who has earned a child development associate degree, a diploma in child development from a Minnesota state technical college, or a bachelor's degree in early childhood education from an accredited college or university, or who is accredited by the National Association for Family Child Care or the Competency Based Training and Assessment Program. For a child care center, accreditation includes accreditation by the National Association for the Education of Young Children, the Council on Accreditation, the National Early Childhood Program Accreditation, the National School-Age Care Association, or the National Head Start Association Program of Excellence. For Montessori programs, accreditation includes the American Montessori Society, Association of Montessori International-USA, or the National Center for Montessori Education.

Attachment 2: Child Growth and Development Trainings Accepted by Minnesota County Child Care Licensors, Fall 2007

| Training | Counties That Spontaneously Reported Accepting | Notes |
|---|---|---|
| Has broad interpretation of what would fulfill the requirement – essentially, anything that includes some information about child development (physical, social, emotional or cognitive). | Aitkin, Becker, Brown, Chisago, Fairbault/Martin, Fillmore, Itasca, Lake of the Woods, Morrison, Otter Tail, Polk, Todd, Wadena, Washington | |
| Accepts trainings that the local Child Care Resource and Referral (CCR&R) agency offers and indicates fulfills the requirement. | Aitkin, Becker, Benton, Blue Earth, Brown, Chippewa, Chisago, Crow Wing, Dakota, Dodge, Fairbault/Martin, Fillmore, Freeborn, Hennepin, Hubbard, Itasca, Jackson, Kanabec, Kittson, Koochiching, Lac Qui Parle, Lake of the Woods, Le Sueur, Meeker, Mower, Nicollet, Norman, Otter Tail, Polk, Ramsey, Red Lake, Redwood, Renville, Rock, Roseau, Scott, Sibley, Stearns, Steele, Swift, Traverse, Wadena, Waseca, Washington, Wilkin, Winona, Wright, Yellow Medicine | |
| Accepts the SEEDS and Ages and Stages trainings from local CCR&R. | Olmsted | |
| Accepts SEEDS and ITTI trainings offered by the CCR&R, but has a strict definition of "child development," (e.g., will not accept trainings on autism, as this seems too specific). | Cottonwood | |
| Accepts relevant courses offered by local Early Childhood and Family Education (ECFE). | Brown, Fairbault/Martin, Nicollet, Rock, Waseca | |
| Accepts relevant trainings from the local food programs. | Fairbault/Martin, Stearns, Swift | Trainings must not be only about food. |
| Accepts relevant courses offered by local college or universities. | Dakota, Dodge, Hennepin, Itasca, Le Sueur, Ramsey, Renville | |
| Accepts relevant trainings offered by the local child care association. | Freeborn, Lake of the Woods, Mower, Nicollet, Nobles, Redwood, Rock, Scott, Waseca, Wilkin | |
| Accepts relevant trainings from local community education. | Kittson, Rock, Scott, Waseca | |
| Accepts child development classes offered through local hospital. | Le Sueur, Olmsted | Queen of Peace, Le Sueur; Mayo Clinic, Olmsted |
| Accepts attendance at relevant conferences. | Itasca, Mahnomen | Mahnomen: Annual 2 1/2 day Communities Collaborative Conference |

Attachment 2: Child Growth and Development Trainings Accepted by Minnesota County Child Care Licensors, Fall 2007

| Training | Countries That Spontaneously Reported Accepting | Notes |
|--|---|--|
| Accepts relevant trainings offered by trainers in private practice, non-profit agency staff, etc. | Ramsey | |
| Accepts the Love and Logic programs (http://www.loveandlogic.com/), that are sponsored by the local school system. | Fairbault/Martin, Itasca | |
| Accepts www.daycarepro.com online trainings. | Fairbault/Martin, Le Sueur, Scott | |
| Accepts trainings from the www.educarer.org . | Wilkin | |
| Accepts relevant tutorials from www.mnparentsknow.info . | Winona | |
| Accepts online courses from www.carecourses.com . | Nicollet, Scott | |
| Will accept other trainings on a case-by-case basis if provider has asked for prior approval and licensor has had an opportunity to study the content of the training. | Brown, Chippewa, Freeborn, Meeker, Nicollet, Ramsey, Rock, Washington, Wright | Nicollet and Washington both indicated they will not accept books or videos. |
| Will accept other trainings as long as provider has a printed version of the syllabus and certificate of completion. | Swift, Todd | |

Attachment 2: Child Growth and Development Trainings Accepted by Minnesota County Child Care Licensors, Fall 2007

| Training | Counties That Spontaneously Reported Accepting | Notes |
|---|--|--|
| Have developed their own relevant child development training. | Crow Wing, Dakota, Pope, Scott | All four counties said the trainings were at least two hours, and were delivered in face-to-face, classroom settings. Each said they have not had requests for classes other than in English. |
| Had local technical college develop a child development training specifically to enable providers to fulfill the requirement. | Douglas, McLeod | Both counties said the trainings were at least two hours, and were delivered in face-to-face, classroom settings. The trainings were only available in English. For more information on the content of McLeod's course, see www.ridgewater.edu/customized . |
| Offered a class based on a video titled "The First Years Last Forever," available online at www.parentsactionstore.org . "The class consisted of a group discussion led by our speaker, a public health nurse, who is the Family Health Supervisor. We then offered a second class, based on the video 'Discipline, Teaching Limits With Love' using materials from the same web site and speaker." | Steele | Classes were two hours long. Both videos they have used are in English, but she thinks Spanish tapes are also available. |
| Recently she had providers who could not attend trainings and did not have computer access, so she provided them with print handouts from the Ages and Stages curriculum and then had them take a test afterwards. | Freeborn | |
| Accepts anything from the Child Development section of their resource library (includes books, DVDs, videos). | Carver | The county counts each minute of the video, or one minute per page in book. Everything in the library is currently only available in English, but they do not have any non-English speaking providers yet. |
| Accepts reading and reporting on the following book that was provided at no cost to each family child care provider in the county: <i>A Guide to Social-Emotional Growth and Socialization</i> by California Department of Education. | Red Lake | |
| Has not addressed the training requirement yet. | Cook, Isanti, Kittson, Koochiching, Sibley | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|------------------------------------|--|---|-------|
| "T" Is For Team | "Stop it! It's mine! No fair!" Is constant bickering and fighting in your day care giving you the blues? There is light at the end of the tunnel! Join me as we explore team-building games and interactive activities that are sure to end any storm heading your way! | Hennepin | |
| 1,2,3 Magic! | The training will address the difficult task of child discipline with humor, keen insight and proven experience. As a parent, you will learn easy-to-follow steps for disciplining your own children. As teachers and early childhood professionals, when it comes to discipline, you have a variety of challenges that parents don't have. This program offers effective discipline techniques for the child care and classroom setting, along with helping you encourage good behavior, manage difficult behavior and strengthen your relationship with the children in your care or the students in your classroom. | Fillmore, Olmsted, Wabasha | |
| 10 Steps to Positive Discipline | This training is designed as a 7 ½ hour series. In the series, you will learn ten principles of positive discipline. Explore the difference between disrespectful and typical childhood behaviors, how to communicate with children so they listen and respond, and how to reduce power struggles. | Beltrami, Clearwater, Hubbard, Beltrami | |
| 1-2-3... Now Do You Understand ME? | Do you want to move children from relying on negative nonverbal communication to using more reliable verbal positive communication? Let's learn how to model three basic steps to communicate our feelings and theirs so children may develop effective emotional literacy skills. | Dakota, Wright | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Countries Where Training Offered | Notes |
|--|--|----------------------------------|-------------------|
| A Good Nights' Sleep Isn't a Dream | Misbehavior, lack of attention span, hyperactivity, negative mood; are these indicators of a behavior problem, or a lack of sleep? This enlightening workshop, based on Mary Sheedy-Kurcinka's book Sleepless in America, will help participants to understand the relationship between lack of sleep and inappropriate behavior. We will examine the symptoms of sleep deprivation as well as how much sleep children (and adults) need at various ages, how daytime routines can impact sleep, and how we can help parents learn to set the stage for a good nights' sleep for the entire family. This class will change how you look at the role of sleep in a child's life, as well as your own! | Olmsted, Mower, Winona | |
| A Is For Anger | Infants...Toddlers...Preschoolers...Fighting...Screaming...Crying... With all of the commotion that happens during the day, it's enough to make anyone frustrated! How do we control our anxiety and our temper during those tough times? We'll answer this question and explore some basic tips that are sure to keep even the most acrobatic day care provider from flipping out! | Dakota | |
| A Look at Temperament Traits | Have you ever encountered children that have been described as hard to handle, spirited, active alert, or strong willed? Do you feel that you've tried everything and you just don't know what else to do with these children? In this class we will look at different temperament traits, what cues and triggers may create situations that hinder a child's ability to control their behavior. We will implement new strategies that will help us learn how to interact in ways that prevent meltdowns and power struggles while helping children gain control. | Hennepin | |
| A Look Inside: Physical, Social and Emotional Deve | Ever wondered why children do what they do? This interactive training will give you a chance to look at a child's behavior from the "inside-out". We will examine temperament and development in relation to children's behavior. | Hennepin, Dakota, St. Louis | |
| A Magic of Behavior Guidance | No description available. | Ramsey | Tailored Training |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|---|--|
| A Place for All Children | If you are looking for practical skills and ideas on how to be more culturally competent in your childcare setting, this interactive training is for you. You will learn how to assess your environment and activities, as well as gain some new ideas on communicating with children about differences. | Hennepin | |
| Actividades para Ninos con (PE) | No description available. | Ramsey | Spanish |
| ADD-ADHD | Is there new research on this? How do we define this? What are some strategies and techniques that would help us provide care? | Lyon | |
| ADHD: Seeing the Disability Behind the Behavior | Have you ever wished you had a "map" to use when caring with ADHD? Join us in this interactive training as we travel in discovery of the myths and facts of ADHD and successful strategies for inclusion of children with ADHD. | Itasca, Morrison, Hennepin, St. Louis, Hubbard | |
| Ages and Stages | In this 2-hour workshop we will describe the stages of growth and development. These stages include infant, toddler, preschool, school age, early adolescent and adolescent. We will talk about the specific tasks each child needs to accomplish during these stages and how some of these tasks may be annoying to parents and caregivers, but very necessary for the child. Following our discussion of the areas of development we will talk about what to do if the providers feel there are concerns with a child's development and how to make a referral. Each provider will be able to take home a greater knowledge of development as well as a list of resources where they can find more information. | Blue Earth, Ramsey, Anoka, Mower, Winona, Mahnommen | Was available as a Tailored Training in Ramsey |
| Ages and Stages: The Growing UP | Children's growth is a miracle. It is the constant that requires guidance and understanding. Join a discussion focusing on the growth and development of young children. Together we will align our intervention practices along with the capabilities and struggles of the various stages in child development. | Anoka | |
| All you Really Need to Know | No description available. | Ramsey | Tailored Training |
| Are They Ready for Kindergarten? | No description available. | Dakota | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------|
| Art and Science Areas | Paint, Crayons, Paper, Magazines...Sure, these are important tools for art, but what about all of the other interesting things that we can bring to our art and science areas? Children can get in a rut just like we can! Discover the true purpose of these centers and how to successfully transform common, everyday items into fascinating tools for hands-on learning! | Hennepin | |
| Arthur's Adventures | Arthur features stories about the challenges of childhood. Arthur illustrates problem-solving, communication skills, and the importance of self-respect and respect for others. During this 90-minute workshop, adults will develop teaching activities that will encourage growth in cognitive, social skills, math skills and more! | Carlton | |
| Ask, Acknowledge, Adapt | Participants will examine the process for resolving cultural issues with parents with a respectful attitude of inquiry and heightened awareness of their own values. | Isanti | |
| Asperger Syndrome | This two-hour presentation will discuss the characteristics of Aspergers Syndrome and help child care professionals understand children with this diagnosis. Participants will learn strategies for working with children with Aspergers Syndrome in the child care setting. Specific strategies that will be presented include the use of schedules, visuals, social stories and five-point scales. | Blue Earth | |
| Aspergers/Autism and Sensory Integration | For some of us, these words alone can be frightening. Join us as we explore the definition of these syndromes. We will also examine how this can impact children. We will examine how this can impact your early childhood setting and strategies that may be beneficial to you. | Pipestone | |
| Assertiveness: How to say "NO" | Child care professionals will focus on self-esteem, communication, and assertiveness techniques in dealing with parents and children in their care. Numerous areas in child care that present challenges, as well as how these challenges can be turned into positive growth experiences for parents and child care professionals alike, will be discussed. | Dakota | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Countries Where Training Offered | Notes |
|-------------------------------|--|---|-------------------|
| Assessments: Are They Ready | Are there never enough hours in the day, or is that just in my household? As if the task of being teacher, nurturer, maid, short-order cook, and friend to your little ones is not enough, here come the assessments! What exactly are "assessments" and why are they so important? How do we determine which kids are on track and which ones need a little jumpstart? We'll learn how to create assessments and how to administer them to young children. Join me as we find the answers together! | Dakota | |
| Attachment and Bonding | This training will explore the concept of attachment and how it directly relates to the social/emotional health of those children we care for daily. Also discussed will be the possible negative outcomes for the children who do not experience this rich emotional experience. | Sibley | |
| Attachment in Early Childhood | Training to Go focusing on how attachment forms early in life. Also, discusses different types of temperament and goodness of fit. | Beltrami, Roseau | |
| Autism | How is it identified? How does it impact children we care for? What are some strategies that we can use in our early childhood setting? | Lyon, Nobles, Hubbard | |
| Babies Are Children Too | This workshop addresses special concerns when caring for infants in groups and the importance of nurturing care. | Kandiyohi | |
| Baby Signing | No description available. | Hennepin | Tailored training |
| Baby Signs Provider Workshop | The BABY SIGNS program give caregivers the ability to identify needs, wants, and feelings of children before the children have developed the motor skills necessary for verbal communication. The workshop demonstrates how teachers can use the BABY SIGNS Program to address the areas of cognitive, physical, social, emotional, and language development within their current curriculum. Teachers will learn about the research behind the program, why it works, when to start, and how to choose and teach signs. | Crow Wing, Isanti, Mille Lacs, Morrison, Pine, Wadena | |
| Babysitters Training | No description available. | Stearns | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|---------------------------------|-------------------|
| Back 2 Basics: Glorious Goop | Kids love messes and so will you after these great painting techniques, wonderful recipes and other super ideas. Learn new ideas. Share some of your won and try many hands-on projects at various stations. Painting, play-dough, bubbles, gak and flubber are just a few of the recipes and ideas waiting for you in the Glorious Goop workshop. | Leech Lake | |
| Back to Basics "Fab 5: My Five Senses" | Did you know that something as easy as popping a batch of popcorn can train kids to use all of their senses? Children naturally experience the world through their senses. Expand that learning and guide its direction with fun and simple activities. Recipes, ideas, and sample projects will be available to take home and use with your own group of kids. | Aitkin, Crow Wing | |
| Backyard Science | Open the door and explore your own year-round nature lab. Seasonal activities, games, experiments and stories will help you teach your children the delicate balance of life, right in your own backyard. | Hennepin | |
| BCC: Investing in the Future-- How to Positively T | More and more our children will need highly developed skills dealing with diverse people and situations. Whether the differences are cultural, ability, class or orientation, our children need to learn appropriate attitudes and behaviors to be successful in the future. This workshop will explore how we teach our children these attitudes and behaviors, and offer practical suggestions for helping each of our children reach her full potential. | Wilkin, Clay, Hubbard | |
| Behavior Guidance | No description available. | Ramsey | Tailored Training |
| Behavior Management (Neighborhood Provider Group) | No description available. | Hennepin | |
| Between the Lions | The doors "between the lions" swing open to reveal a magical place where characters pop off the pages of books, vowels sing, and words take on a life of their own. During this 90-minute workshop, participants will develop fun, hands-on ways to motivate children to read and write and to learn more about the wide variety of text styles and structures that can be found in stories. | St Louis | |
| Between Two Mirrors | No description available. | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|---------------------------------|-------|
| Beyond "Good Job" and other Myths of Praise | As providers we want to be sure to foster positive growth and development by offering words of praise to those in our care. But can we go overboard with the praise? In this workshop we will take a look at how too much of a good thing is not always best. We will look at ways to create an environment that is encouraging and supportive while teaching our children confidence and resiliency. | Stearns | |
| Birth to Backpacks | Understanding early brain growth and development, emergent literacy (and the importance of culture/poverty on brighter tomorrows [this phase is an option]) on school readiness. | Washington | |
| Biters, Fighters and Scratchers, Oh My! | Child care settings are a breeding ground for conflicts between children. How should you handle these situations, and why do they happen? Learn how to deal with these situations, and how to talk with parents, whether their child is the victim or aggressor. | Red Lake | |
| Biting | No description available. | Hennepin | |
| Biting - Prevention and Intervention | Biting is a typical and frequent developmental phenomenon in toddlers, much like temper tantrums and separation anxiety. In this session we will discover the reasons and developmental issues behind biting behavior and we'll gain knowledge in both the prevention and intervention of biting. | Stearns | |
| Biting and Potty Training | No description available. | Ramsey | |
| Biting...? | The BITE . . . is powerful and primal. It's scary and frustrating. Come to this workshop and learn reasons for this behavior and some tried and true methods to prevent and STOP THE BITE! | Anoka, Washington, Hennepin | |
| Block and Dramatic Play | Building and creating...there is so much more to the Block and Dramatic Play Area than meets the eye! Together we'll explore the true purpose of these centers and simple ways to incorporate any theme into your spaces. Fun guaranteed! | Hennepin | |
| Block Play | Explore how to maximize learning opportunities with block play. We will look at a variety of types of blocks that fit different budgets and resources to use with the blocks to provide learning experiences in all areas, including language development, math and science. There will be resources to try out, instructional handouts, resource lists, and a drawing for a special prize. | Dakota, Ramsey | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|---|-------|
| Boys and Girls Learn Differently | Based on the book by Michael Gurian and Patricia Henley; this class will discuss brain research as it relates to the different learning styles of boys and girls. We will discuss tools and strategies that will increase success in learning environments for every child. | Anoka, Hennepin | |
| Boys Will Be Boys | Boys are boys, and boy are they different from girls! Boys' growth and development is on a boy time line, with big energy; and big risk taking! boys need their adults to be persistent and consistent helping them to develop impulse control, learn social skills and respect while acknowledging the ways boys are boys! | Anoka | |
| Brain Development | This class will focus on the development of the brain. We will learn about prenatal and postnatal development. For anyone struggling with behavior issues, or program design, this class will offer insight into why and who children develop. | Kanabec | |
| Brain Development and Effects of Stress | In this session you will learn about Brain Development and the Early Negative Impact on how stress harms. Early, frequent, and intense stress tunes the brain to set stress regulation mechanisms at high levels. This often results in a child operating in a persisting fear state. | Leech Lake | |
| Brain Development and Infant Care | What goes on in an infant's brain and how do we as "educarers" help develop the "best brains ever." Learn ideas to help the developing brain of infants reach maximum potential. | Carver, Hennepin, Ramsey | |
| Brain Development and Responsive Caregiving | In this session we will provide information that can help caregivers provide sensitive, responsive care by forming a relationship between the child and caregiver. We will learn how to read and respond to a child's cues and how brain development ties together in providing a nurturing environment. | Watonwan | |
| Brain Development in Early Childhood | This lesson addresses brain development in early childhood, and explores the myths and facts about a baby's brain. Learn how the brain develops and discover "brain building" practices for both parent and caregivers. Find out what you can do to support brain development and the well-being of each child in your care. | Clearwater, Otter Tail, Douglas, Isanti | |
| Brain Gym (Neighborhood Provider Group) | No description available. | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|---------------------------------|-----------------------------|
| Building Blocks of Emotional Health | Learn insights into what we can do to establish the ground work for healthy emotional health for children. | Meeker | |
| Bullying, Biting, Turning Ideas Into Resources | Bullying: Will be an opportunity to look at the issue of bullying, what characteristics bullies have and how bullying impacts young children. We will also look at ways we can intervene and provide ideas for empowering potential victims and share coping strategies. Biting: Prevention and Intervention: Biting is a typical and frequent developmental phenomenon in toddlers, much like temper tantrums and separation anxiety. In this session we will discover the reasons and developmental issues behind biting behavior and will gain knowledge in both prevention and intervention of biting. Turning Ideas Into Learning Resources: In this workshop, we will examine preschool activities and learn how we can take these ideas and see how they can be resources for children's learning. | Big Stone | |
| Can I Play Too? | In this workshop, we will look at why children's friendships are important as well as what the stages of friendship are. The impact of environment, children's individual needs, and effective adult interactions will also be discussed. | Houston | |
| Can You Hear Me Now? | The social-emotional growth of children is enhanced and affected by verbal and nonverbal communication. Early connections are the root of communication between children and the important adults in their lives. This training will explore responsive and receptive communication with very young children. | Brown | |
| Can You Hear Me? Registers of Language | In this workshop we will explore the five registers of language: formal, frozen, consultative, casual and intimate. Most of us use different registers in different situations, and with different people. Families who have experienced poverty and families from other countries and cultures may speak in different registers from us: learn how to switch registers and better understand and communicate with families and each other. | Hennepin, Carver | Tailored Training in Carver |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|--|-------|
| Caregiving Strategies: Building Resilience in Chil | This training will assist providers in the identification and referral of children with developmental concerns. You will explore the benefits of supporting and assisting parents in seeking help for a child who may be in need of specialized services. | Hennepin, Sherburne, Watonwan | |
| Caring for the Active-Aggressive Child | Why do some children seem to be more active or aggressive than others? Learn information and strategies that will help you work with children who exhibit these behaviors. | Hubbard, Grant, Clay | |
| Caring for the Defiant Child | "I won't and you can't make me!" These words raise a reaction in most adults. This session explores issues involved with "hot spots" for parents and caregivers, and identifies strategies that will help you work with children who exhibit defiant behavior. | Polk, Lake of the Woods, Otter Tail, Wilkin, Grant | |
| Caring for the Highly Sensitive Child | Have you known a child who can't stand to feel the tag in their shirt or cried when an unexpected noise was made? Learn ways to meet the challenges of working with highly sensitive children. | Polk, Roseau, Hubbard, Grant, Clay | |
| Caring for Young Children with Physical Disabilities | This interactive training will provide caregivers with a better understanding of children with physical disabilities. An overview of typical and atypical physical development is included, as well as suggestions for safe and appropriate positioning and handling of children with special needs. Concrete suggestions are given regarding the use of adaptive equipment, creating the appropriate environment and safe lifting techniques. The focus of the material is to assist the caregiver in providing inclusive participation in all aspects of their care settings. | Clay, Polk | |
| Celebrate Literacy | Find new ways to develop literacy and math skills in young children. We will be using music and movement to reinforce readiness skills. Learn how to enhance literacy and math through literature and flannel board activities. | Stearns | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|---------------------------------|-------------------------------|
| Celebrate the Day! | Every day is an event in the life of a young child. Incorporate fun with the facts the calendar can provide. You can use the daily ideas minimally just by discussing, or maximize through activities, books, and snacks. Each participant will receive 365 reason to celebrate, along with some favorite cheers and handshakes to affirm and celebrate each child! | Blue Earth | |
| Child Care Basics | Child Care Basics is designed for newly licensed or inexperienced family child care providers and looks at ways to start and operate successful child care businesses. The training covers a range of topics including licensing rules and regulations, start-up tips, business procedures, health and safety, professionalism, setting up environments and child development activities. Child Care Basics is a first step for those entering the child care profession. | Otter Tail | |
| Child Development 101 and Language Acquisition | We'll take a look at the physical growth and development of children from birth to age five and link that to realistic expectations for language acquisition. We will consider varying aspects such as growing up mono-lingual vs. bilingual and growing up in an English speaking environment when the home language is not English. Participants will share activities that promote language development and enhance the child and families' self-esteem. We will also consider the affects of home environments where there is limited language stimulation and interaction. | Ramsey, Scott | Offered in Spanish |
| Child Passenger Restraint | No description available. | Hennepin | Tailored training in Hennepin |
| Child Restraint | No description available. | Hennepin | Tailored training in Hennepin |
| Child Who Is Rejected | No description available. | Sherburne | |
| Children the Challenge | No description available. | Ramsey | Tailored training |
| Children with Challenging Behaviors | No description available. | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|----------------------------------|-------|
| Children's Behavior: Where Do I Fit In? | Whether you've been in child care for one week or for 10 years, at some point you've had to manage a behavior that disrupts your daily routine. Join us for an interactive look at challenging behaviors, what affects behavior, and your role working through behavior that disrupts your day. | Hennepin, St. Louis | |
| Children's Mental Health | Usually we think of someone with mental health issues as being an adult. Come and hear about the mental health issues that affect children. | Cottonwood, Yellow Medicine | |
| Circle Time for Little Busy Bodies (1 1/2 to 2 1/2) | This workshop includes lots of fun finger plays, action songs, flannel board stories and more to keep your gang with you for circle time. We will discuss ways to keep those minds (and hands and feet and bodies!) from wandering (1 1/2 to 2 1/2 year olds) | Wright | |
| Colorblind or Colorful: What Kids Notice - BCC | Have you ever wondered where children get those crazy ideas about differences? This interactive training will show you how children become aware of the differences that surround them and how they begin responding to these differences. Learn how you can help your children develop healthy values about differences in culture, ability, class, or status. | Hennepin, Carver, Dakota, Ramsey | |
| Communicacini Wise TV | No description available. | Ramsey | |
| Competition/Teamwork | Preschool-age children get more excitement out of simply playing a game than they do from either winning or losing. Before the age of six, children simply are not mature enough to grasp what competition means. Come and find out how to <ul style="list-style-type: none"> • Improve learning skills and physical fitness • Stimulate whole brain and body use • Enhance motor development, sensory, integration, and self-esteem • Improve social and stress management skills • Wacky waving, Painter's Dance, Crazy Conducting, Clapping Dance, Face Dancing and much much more. | Carlton | |
| Connections In Circle Time | No description available. | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|---|---------------------------|
| Creating an Environment for Discovery | The Discovery Area nurtures children's natural sense of wonder about the world around them. It helps children develop important skills and concepts in all areas of development. The Discovery Area is the hub of science learning, a place where children actively investigate the "big ideas" of science. Caregivers and teachers who are knowledgeable about science content and promote a sense of wonder about the world help children learn important skills and content. | Douglas | |
| Creating an Environment for Dramatic Play | Dramatic play is central to children's healthy development and learning. When the Dramatic Play Area is setup and equipped appropriately, it becomes a stage where children can immediately take on a role and pretend. Caregivers and teachers support children in extending their ideas by changing props and setting to incorporate new experiences and interests of the children. The ability to engage in and sustain imaginative play is central to children's learning and development. Caregivers and teachers may need to take an active role in teaching the skills to make believe. | Becker, Lake of the Woods, Otter Tail | |
| Creating and Exploring the Library Area | Sharing books with children not only motivates them to want to learn to read, but also promotes development and learning in all areas. When the library area is arranged in an attractive and functional way, children are more likely to read books and to write. Learn how to be purposeful in supporting children's language and literacy development through a well-planned library area. | Clay, Douglas, Kittson, Polk, Wilkin | |
| Creative Adventure | For a child, life is a creative adventure. In this training learn how to support children's development and learning through art, music, movement, and conversation. | Becker, Beltrami, Clay, Douglas, Mahnomen, Norman, Traverse | |
| Creative Curriculum | Dramatic Play, Promoting Positive Relationships, Daily Events & Weekly Planning. Observing and Responding, Art, and Music & Movement. | Clay, Mahnomen | Tailored Training in Clay |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|---------------------------------|-------|
| Creative Curriculum - Storytelling and Retelling | A strong foundation in oral language greatly contributes to children's literacy development. Firsthand experiences enable children to develop concepts, acquire knowledge, and learn new vocabulary. Conversations with children are an important way to promote cognitive, social/emotional, and language development. Caregivers and teachers help children learn literacy skills through the use of songs, rhymes, and other language games. | Beltrami | |
| Creative Curriculum : Knowing Infants, Toddlers, and Twos | No description available. | Becker | |
| Creative Curriculum: Selecting Materials & Creati | The environment impacts the way children feel, how they behave, and how they learn. Caregivers and teachers must thoughtfully consider the needs of children when selecting materials and arranging the environment. Arranging the environment in interest areas allow caregivers and teachers to promote learning in ways that appeal to children's unique interests. | Kittson | |
| Creative Curriculum: Cooking | No description available. | Clay | |
| Creative Curriculum: Creating an Environment for Discovery | The Discovery Area nurtures children's natural sense of wonder about the world around them. It helps children develop important skills and concepts in all areas of development. The Discovery Area is the hub of science learning, a place where children actively investigate the "big ideas" of science. Caregivers and teachers who are knowledgeable about science content and promote a sense of wonder about the world help children learn important skills and content. | Douglas | |
| Creative Curriculum: Elements of an Effective Learning Environment | In an effective learning environment, children become independent and confident learners. The physical space affects how people feel and behave, while the arrangement of furnishings and the organization of materials sends messages and supports goals for learning. When the environment is well planned, both adults and children learn more effectively. | Grant | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|--|-------|
| Creative Curriculum: How Children Develop and Learn | Knowing how children develop and learn is the basis for planning your program, selecting materials, and guiding children's learning. Preschool children develop in predictable ways in the areas of social-emotional, physical, cognitive, and language growth. Yet, every human being is also unique and has specific interests, experiences, and learning styles. Knowing what is common to preschool children as well as getting to know what makes each child unique allows caregivers and teachers to build strong relationships and help every child succeed. | Beltrami, Clay, Otter Tail, Red Lake, Wilkin | |
| Creative Curriculum: How Children Develop and Learn | Preschool Creative Curriculum | Clay | |
| Creative Curriculum: Talking, Singing and Playing | A strong foundation in oral language greatly contributes to children's literacy development. Firsthand experiences enable children to develop concepts, acquire knowledge, and learn new vocabulary. Conversations with children are an important way to promote cognitive, social/emotional, and language development. | Polk | |
| Creative Curriculum: Using Computers to Support Ch | Computers can be a valuable tool in the preschool setting. Success with computers depends on how they are used and the software available to children. The way in which caregivers and teachers support children's use of computers will influence whether their experiences are successful or frustrating and whether computers are used appropriately or inappropriately. | Lake of the Woods | |
| Creative Discipline | Redirection. Warnings. Time Outs. We've all tried the age-old techniques to discipline. What works? What doesn't? Exactly what is discipline and how can we make it work for not only us, but for the children? Together we'll explore discipline and how to use creative methods in implementing it! Don't miss this valuable training and discussion and get our juices flowing to learn about "Creative Discipline"! | Carver | |

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| Training Name | Description | Countries Where Training Offered | Notes |
|--|--|------------------------------------|-------|
| Cultural Issues | What is culturally sensitive care? Build upon your personal memories, thoughts, and feelings about culture to look closely at the care that you provide to children. Become more aware of your role to working with families and program policies that jointly support culturally sensitive care. | Hennepin | |
| Culture is More than Attending the Opera and | We know that caregivers provide a unique service that ties businesses and families together. This session will explore the important role that culture plays in establishing and maintaining relationships between the caregiver and parent/child. This session will help caregivers to recognize the role culture plays in the development of a child's self-esteem, fostering positive provider-parent relationships, creating policies and procedures for the business, and developing the child care program. The workshop will emphasize the importance of understanding and appreciating an individual's unique culture. | Nicollet | |
| Developing & Fostering Emotional Development | Supporting the emotional growth and development in children from birth to three years of age is one of the most important aspects of a caregiver's role. See how to help support the child's development of a positive sense of self, and the ability to relate warmly to others, control impulses, distinguish between fantasy and reality and use imagination, creativity, and curiosity with a compassionate sense of wonder. | Hennepin, Dakota | |
| Developmental Concerns in Children | This class describes what to do if you have developmental concerns about a child in your care. | Hennepin | |
| Developmental Milestones | Knowing what children are capable of doing at certain ages helps with behavior guidance. This training looks at the developmental milestones and what they mean to providers in regards to planning, behavior guidance and relationships with families. | Carver, Hennepin, Sherburne, Anoka | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|-----------------------------------|-------|
| Developmentally Appropriate Practices for Infants | What is developmentally appropriate play for infants and toddlers? Are there care giving practices that are important for teachers and providers to follow when caring for these young children? Learn the various developmentally appropriate practices that will benefit the infants and toddlers in your care. | Washington, Hennepin | |
| Different Drummers: The Temperament Connection | Do some of the children in your care march to the beat of a different drummer? Is one child outgoing, while the other is bashful and slow to warm up? Explore your child's temperament as well as your own. | Polk, Stevens, Becker, Otter Tail | |
| Discipline: What's Working? What's Not? | In this workshop various methods of discipline and limit setting techniques will be discussed in small and large groups. The participants will receive effective discipline ideas and will choose which ones might most meet their needs. | Dakota | |
| Do As I Say, Not As I Do: Sending Children | Look at the messages from adults that shaped your life as a child. How did they impact you and shape your culture? In this workshop, participants will interactively explore the importance of childhood messages and the impact they have in the development of a healthy cultural identity. A Building Cultural Connections Curriculum | Faribault | |
| Do Emotions Rule the Day? | Discover the role the emotional mid-brain has on our lives. Learn how the communication through this part of the brain impacts our internal and external organization. Experience Brain Gym Energy Exercises as a means to balance emotions, feel centered and grounded while reaching mind-body integration. This workshop delves into why children 18 months to 4 years behave as they do and explores why adults at times revert to that behavior in stress. You'll learn tools to move beyond the "terrible twos." | Ramsey | |
| Does the World Look the Same? Exploring Learning S | As adults, we know that all of us learn differently. Children learn differently also. What are ways that we can guide and discipline children without feeling frustrated? How can we take into consideration children's learning? Come join us as we reflect on these. | Stearns | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|---------------------------------|-------|
| Dragon Tales | In Dragon Land, a colorful and magical place, the children and the dragons overcome obstacles, face fears and learn new strategies for dealing with the challenges they encounter in a supportive, nurturing environment. During this 90-minute workshop, participants will have fun developing hands-on techniques that will help guide young children to pursue challenging experiences that will promote growth and development. | Lake, St. Louis, Cass | |
| Early Brain Development II | No description available. | St Louis | |
| Early Childhood Indicators of Progress | What does it mean to be ready for kindergarten? What does school readiness mean for me as a parent, a provider or a teacher? Using the Early Childhood Indicators of Progress, we will learn about guidelines that will engage us in thoughtful, purposeful daily curriculum planning, intentional interaction (instruction), and the role of assessment (and what that is!) in early care and education. And we will have a lot of fun doing it! | Ramsey | |
| Early Language and Literacy | Do you know a child that struggles with speech? Do you know a child that struggles with reading? We all know the importance of early intervention for our children. You can help! This workshop will focus on specific ways to build early language and literacy development for babies to school-aged children. Participants will be given practical ideas, baby signing techniques, take-home information and fun hands-on activities. Take this opportunity to develop and learn exciting language strategies for your program! | Cass, Crow Wing | |
| Elements of an Effective Learning Environ | In an effective learning environment, children become independent and confident learners. The physical space affects how people feel and behave, while the arrangement of furnishings and the organization of materials sends messages and supports goals for learning. When the environment is well planned, both adults and children learn more effectively. | Grant | |
| Eliminating Conflicts | No description available. | Carver | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------|
| Emotional Development | Infants experience a series of distinctive social-emotional stages as they grow. By understanding these stages, caregivers can better support each child's developing sense of self, relationships with others, understanding of social rules, and ability to work out feelings through communication and creative play. | Sherburne | |
| Emotional Development of Children-ages birth-three | Increase your knowledge of emotional development to the next level. Participants will examine how responsive relationships help children create a positive self-image and discuss mastery motivation. They will also identify social patterns that enhance positive social skills and learn the importance of modeling to enhance a child's development. | Olmsted | |
| Encouraging and Supporting Growth in Infants | This class is designed to learn or brush up on your knowledge of infant development. With the use of discussion and handouts, we will discover what infants should be developing in their emotional, physical and cognitive growth. | Ramsey | |
| Enhancing Our Children's Self-Esteem | What is self-esteem and how do we as caregivers affect children's self-esteem. Learn various ways to enhance and strengthen the self-esteem of the children in your care. We will also learn self-concept do's and don'ts. | Hennepin, Carver | |
| Environments: How it All Works Together | We will discuss how the physical, instructional, organizational aspects of early childhood environments provide a hands-on primary source of learning for your children, as well as impede behavior problems. Pictures of your environments to share will be welcomed. | Dakota | |
| Essential Connections: Cultural Issues The - ITTI | What is culturally sensitive care? Build upon your personal memories, thoughts and feelings about culture to look closely at the care that you provide to children. Become more aware of your role in working with families and program policies that jointly support culturally sensitive care. | Carver | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|--|--------------------------|
| Ethical Dilemmas When Working With Children | When working with children, human service professionals often experience the dilemma of providing effective services within the constraints of legal parameters and professional codes of ethics. Issues such as touch, the child's right to confidential services vs. parental rights to know and mandated reporting are only a few of the potential clashing ethical demands. This training explores various ethical dilemmas confronting professional providing services to children and provides a model for addressing ethical dilemmas. | Hennepin | |
| Exploring Social and Emotional Development of Infa | This class will examine some of the different stages of social and emotional development in infancy and toddlerhood. Some of the topics we'll cover are: trust vs. mistrust; communication with the baby; smiling; stranger anxiety; social referencing; attachments; and peer relations. We will also discuss how to enhance infants' and toddlers' social-emotional development through a variety of activities. | Scott | |
| Facilitating Learning in Infants | This lesson explores the important role the caregiver plays in facilitating intellectual growth. Caregiver responsiveness is both the cornerstone of the relationship with the young child and an important factor in early learning. Participants will discuss ways to facilitate learning that is responsive to the child's needs. Hear how brain development impacts learning and how new brain research is providing new awareness of infants needs. | Cottonwood, Murray, Nobles, Renville, Wright | |
| Family Caregiver Partnerships | No description available. | Hennepin | Hmong, Tailored training |
| Family Caregiver Relationships | This class will provide important components of a successful parent-provider relationship. Class activities include building blocks of successful relationships, joining forces, ensuring confidentiality, family concerns/family focus and joining forces. | Lake | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|---|-------------------------------|
| Fetal Alcohol: Living and Working With People Who | <p>Individuals with Fetal Alcohol Spectrum Disorders (FASD) present us with some unique challenges. This workshop will provide participants with practical strategies for working with individuals who have or may have FASD. Subjects to be covered will include environmental influences, discipline techniques, teaching strategies and much, much more. This workshop is interactive & dynamic & questions are welcome at any time.</p> <p>Goal: To educate participants in regard to Fetal Alcohol Syndrome and Fetal Alcohol Effect - the causes, the damage, the outcomes.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to identify the potential fetal damage that can occur from alcohol use in each of the trimesters of pregnancy. 2. Participants will be able to identify at least 3 characteristics/behaviors seen in 4 developmental stages (early childhood, elementary school, high school and adulthood) that could be indicative of Fetal Alcohol damage. 3. Participants will be able to identify at least 3 environmental factors that can help or inhibit the ability to work effectively with people who have FAS/E. 4. Participants will understand and be able to apply at techniques for working with individuals who have FA <p>The session/s will prepare participants to work more effe</p> | Aitkin, Itasca | |
| Find Your Focus with Brain Gym! | <p>Are you or your children operating out of survival? Is reacting the norm? Explore Brain Gym Lengthening Activities to move out of the brain stem and experience whole-brain function. release the tendon guard reflex and experience an integrated mind-body.</p> | Ramsey | |
| First Moves | <p>Would you like to learn ways to support an infant or toddler's integration into a new child care setting and reduce anxiety for both the child and the parent? Separation is a major issue for children, parents and caregivers. Come and examine techniques to help both children and parents deal with these times of adjustment.</p> | Hennepin, Stearns, Blue Earth | |
| First Signs | <p>This workshop will explore early warning signs of developmental delays, including Autism, how to talk with parents about developmental concerns, and where to refer. This information is helpful for anyone working with children 0-5 years.</p> | Dakota, Hennepin, Pipestone, Sherburne, Stearns, Olmsted, Dodge | Tailored training in Hennepin |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|------------------------------------|-----------------------------|
| Flannel Boards for Learning and Fun | Learn how to choose stories and create them for a flannel board. Also learn how to use, tell and store the stories. | Scott, St. Louis | |
| Flexible, Fearful & Feisty! | Do you have a difficult time caring for certain children? Are others "too good to be true"? This session covers the nine different temperament traits that we all have and offers an opportunity to explore how temperaments may influence the way you provide care. In this fun session, you will learn to recognize different temperament traits in the children in your group and you might discover some interesting things about yourself that you never knew before. | Stearns | |
| Focus on Stress on Young Children & Effective Earl | Dr. Megan Gunnar, recently named Regent's Professor, will speak on Brain Basics and Stress on Young Children. Dr. Arthur Reynolds will discuss Making Early Care and Education Effective. | Redwood | |
| Fostering Friendships: When Friends Fight and Stra | <p>When Friends Fight: This training will explore common areas of conflict when working with young children. Learn how the environment plays a role in creating, preventing, and solving conflicts between children.</p> <p>Strategies that Support Social Interactions: Find ways that you promote social interaction and friendship among the children in your care. In this session you will learn how to help each child feel accepted in the group. You will also explore ways to help children communicate and get along with others by encouraging feelings of empathy and mutual respect.</p> | Beltrami | |
| From a Toddler's Point of View | Toddlers are a bundle of energy. The class will cover activities that will work with them and some of their most favorite toys and equipment. See some unmessy ways to do art and enjoy your day. | Carlton, Dakota, St. Louis, Ramsey | Tailored training in Ramsey |

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| Training Name | Description | Counties Where Training Offered | Notes |
|------------------------------------|---|---------------------------------|-------|
| From Curious George Books to Drama | Childcare providers will be introduced to the idea of re-creating books using drama. Providers will look at the Curious George books. Simple costume, props and set will be introduced to enhance the re-creations. They will learn how easy and fun it is for their students to make and use these items to help the enhancement of the story. They will learn how the children in their care apply their listening skills by helping to re-create the props, set and dialogue from books. They will learn how this activity creates more excitement and interest in books. Providers will learn to offer the use of puppets in improvisational games so their students gain a sense of safety in exercising their own ideas and creativity. Providers will understand from doing it how as a result there is a readiness to go to the next level and experience creative dramatics through both improvisation and scene work. Providers will learn about movement and specific character movement to get the children in their care ready to portray specific characters in the books. Providers will re-create certain s | Hennepin | |
| From Language to Literacy | Participants will consider the impact of family involvement and the home environment on what and HOW children under the age of five are learning. Home language, home culture, home environment, literacy in the community environment, and the impact of television will be considered. | Dakota | |
| Great Expectations | Learn age appropriate activities, behaviors, actions, and language in a course tailored to your areas of interest and ages served. This course is interactive; come prepared to share! | Stearns | |
| Growth and Development | Explore growth and development from birth to five. Learn how to enhance and stimulate physical and cognitive development and foster communication and creativity skills in children. There will be one hour of independent study to be completed before the final class. | Dakota | |
| Guidance | No description available. | Ramsey | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|---------------------------------|-------------------|
| Guidance and Discipline with Infants and Toddlers | Are you sometimes frustrated with the infants and toddlers in your care? Do they seem uncooperative; do they sometimes tell you, "no!?" This training will address appropriate ways to set limits as well as the guidance issues that caregivers face when working with infants and toddlers. Discuss why infants and toddlers sometimes seem defiant and how to deal with frustrating situations. | Becker | |
| Guiding Challenging Children- Pun vs Dis | No description available. | Hennepin | Tailored training |
| Hand In Hand- Child Who Appears Anxious | In this session, you will discuss children who are reluctant to join in play, and learn the reasons behind their behavior. You will learn techniques designed to build children's trust and to help them become more relaxed and playful. | Wilkin | |
| Hand -In-Hand: When a Child Doesn't Play | This class provides opportunities to observe children who wander, to learn some of the reasons for the behavior and to watch various ways teachers intervene to help children with different needs settle into play | Hennepin, Rock | |
| Hand-In-Hand: The Child Who Appears Aloof | All children - and adults - have times when they withdraw, prefer to play alone or spend time quietly. This kind of occasional behavior is to be expected. Of concern to Early Childhood Professionals is the child whose aloof behavior becomes a pattern- the child who is reluctant to interact with other children, who almost always appear withdrawn and uninterested in others. We will explore how avoiding social interactions can affect children's play and what Early Childhood Professionals can do as they understand their role in helping children gain the skills needed to interact comfortably with their peers. | Lincoln, McLeod | |
| Hand-In-Hand: The Child Who Dabbles | This class provides opportunities to observe children who are only marginally invested in their play, presents possible reasons for the behavior and shows strategies designed to help them play with greater depth and focus. | Hennepin, Lincoln | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|---------------------------------|-------|
| Hand-In-Hand: The Child Who is Ignored | This session focuses on children who have difficulty joining in social play. These children may want to play with their peers, but find themselves ignored and left out. Children who are ignored often lack confidence and basic play and communication skills. Early Childhood Professionals are in a unique position to help these children develop the necessary skills to interact successfully with their peers. | McLeod, Rock | |
| Hand-In-Hand: The Child Who Is Rejected | <p>Most Early Childhood Professionals have had children in their settings who are rejected by others. Sometimes the rejection is overt and emphatic; other times it is less obvious, as peers quietly avoid the child. Children who are rejected are often the same children that teachers find difficult and challenging - children who can easily become labeled discipline problems. Unfortunately many may see these children as intentionally disruptive and troublesome.</p> <p>This session attempts to build a broader and more sympathetic picture of children who are rejected. The goal is to redirect attention from behaviors that cause rejection and to focus on the social skills these children lack. Emphasizes on the unique position to help young children develop the skills needed to interact successfully with their peers that Early Childhood Professionals have.</p> | McLeod | |
| Hand-In-Hand: The Child Who Wanders | This class provides opportunities to observe children who wander, to learn some of the reasons for the behavior and to watch various ways teachers intervene to help children with different needs settle into play. | Hennepin, McLeod | |
| Hand-in-Hand: Watch Me! Watch Me! | Children are always telling you, "Watch me! Watch me!" In this training, discover how watching children play can help you deal with play and behavioral problems. Learn how to see children's play in a whole new light! | Douglas | |

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|---|---|----------------------------------|-------|
| Help! I Have a Biter | No Biting is the "how to" manual for every toddler program seeking to address biting incidents from developmental, emotional, and practical perspectives. We will discuss why toddlers bite, along with prevention responses that protect and reassure both the biter and victim. | Stearns, Sherburne | |
| Holiday and Magic Ideas (Neighborhood Provider Group) | No description available. | Hennepin | |
| How to Make a Difference in a Child's Life | Participants will learn about attunement and attachment. They will gain a basic understanding of their world, and how they form connections to people. Participants will examine early brain development and life experiences and how this challenges or enhances a child's ability to develop positive relationships. Providing an enriched caregiving environment and strategies for coping with challenging behaviors will also be discussed. | Clay | |
| How to Teach Children Using Drama - Jelly Beans Cr | Drama is an effective teaching tool that can be used to teach any subject! Come Join Wend Muhlhauser of Jelly Beans Creative Dramatics and discover the joy of teaching using drama. | Chisago | |
| How Understanding and Responding to Children's Sex | This workshop highlights developmentally expected sexual behaviors in children and adolescents and coaches participants on how responding to these behaviors can be a powerful tool in preventing the sexual abuse of a child. The workshop goals are to empower secondary caregivers and childcare professionals to actively recognize and respond appropriately to children's sexual behaviors; educate childcare providers about developmentally expected sexual behaviors in children and adolescents; and encourage communication about sexuality between licensors and providers and between providers and parents. | Olmsted, Steele, Waseca, Carlton | |
| I Am Special! | I Am Special! A grown-ups guide to self esteem - Children with a healthy sense of self esteem feel the important adults in their lives accept them, care about them, and would go out of their way to ensure they are safe. We will discuss what can we do to enhance and assist the children we care for to have these "good feelings" | Blue Earth | |

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|---|--|---------------------------------|-------|
| I Want My Arm to Do What Yours is Doing | When a child needs OT | Kandiyohi | |
| If You Show Me Yours, I'll Show You Mine | No description available. | Dakota | |
| Imagination Fascination | Children are not only fascinated with imaginative play but it is a great way to teach them a variety of developmental skills. This class will give you inspiring and imaginative ideas for implementing or jazzing up dramatic play in your child care setting. | Meeker | |
| Impact of Culture on Care | No description available. | Hennepin | |
| Importance of Play | By reproducing the essence of their experiences in play, children are actively thinking, remembering and making decisions about what is meaningful. They are figuring out cause and effect relationships, putting related facts together and fitting everything together in their mental reality. This is the essence of learning. This sense of play starts in infancy and continues throughout life. | Hennepin | |
| Including Children with Sensory Processing Disorder (Project Exceptional) | No description available. | St Louis | |
| Including Infants & Toddlers | This exciting workshop is designed to explore and enrich the experiences of infants and toddlers in multi-age care settings, and shows practical ways to incorporate learning through play. | Stearns, Sherburne | |
| Inclusion: Developmentally App Care for All | Key concepts of developmentally appropriate integrated care are presented and discussed in this useful and interactive training. The important role of the caregiver in the creation of an encouraging environment is also covered. | Hennepin | |
| Infant Home Childcare Provider | No description available. | Ramsey | |
| Infant Toddler Training | This is a 6 hour Infant Toddler class covering Emotional Development, Guidance and Temperament | Carlton | |
| Infants and Toddlers Have a Social Life? | Infants watch other children intensely. Toddlers touch other children intensely. What is it all about? Learn to look at the world through the eyes of an infant and a toddler. Learn to explore what it is they need and want from their relationships with others (adults and children). | Washington | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|--|-----------------------------|
| Infants...The Eighth Wonder of the World! | Join us as we discover what exactly these "little people" are capable of, how to embrace their individuality and YES, we will be on the floor exploring new things to do WITH them and FOR them! | Carver, Ramsey | |
| Inside the Child: Social & Emotional Development | Ever wonder why children do what they do? This interactive training will give you a chance to look at a child's behavior from the "inside-out". We'll examine temperament and development in relation to children's behavior. (PE) | Wright, Hubbard, Kittson, Stevens, Hennepin, Ramsey, Hubbard | Tailored training in Ramsey |
| Interacting Across Cultures | No description available. | Dakota | Tailored training |
| Interacting Across Cultures (Neighborhood Provider Group) | No description available. | Hennepin | |
| Introduction to Children's Depression | Have you noticed that some children are overly sad, or just seem to be having a harder time than others? Have you ever wondered about children having depression, or just want to learn more? Yes, children as young as preschool age can have depression. Join us to get more information about depression and look more closely at the how to recognize the signs and symptoms of early childhood depression. | Hennepin, Ramsey | Tailored training in Ramsey |
| Introduction to Children's Mental Health | No description available. | Hennepin | Tailored training |
| Introduction to Infant Signing | Specially designed for Professional Caregivers and Parents! Participants will learn what Infant Signing is, how using Infant Signing facilitates language development, and why encouraging preverbal children to use Infant Signing has benefits for the caregiver and for families. This highly interactive and fun workshop also features video illustrations. | Carver, Dakota, Hennepin | |
| Introvert Extrovert | No description available. | Hennepin | Tailored training |
| It's A Big World: How do I Fit In (BCC Module A) | Look at the messages from adults that shaped your life as a child. How did they impact you and become your culture? Participants will interactively explore the importance of childhood messages, and the impact they have in the development of a healthy cultural identity. | Hennepin, Dakota, Carver | |

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|---|---|---------------------------------|-------|
| It's A Sure Sign - The Impact of Infant Signing | A growing number of parents worldwide are now using visual language of the deaf community, American Sign Language (ASL), to communicate with their babies before they can talk. How does giving babies earlier access to language impact their linguistic and cognitive development? Come learn how Infant Signing impacts social/emotional development and the formation of healthy bonds of attachment. | Hennepin | |
| It's All About Environment | What does your environment say to children? Join us as we look at how your physical and social environment affect children's behavior. Learn how to prevent and manage children's behavior through hands on activities. | St. Louis | |
| It's Magic: Conversations Young Children Can't Res | Observing, waiting and listening are the keys to engaging conversations with children. Rediscover strategies and techniques that encourage development of children's speaking and listening skills, leading to enriched social and intellectual development. | Ramsey | |
| Jelly Beans Creative Dramatics - Dr. Seuss | Dr Seuss stories are some of the all-time favorites of children of all ages. Join us as we explore several Seuss stories through creative dramatics activities you can easily do with the children in your care. Have fun and get great ideas you can use to enhance the love of learning and books while developing the creative spirit in children. | Chisago, Kanabec, Cow Wing | |
| Kids & Computers | What are good computer programs for kids? What can kids gain from using the computer? | Lyon | |
| Kindergarten Here I Come! | No description available. | Stearns | |
| Language Acquisition: Helping Our Youngest Language | In this class we will discuss how children acquire language. We will find out how we can support children who are learning English in addition to their home language and also how these strategies can encourage growth when young children are at risk in the area of language development. This will be a useful class for those providers working with ELL children and those with language delays. | Ramsey | |

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|--|--|---------------------------------|---------|
| Language Development and Communication | Infants are powerful communicators. Not yet able to speak or to understand words, they use crying, cooing, babbling, and facial gestures to engage the caregiver in conversation. Increase your understanding of how to observe, listen and respond to the infants in your care, to help them see themselves as competent communicators. | Dakota, Kanabec, Carver | |
| Latino: Sexualidad, gender | No description available. | Ramsey | Spanish |
| Learning Styles & Temperaments | In order to teach children, do you understand your own learning style and the different styles by which children learn? We will focus on your own personality and temperament through the Myers Briggs test and how it affects your daily life. | Ramsey, Dakota | |
| Learning to Use the Ounce Scale | <ul style="list-style-type: none"> • Do you have a child whose development is puzzling to you? • Would you like to feel more confident talking with parents about their child's behavior or development? • Would you like ideas for creating learning activities for infants and toddlers? <p>If you answered yes to any of these questions, this class may help! Implementing the Ounce Scale will assist you in improving the quality of your child care environment and in enhancing your professionalism as a caregiver. "Learning to Use the Ounce Scale," which consists of a series of four classes, will introduce you to an assessment tool and curriculum resource for infant-toddler caregivers and will provide regular support as you get started with each of the components.</p> | Ramsey | |
| Leer a tu hijo es un Acto de Amor | No description available. | Ramsey | Spanish |
| Let's Explore! Encouraging Curiosity in Young Chil | This workshop focuses on helping educators and parents feel comfortable with children's curiosity and to value it; to recognize curiosity in infants, toddlers and preschoolers, and to develop strategies for encouraging that curiosity in both girls and boys. Participants will discover that science is a process, a way of looking at the world to understand how it works. | St Louis | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------------------|
| Library and Circle Time Areas | Cinderella, The Cat in the Hat...Sure, we can find these books in your Library Area and read them in our Circle Time, but is this space just for reading? Join me as we discover all of the other amazing things that we can bring to these spaces that are sure to captivate every child's attention! | Hennepin | |
| Linking Brain Development to Real Relationships an | Explore and discover the relationship between a child's experiences and the impact these have on the wiring of ones brain for future learning and social/emotional development. | Ramsey | |
| Listening Skills | When someone criticizes you, it is hard to listen well. This is especially true when the criticism is offered in an aggressive manner. Good listening skills increase the amount of information shared and improve your understanding of the problem. They follow the same principles that guide assertive behavior. Here are some tips that will help you be a better listener. | Jackson | |
| Literacy | No description available. | Hennepin | Tailored training |
| Literacy Begins in the Cradle | No description available. | Ramsey | Tailored training |
| Literacy Sharing Circle | No description available. | Ramsey | |
| Living With a Disability: A Family Perspective | The family perspective is critical when working to successfully include children with special needs in community child care settings. This training highlights the unique issues; that families of young children with special needs, face when looking for child care. Join us as we discuss acceptance and respect of the diversity of family structures, values and members for all families. | Carver | |
| Living With Autism | No description available. | Ramsey | |
| Logical Consequences and Praise | The concept of consequences (natural, logical and punishment) has been a source of misunderstanding for both caregivers and parents. In this workshop we'll discuss the balance between over-indulgence and autocratic thinking. We'll learn about logical consequences, the difference between praise and encouragement, and how you can improve your coaching style! | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------|
| Lots and Lots of Language | Discover activities that encourage young children's language development. We will explore story times, songs, and other activities to bring meaningful language experiences into our environment. | Ramsey | |
| Making Music Even if You Are Not a Musician | It's been said that music tames the wild beast. It does, indeed, have tremendous power to evoke emotions, trigger memories, and enhance learning. Learn simple strategies for implementing music (voices, instruments, cads, videos) in your program even if you can't carry a tune or play a note. You can control the ambiance (e.g., high excitement or nap time) as well as incorporate multiple cultural influences. Bring your favorite ideas. Plan to participate! | Hennepin | |
| Managing Behavior When My Buttons Are Pushed | How do we keep it together when our "buttons" are being nudged, pushed or slammed? Come and review methods of managing children's behaviors when our patience is being tried and tested. We will examine our own caregiver behaviors as we seek ways to remain responsive and not reactive. | Ramsey, Hennepin | |
| Media Wise Kids | American children now spend over 44 hours a week in front of a screen, more than any other activity except sleeping. In this 6 hour training, Michael Mann of the national Institute on Media and the Family combines the latest discoveries in brain science with up-to-date research and data to explore the power and impact of video games, the Internet and television in shaping norms, attitudes and behaviors. we will pay particular attention to the impact of media on the brain development, health and wellness of young children, and discuss how media create and nourish a "culture of disrespect." We will explore ways to take advantage of the wonderful opportunities media offer our kids while minimizing the danger and risk. Michael will explain why it is crucial to pay attention to the role of media in children's lives and share concrete strategies for communicating with and staying connected to kids in the media age. | Hennepin, Dakota | |
| Media, Violence, Kids | No description available. | Ramsey | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---|-------------------|
| Mission Control 2 | SPACE the final frontier. Take a look at space and the space program and ways to incorporate language, art, math and other learning in a fun and interesting topic. | Dakota | |
| Mistaken Behavior or Misbehavior & Child Develop | What behaviors are mistakes or intentional? What do you do about them? Expectations about behavior need to be in line with their developmental stage. This workshop helps staff understand what can be expected. | Hennepin | |
| Mister Rogers' "What do You do with the Mad that Y | This 2-hour workshop uses a variety of activities to help parents and caregivers explore different approaches to helping children deal with their anger. During this workshop participants will develop a better understanding of children's emotional stages of development and techniques that will guide and support children as they develop self-control. | Lake | |
| More Alike Than Different (PE) | Ability awareness is the focus of this workshop. Children come to us with a wide range of gifts and challenges. Caregivers may have fears about caring for a child with special needs. Learn how you can include and support all kids in your child care setting using activities that match the child's developmental skill level. | Hennepin, Lake, St. Louis, Carver, Dakota | |
| More than Letters | No description available. | Ramsey | |
| Movement is the Door to Learning | Nerve networks are formed within our brains and bodies through movement and touch. We'll experience Brain Gym processes and movements while learning how the brain interprets the movements in our body. Come and be amazed at the difference movement makes in your ability to focus, remain centered, and think rationally. | Anoka, Ramsey | |
| Movin' and Groovin' | No description available. | Ramsey | Tailored training |

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|----------------------------------|---|---------------------------------|-------|
| Moving Across the Midline | Our left and right sides do best when in cooperation, not competition, with one another. We have two eyes, ears, hands and feet for a reason. Explore the importance of leading with one and having the other sensory intake available for support. Learn the Midline Movements of the Brain Gym program and how they assist in building nerve nets between the left and right hemispheres. this workshop will offer tools to increase communication between the left and right hemispheres. This workshop will offer tools to increase communication between the left and right hemispheres necessary for many academic skills, such as writing, reading, and listening. | Ramsey | |
| Natural and Logical Consequences | Come explore the four types of consequences. We will work as a team, on many of the issues School Age Care providers deal with on a daily basis. Share your hardest situation and leave with at least four options if not more. | Ramsey | |
| Navigating the Landscape of ADHD | Join us in this interactive training as we travel in discovery of the myths and facts of ADHD and successful strategies for inclusion of children who have ADHD. | Renville, Dakota | |
| No More Time Outs | Toddlers are too young to understand the concept of time outs. Cause and effect is something toddlers have yet to grasp. In this interesting seminar we will discuss developmentally appropriate discipline tactics for Toddlers. | Ramsey | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|--|--|
| Not By Chance | School Readiness Awareness Training. Supporting Children's school readiness in child care setting takes careful planning, knowledge and attentions to each child's individual needs. This training will provide knowledge of three rolls used in Minnesota's Early Childhood and School Age Care and Education System: the Minnesota Early Childhood Indicators of Progress which describes what young children should know and be able to do the Minnesota Core Competencies which defines what providers should know and be able to do and the Environmental Rating Scales which is a set of tools for understanding and measuring the quality of a child care or school age care setting | Chippewa, Kandiyohi, Wilkin, Aitkin, Jackson, Kandiyohi, Murray, Nobles, Swift, Meeker, Morrison, Wadena, Dakota, Hennepin | English, Spanish, Hmong Has been Tailored Training |
| Observation | What can observations and portfolios do to improve your program? See how to use these tools to make your job easier and share great information with your families. | Washington | |
| Observation Is the Key to the Door: Understanding | Have you ever thought: "They're doing it on purpose?" Join us to discover how through observation, we can see the clues children give us to the purpose behind their behavior. Once we understand the purpose, we can more effectively respond to children's needs. | Hennepin | |
| Observation: Finding the Education of Behavior (Project Exceptional) | Have you ever thought: "They're doing it on purpose?" Join us to discover how through observation, we can see the clues children give us to the purpose behind the behavior. Once we understand the purpose, we can more effectively respond to children's needs. | Nobles | |
| Oh No! I have to talk to the Parents! | I have a concern about a child's development. I need support in changing inappropriate behavior of a child. I need to know more about what approach or style the family uses to address guiding and teaching. What do I say? What do I ask? How do I present myself? We will discuss the process of communicating with parents. | St Louis | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------|
| Open Forum - Behavior Guidance and Solutions | Biting...Hitting...Screaming...Sometimes it seems as if it never stops! How can we stop it? Maybe you are pulling your hair out, or have figured out some cool tricks of the trade that have worked for you. Join Jia and share your thoughts with other caregivers. | Dakota | |
| Open Forum - Handbook...Help! | Tired of sick policy issues in your child care? When is it appropriate to charge parents for late pickups? Get ready to roll up your sleeves as we dig into the nitty gritty of what really works and what doesn't! Bring your own child care handbook for extra tips and suggestions! | Carver | |
| Ounce: The Developmental Profile | The final session explores how The Ounce Scale can be used as an evaluation tool to assess the development of infants and toddlers. We will practice making ratings by comparing observation data to standards of development. We will consider specific skills for parent conferences and strategies for approaching difficult issues. | Hennepin | |
| Overindulged Child - Spoiled? | Occasionally indulgence can be good for a child. But when we start hearing demands for more and more from our children, the occasional indulgence has now become overindulgence. This can lead to lack of responsibility, lack of daily life skills and an inability to relate to peers. This workshop takes a look at what overindulgence looks like and what we can do to handle it. | Murray | |
| Parent Provider Relationships | Build relationships with the parents who are your clients. Explore and express ways to respectfully communicate in any type of relationship. | Chippewa | |
| Parenting Styles: How They Affect Children-H | How does your parenting style affect the children in your care? Are the styles of parents of children in your care positive or negative? Get answers to these questions and a look at ways to bring out positive behaviors of the children. Participants will learn the three different parenting styles, characteristics, and outcomes of them. | Hennepin | |
| Peaceful Parenting in a Violent World | Join us to learn how to raise and discipline children without violence. Learn about practical methods that promote peace and harmony. This class will help find non-violent solutions to some child development problems. | Hennepin | |

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|--|--|--|-------|
| Personality Styles: Each Child is Unique | Each person has their own unique way of perceiving their world and how they choose to interact with others. This workshop will identify various personality temperaments and learning styles. The participant will receive information on effective communication and educational techniques to use with a variety of children and for themselves." | Dakota | |
| Piaget, Montessori & Me? | Each person has their own unique way of perceiving their world and how they choose to interact with others. This workshop will identify various personality temperaments and learning styles. The participant will receive information on effective communication and educational techniques to use with a variety of children and for themselves." | Washington | |
| PITC /ITTI Module 1 Lesson 2: Flexible, Fearful, or Feisty | Overview of temperaments. In these lessons you will learn how each child needs a physically and emotionally secure environment, how to support an infant's growing sense of self, how to promote a child's social-emotional development. Participants will also explore temperament by reviewing the nine temperament traits and the three temperament types that represent common clusters of these traits. | Becker, Todd, Pine, Lake, St. Louis, Roseau, Scott, Dakota | |
| PITC/ITTI Module 1 Lesson 1: The Vision | Fundamentals of development of children's social and emotional competence. | Becker, Todd, Pine, Lake, St. Louis, Roseau | |
| PITC/ITTI Module 1 Lesson 3: Working with Temperament | Discusses the differences in temperaments between children and caregivers, and how this can affect your caregiving style. | Becker, Cook, St. Louis, Roseau, Goodhue, Nicollet | |
| PITC/ITTI Module 1 Lesson 4: Getting in Tune | Discusses how caregivers can form sensitive and responsive relationships with each child to best support the child's development and learning. | Martin, Mower, Becker, Roseau | |
| PITC/ITTI Module 1 Lesson 5: The Responsive Process | Focuses on the "watch, ask, adapt" responsive process. | Martin, Mower, Becker, Roseau | |

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|--|--|---|----------------------------|
| PITC/ITTI Module 1 Lesson 6: Ten Gifts | There is much a sensitive caregiver/teacher can do to promote the social-emotional development of infants and toddlers. The "Ten Gifts" are important guidelines in supporting self-esteem and social-emotional development in infants and toddlers. Participants will learn how to apply these "gifts" in caring for their group of infants and toddlers. | Douglas, Le Sueur, Polk, Roseau | |
| PITC/ITTI Module 1 Lessons 11-12: Socialization and Guidance for Infants and Toddlers | Are you sometimes frustrated with the infants and toddlers in your care? Do they seem uncooperative, do they always tell you "no"? This training will address appropriate ways to set limits as well as the guidance issues that caregivers face when working with infants and toddlers. Discuss why infants and toddlers sometimes seem defiant, and how to deal with frustrating situations. | Clay, Watonwan, Chisago, Kandiyohi, Hennepin, Blue Earth, Brown | Spanish |
| PITC/ITTI Module 1 Lessons 7-10: Emotional Development in Infants & Toddlers and Your Role | Infants and toddlers experience a wide range of emotions everyday, but what exactly is emotional development? This training will discuss healthy emotional development and milestones for infants and toddlers. As caregivers you are crucial in nurturing the growth of this domain. Discuss what caregivers can do to foster emotional development in children ages birth to three. | Clay, Becker, Le Sueur, Olmsted, Blue Earth, Nicollet | |
| PITC/ITTI Module 1: Social and Emotional Development in Infants and Toddlers | This training introduces the six basic stages in a child's healthy emotional development from birth to about four years of age. The stages include self-regulation and interest in the world, falling in love, purposeful communication, beginning of complex sense of self, emotional ideas, and emotional thinking. | Ramsey, Hennepin, Washington, Carver, Anoka | Tailored training in Anoka |
| PITC/ITTI Module 2 Lesson 1: Creating Intimacy in Groups | This lesson focuses on the infant's and toddler's crucial need for close, familiar relationships, or intimacy. Discuss characteristics of relationships that are most important and review the three elements of intimacy in group care. | Clay, Otter Tail | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|--------------------------------------|-----------------------------|
| PITC/ITTI Module 2 Lesson 14-16: Respectfully Yours | Infants who are given respectful, personal care can grow into competent, authentic adults. Infants need caregivers who allow them time to communicate in his or her own way and will respond to their messages appropriately. Join us as we consider the characteristics of quality infant/toddler care, particularly in light of children's developmental changes. | Hennepin, Dakota, Wright | |
| PITC/ITTI Module 2 Lesson 2: Primary Care | What is primary care and why is it important to children's emotional well-being? Primary care gives infants and toddlers the personal relationships and responsive care they need to thrive. Through primary care, the caregiver, the child, and the child's family begin to develop close, trusting bonds. | Clay, Otter Tail | |
| PITC/ITTI Module 2 Lesson 3: Small Groups | This lesson deals with the impact of group size on infants and toddlers in child care. The use of small groups in meeting the intimacy needs of infants and toddler is critical. When the number of children and adults in a setting is limited, both cognitive and social learning are enhanced and serious problems are avoided. | Clay, Otter Tail | |
| PITC/ITTI Module 2 Lesson 4: Continuity of Care | This lesson focuses on providing continuity of care in infant toddler programs. The bonds a young child establishes during the first years of life provide a basis for all learning. Group care that supports the child's attachment to a special caregiver, and a small group size, promote healthy development. | Clay, Otter Tail | |
| PITC/ITTI Module 2 Lessons 8-12: Routines | Daily routines are at the heart of infant/toddler care giving. They provide important opportunities for one-to-one interactions between the caregiver and the child during which both learning and the deepening of emotional bonds can take place. Come join us as we explore how this can happen during feeding, diapering, napping, dressing and bathing. | Hennepin, Sherburne, Becker, Olmsted | Tailored Training in Becker |
| PITC/ITTI Module 3 Lesson 11: Language Development in Young Infants | No description available. | Becker | |
| PITC/ITTI Module 3 Lesson 12: Language Development in Mobile Infants | No description available. | Becker | |

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|---|---|--|---------|
| PITC/ITTI Module 3 Lesson 6: Setting the Stage For Lea | Discover how you can guide children's learning by providing spaces and materials that invite play, active exploration, and involvement by children. Consider how the set-up of your environment makes an important contribution to infant learning | Hubbard, Crow Wing, Kanabec, Mille Lacs, Morrison | |
| PITC/ITTI Module 3 Lesson 7-9: Ages of Infancy | In these lessons participants will have the opportunity to expand their understanding of the needs of mobile infants and how to meet them in the child care setting. Participants will exam in greater detail how play materials are used by infants at different stages and provides activities on the topic of mixed age care. Infancy spans less than three years, yet is it is the period of greatest change and growth in life. Increase your understanding of the issues of security, exploration and identity for infants and toddlers during these formative years. | Polk, Hennepin, Otter Tail, Kandiyohi, Crow Wing, Wabasha, Blue Earth, Kanabec, Mille Lacs, Morrison, Winona | Spanish |
| PITC/ITTI Module 3 Lessons 1 and 2: Discoveries of Infancy | Infants are born with both the desire and capacity to explore, and to learn. Through simple sensory and motor experiences, infants discover the basics of all intellectual understanding. During this workshop, we will look at the caregiver's role as a facilitator, rather than a teacher - a view that enables infants and toddlers to have the freedom to experience the world on their own terms. | Becker, Scott, Norman, Kandiyohi | Spanish |
| PITC/ITTI Module 3 Lessons 3 and 4 | No description available. | Becker, Crow Wing, Kanabec, Mille Lacs, Morrison | |
| PITC/ITTI Module 3 Lessons 9 and 10 | No description available. | Becker, Crow Wing, Kanabec, Mille Lacs, Morrison | |
| Play, Play, Play...What we do all day (Neighborhood Provider Group) | No description available. | Hennepin | |
| Portfolios and Parent Conferencing | Portfolios are a collection of a child's work and caregiver data from informal and performance assessments... sample of a child's work, observation reports, achievements, and more. Learn how to make portfolios and use them as tools for assessment and parent conferencing. | Chippewa | |
| Positive Behavior | No description available. | Ramsey | Hmong |
| Potty Training | No description available. | Ramsey | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|--------------------|
| Preventing Discipline Problems #1 | Building A Prevention Strategy | Clay | |
| Profiles of a Bully | Have you wondered what traits add up to 'bully'? Come explore the profile of a bully and strategies to change behaviors and support everyone involved! This class is appropriate for people working with preschool and school age children. | Chisago, Kanabec, Mille Lacs | |
| Promoting Healthy Attachments | Join us as we look into the role of the child care provider in identifying and supporting healthy attachments. We will discuss what healthy attachments look like and what community resources are available to providers and parents. | Scott, Ramsey | |
| Promoting Healthy Development in Infants and Toddl | Those who care for very young children are helping a child develop the foundation for all future relationships and the child's view of the world and him or herself—Is the world a safe and interesting place to explore? Am I a lovable and important person? Can I trust that my needs will be met and that I have the ability to help that happen? It is in the everyday moments of caring for children that we most powerfully contribute to the building of their foundations. We will talk about promoting infant mental health strategies which contribute to the development of healthy infants and toddlers who are excited to learn and interact with other. | Ramsey | |
| Putting it all in black and white | No description available. | Hennepin | Tailored Trainings |
| Raising Readers (Neighborhood Provider Group) | No description available. | Hennepin | |
| Reading and Learning: One and the Same | Dr. Seuss. Shel Silverstein. Mother Goose. We've all read these fun and amazing stories countless times. Is there a way to read our books so that children get more out of them than just a good story? Of course there is! Come join me as we learn how to turn every story time into a fascinating wonderland full of opportunities for learning and imagination! | Dakota | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|------------------------------------|--|--|-------|
| Ready 4 School | Starting kindergarten is a "BIG" step for young children. We will discuss the transition from preschooler to school age, and what we can do to better prepare the children we care for so that the first few days of school are not filled with firsts, but instead a sense of comfort that familiar skills can be used. | Blue Earth | |
| Ready to Learn about Diversity | When children learn to value and celebrate diversity, they develop pride in their own culture, respect different opinions, try new things, and feel good about who they are. This workshop, co-sponsored by KSMQ Public Television, will show caregivers how to approach diversity as a learning tool. They will also learn how to incorporate educational television with books and activities to foster an appreciation for other cultures. Each participant will receive caregiver guides, children's books, and other resources. | Freeborn, Mower, Olmsted, Rice, Steele, Winona | |
| Red Flags of Development | This course is geared towards providers and parents caring for children ages birth - 5 In this course you will learn about information about early warning signs of developmental delays, and the importance of early intervention. Please join us to learn about the red flags for developmental delays, sharing concerns with families, and referral resources within your communities. You will be given a child development chart, red flags for atypical development, and resource information. | Ramsey | |
| Reframing Children's Mental Health | No description available. | Wright | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|--------------------------------------|----------------------------|
| Reframing Discipline | <p>Doing The Ground Work: from Stopping Misbehavior to Teaching Skills</p> <p>Doing the Groundwork addresses the frustration and concerns teachers have when their discipline efforts aren't working. It defines and teaches the groundwork that makes positive discipline work. This groundwork involves reframing our attitudes about the role of discipline and about our expectations of children. For many teachers, this groundwork is the missing piece, lacking it, we find ourselves continually reacting to children's misbehavior and feeling overwhelmed.</p> <p>Part II: "Connecting With Every Child"</p> <p>Connecting with Every Child shows that the key to positive discipline is the relationship we have with a child. This unit demonstrates how changing our relationship with a child who misbehaves is often the most effective intervention. It teaches the technique of acknowledging children and shows how these efforts can help build strong connections that motivate change.</p> | Chippewa, Kandiyohi, Yellow Medicine | |
| Revitalization and Self Esteem | No description available. | Ramsey | |
| Second Step Violence Prevention Training | This easy to use program is designed to reduce impulsive and aggressive behavior in children, teach social and emotional skills, and build self-esteem. Second Step teaches children to reduce impulsive and aggressive behavior, increase their level of social competence | Blue Earth, Dodge, Olmsted, Murray | |
| Secrets of Children's Social Lives | Making friends is one of the most valuable things children do as they learn and grow. Adults are often watching their children's social lives, wondering how to help their kids cope with the challenges, heartbreaks, and the joys of making friends, losing them, and making friends again. Join us as we examine why friendship is such an important part of children's lives | Carver | |
| SEEDS of Early Literacy | No description available. | Hennepin | Tailored Training in Hmong |

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|---|---|--|-------------------|
| SEEDS of Early Literacy Begin at Birth | SEEDS of Social-Emotional Literacy is an introduction to strategies that caregivers can use to support infants and toddlers in their social and emotional development. Participants will learn about what happens to a child's body when they are stressed, and ways that "shared positive interactions" can help an infant and toddler to de-stress. We will discuss the importance of developing trusting relationships through fun and meaningful daily routines and activities, reading, singing, nursery rhymes and more | Brown, Blue Earth | |
| SEEDS of Emergent Literacy 1 & 2 | No description available. | Hennepin | Tailored Training |
| SEEDS of School Readiness 1: Creating a Literacy Rich Classroom | This session presents ten ways to make your child care setting literacy rich, to help children develop the literacy skills they are expected to acquire before kindergarten. The session demonstrates how to provide literacy learning opportunities in daily routines with children. | Chippewa, Kandiyohi, McLeod, Redwood, Renville, Swift, Yellow Medicine, Roseau, Pennington, Todd, Carver, Blue Earth, Martin | |
| SEEDS of School Readiness 2: A SEEDS Quality Teacher | What does a SEEDS quality teacher say and do in daily interactions with children. In this session, learn how to ask questions to promote language development, encourage children using the teaching tool of affirmation, and explore how to create a literacy rich schedule and daily plan. | Roseau, Cottonwood, Pennington, Chippewa, Kandiyohi, McLeod, Redwood, Yellow Medicine, Martin, Murray | |
| SEEDS of School Readiness 3: Developing Talkers & Thinkers | Identify language milestones on the road to talking and learn the stages of learning for second language learners. This session explores strategies to promote language development in all children, through running commentary, word walls, and conversation, and identifies the "BIG 5" emergent literacy skills. | Stevens, Lyon, Beltrami, Lac Qui Parle, Meeker, Swift, Scott, Polk, Hubbard, Morrison, Cottonwood, Martin, Murray, Nobles | |
| SEEDS of School Readiness 4: SEEDS of Vocabulary and Phonological Awareness | What is phonological awareness and why is it important to children's developing literacy skills? This session will help you promote vocabulary and knowledge throughout the day and identify ten fun and meaningful ways to promote phonological awareness in young children. | Polk, Morrison, Hubbard, Cottonwood, Martin, Lac Qui Parle, Lyon, Nobles, Beltrami | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|---|-------------------|
| SEEDS of School Readiness 5: SEEDS of Print and Book Rules | There's nothing like a book to stimulate interest in reading and literacy. In this session, learn to use "read aloud" to promote emergent literacy skills, and to identify different hear and say techniques. This session will also explore the elements of a print-rich child care setting. | Hubbard, Morrison, Lac Qui Parle, Clay, Pennington, Cottonwood, Martin, Pipestone | |
| SEEDS of School Readiness 6: Letter Knowledge and the Writing Process | How do children progress from scribbles to letter writing, and what can you do to help? In this session, identify the stages of writing and discuss fun and meaningful ways to help children become aware of letters. | Clay, Pennington, Lac Qui Parle, Beltrami, Polk, Morrison, Martin, Pipestone | |
| SEEDS of School Readiness 7: Involving and informing families of a Child's school readiness | In this, the last session, we will review the Big 5. Participants will have an opportunity to write a Literacy Work Plan/Goal Setting and discuss strategies for creating a family involvement plan. | Beltrami, Clay, Polk, Morrison, Martin, Lac Qui Parle | |
| Seeing Monkeys in The Sky | Remember how growing up we used to lay in the grass and find monkeys and elephants and dogs and cats in the clouds? What about those houses out of leaves? how can we incorporate imagination into the lives of the children we care for? Join us as we explore the delight of imagination. | Nobles | |
| Selecting Materials & Creating Interest Areas | No description available. | Kittson | |
| Self -Esteem: Process or Product? | I know that self - esteem is important, I have a "Child of the Week". Is there more I could/should be doing? Self-esteem is much more than a unit of curriculum or a child of the week, it is a process that each of us participates in. join us for a look at how your child care situation affects children's self - esteem a and how to plan for the process of building self - esteem in children (and adults!) of all ages! | Hennepin, Ramsey | Tailored training |
| Self-Esteem | No description available. | Ramsey | Tailored Training |
| Sensational Solutions to Problem Behaviors | What makes kids tick and how to make them purr. Help children identify and manage their sensory needs. Develop strategies to decrease challenging behaviors. | Stearns | |

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| Training Name | Description | Counties Where Training Offered | Notes |
|--|---|---------------------------------|-------|
| Sensory Processing Disorder | Children with Sensory Processing Disorder (SPD) are unable to interpret sensations and organize their responses. These children may be overly sensitive to sounds, to touch or to other sensory input and respond with extreme behaviors. Other children with SPD may be under responsive to stimuli. In this session, we will learn effective strategies in working with children who have SPD. | Freeborn, Olmsted | |
| Separation Issues | Children react to transition in different ways at different times. Come learn the ages and stages of separation issues and appropriate guidelines for dealing with behaviors, attitudes and assumptions surrounding separation anxiety. | Wright | |
| Serving Biracial and Multiethnic Children and Thei | This multimedia, training guide and video designed to inform the early care and education community of the unique identity development of multiracial and transracially adopted children and the needs of their families | Kanabec, Olmsted | |
| Setting Boundaries and Consistency | These two topics are the reason for many behavior issues with children. This training will help you recognize the importance of limits and consistency for children. | Dakota | |
| Setting the Stage for Learning: The Environment a | These lessons focus on those factors in the environment that influence learning. This lesson introduces the concepts of the three stages of infancy by emphasizing the rapid growth and changing needs of children between birth to 3 years old. | Kanabec | |
| Sexuality | No description available. | Ramsey | |
| Shaken Baby | No description available. | Hennepin | |
| Shh! It's Quiet Time! | "Shh! It's quiet time! Shh!" How many times do we find ourselves saying this familiar phrase? If you can relate to this dilemma, this class is just for you! While quiet time is a very important time for children to replenish their never-ending energy, some may not settle down the old-fashioned way. Together we'll explore simple and easy ways to keep the peace (and quiet) in your environment and tackle some foolproof methods that will ensure that everyone gets their needed down time (including you). | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|---|----------------|
| Show Me Yours and I'll Show You Mine... | A discussion about children's sexual behaviors as a strategy to prevent child sexual abuse. Review the principles of the Stop It Now! MN curriculum, then delve into a discussion about healthy sexual development and how to determine whether behaviors you observe are problem behaviors. Learn about the continuum of responses, guidance language to use with children, how to talk to parents about children's sexual behaviors, and reporting guidelines. Small group practice included. Some material from the Kempe curriculum is included along with a bibliography and resources. | Washington | |
| SIDS and Shaken Baby Syndrome | Sudden Infant Death Syndrome (SIDS) is the leading cause of death in infants ages 2 weeks to 1 year. This class will present the most current information regarding SIDS and risk reduction strategies. Shaken Baby Syndrome (SBS) is a preventable injury to children. Participants will learn how shaking a baby can cause serious injury or death. | Hennepin, Olmsted | Tailor trained |
| Sign Language for Children (Neighborhood Provider Group) | No description available. | Hennepin | |
| Sign Language for Hearing Infants | As a follow up to our very popular basic workshop, this advanced baby sign language workshop by Denise Meyers, from "Little Hands" Baby Sign Language, is the perfect way to add to your signing repertoire. You will learn an additional 150 child-relevant signs (animals, colors, foods, activities, nature, clothing, etc.) in addition to reviewing signs learned in the basic baby sign language workshop. We will incorporate learning games and other tools to make the learning process fun and engaging. | Stearns | |
| Signing 101 (Infants and Toddlers) | Higher IQ* No temper tantrums* Communicating at 8 months - WOW! Welcome to the advantages of signing with your baby! Come and learn the most common signs to use with your infants and toddlers. Games, video examples, and hands-on experience | Big Stone, Chippewa, Kandiyohi, Murray, Nobles, Pipestone | |
| Social Development & Behavior (Neighborhood Provider Group) | No description available. | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|--|-------------------|
| Socialization: What Can We Expect From Infants and | How do infants and toddlers develop socially? What role can we play to encourage and strengthen them. thee will be an interactive discussion as part of this evening that will allow all participants to share ideas. | Jackson | |
| Sounds of Music | Music is a natural and important part of young children's growth and development. Learn how to integrate simple musical experiences into your child care day. Feel free to bring any music related items you are currently using and would like to share. | Meeker | |
| Special Education: Finding Resources | If you suspect that a child that you love is falling behind his/her peers and want to "catch it" before it becomes an even larger concern-here are ways to access resources that are already in place and that you are probably already paying for, as a MN taxpayer! | Carver | |
| Special Needs (Neighborhood Provider Group) | No description available. | Hennepin | |
| Speech & Language Development for Kids: What is No | Come and learn about how children communicate and their development of speech and language skills. Speech clinicians will lead discussions regarding normal development, demonstrate how to facilitate speech and language growth, and provide contacts when you have a child in need of further evaluation. You are promised to leave with a mouthful! Ages: birth to 6 years | Sherburne | |
| Stop It Now! Minnesota: How Understanding and Responding | Participants will learn about healthy sexual development in children and adolescents, how to recognize signs that may be cause for concern, and how responses to these behaviors are effective tools in preventing the perpetration of child sexual abuse. Participants will also learn about different resources available to providers and parents to respond to sexual behaviors. | Brown, Fillmore, Goodhue, Mower, Nicollet; Olmsted, Winona, Anoka, Becker, Ramsey, Blue Earth, Stearns, Hennepin | |
| Stop Picking On Me | No description available. | Ramsey | Tailored Training |
| Story S-T-E-T-C-H-E-R-S | Make books come alive for children! This class will teach you ways to expand the impact and interest of children's books. This is a literature-based approach to planning circle time, centers of interest and activities organized around themes found in children's books. | Big Stone | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|---------------------------------|-------------------|
| Story Telling | No description available. | Hennepin | Tailored training |
| Storytelling: A literacy Tool to Make Life Richer | Make books come alive for children! This class will teach you ways to expand the impact and interest of children's books. This is a literature-based approach to planning circle time, centers of interest and activities organized around themes found in children's books. | Carver | |
| Straight From the Trenches | No description available. | Ramsey | Tailored training |
| Strategies to Meet Challenging Behaviors (PE) | Project Exceptional: This workshop offers many "tools" for working with children who have challenging behaviors, including specific guidance strategies as well as directions for making picture schedules and fidget toys. This interactive course has very practical information you can use in your program. | Rock | |
| Stress Relievers Brain Gym | Brain Gym® is a program of easy physical movements that synchronize body and mind to optimize how we learn. The movements bring about rapid and lasting physical changes in fundamental abilities including: focus, organization, comprehension, physical coordination, social and communication skills, memory, attentiveness and more. It was developed in the 1970's as what would become the cornerstone of the field of Educational Kinesiology. | Stearns | |
| Summer Delights: Summer No Bake Cooking | Are you looking for a way to add a little more creativity and "spice" to your summer days? This class is sure to be full of spice as we venture into the world of cooking! Join in, as we learn how to select and create exciting summer treats and projects while brushing up on our own measuring skills, in this activity-filled class... all without an oven!!! | Hennepin | |
| Supporting Developmental Growth in Infants | This class is designed to learn or brush up on your knowledge of infant development. With the use of discussion and handouts, we will discover what infants should be developing in their emotional, physical and cognitive growth. | Hennepin | |
| Supporting Transitions | No description available. | Clay | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------------------|
| Surrounding Your Children: Early Care Environment | We are all affected by our environment. Our physical surroundings affect how we feel, how comfortable we are, how we relate to others, and how successfully we accomplish what we set out to do. For young children, the environment is particularly important. The size, colors, lighting, furniture and arrangement of your environment all influence how children learn. Planning your environment will support the goals that you have for your business and the children in your care. | Kandiyohi | |
| Tap Into Your DAP | DAP is the buss word/concept, but how much time have you spent studying it? Come join us for definition, discussion and activities relating to the principles behind DAP. Walk away with a renewed or fresh look at what DAP is and how to apply it in your program. You will have a greater understanding of DAP and be able to determine what needs to be done in practice and theory to your program in making it developmentally appropriate. | Stearns, Wright | |
| Taxes and Record Keeping (Neighborhood Provider Group) | No description available. | Hennepin | |
| Teachable Moments | No description available. | Hennepin | Tailored training |
| Teaching Children Respect and Following Their Drea | What does "good manners" meant to children? During this class participants will develop techniques to help children learn about respecting property and people. Come and learn the "secret code" of the Interruption Rule and how to make it work for you. | Lake, Pine | |
| Team Building | No description available. | Ramsey | |
| Temperament Traits | Have you ever encountered children who have been described as hard to handle, spirited, active alert, or strong-willed? Do you feel that you've tried everything and you just don't know what else to do with these children? In this class we will look at different temperament traits; what cues and triggers may create situations that hinder a child's ability to control his behavior. We will implement new strategies that will help us learn how to interact in ways that prevent meltdowns and power struggles while helping children gain control. | Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------------------|
| Temperaments Can Be Tough | Why do I have conflict with some children more than others? This workshop looks at the nine temperament characteristics and the good and bad of each trait. It also covers different ways to approach children of differing temperaments. | Wright | |
| Tension Taming Tips | Learn to create a happy learning environment with positive discipline strategies. We will find remedies to your everyday struggles such as scattered toys, disruptive outbursts, and disrespect toward books and learning materials. Take home practical guidance techniques you can use tomorrow in your program. | Goodhue, Olmsted, Wabasha | |
| Testing the Limits: A Guidance Approach to Discipl | No description available. | Becker, Traverse | |
| That's the Way They All Are: How Stereotyp | Even if you do not have a diverse care environment, you will learn why an appreciation for diversity is an essential skill in order to succeed in a world full of differences. This interactive training will give you insight into attitudes and actions that you can use to teach children to appropriately handle the differences they encounter. A Building Cultural Connections Curriculum. | Blue Earth, Olmsted | |
| The Birds & the Bees 101 | Culture, communication, and connection play significant roles in helping children understand their own sexuality and also grow and develop in sexually healthy ways. This workshop will explore how communicating about "the birds and the bees" is much more than a one-time talk, but rather an ongoing conversation within a culture of connection, respect and support. Age-specific sexual development, recognizing cause for concern, and communicating/connecting with parents around this topic will be highlighted. | Blue Earth, Brown | |
| The Cultural and Emotional Importance of | No description available. | Ramsey | Tailored training |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---|-------|
| The Developing Child: An Overview of Developmental | Studying and understanding child development is an important part of teaching young children. Like snowflakes, no two children are alike. Children differ in physical, intellectual, social, and emotional growth patterns. They differ in personalities and their responses to play, affection, and other factors. To help all these differing children, you need to understand the sequence of their development. This knowledge of child development is essential to caring for and guiding young children. | Kandiyohi, Stearns, Wright, McLeod, Chippewa, Brown | |
| The Developing Emotional Strengths of Children | We will examine six emotional milestones that may be observed in children. This class will build our understanding of children's behavior and how we can support their individual needs. | Mahnomon | |
| The Environment: Setting the Stage for Learning - | Adults can guide children's learning by providing spaces and materials that invite play, active exploration, and movement by children. Attention to the way in which the environment is set up and used makes an important contribution to infant learning. Join us as we examine factors in the environment that influence learning, ways to maximize positive influences, and how to minimize negative ones. | Hennepin | |
| The Impact of Media on Children | In this workshop, we will explain the media in light of information about child development. We will address how children learn values, attitudes, and behaviors from the mass media and other suggestions on how to use media in a healthy way. | Blue Earth | |
| The Importance of Play | Discover the concepts that infants learn through play, how to set up an environment conducive to play and the importance of adults participating in play with babies. (Project Exceptional) | Carver, Scott, Becker | |
| The Irreducible Needs of Children: What Every Chi | What do infants and children really need? Dr. Brazelton and Dr. Greenspan give us the seven "irreducible needs" of children. Join us for a discussion of these needs and a look at how we can work together for the future of all children. | Hennepin, Ramsey | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|--|-------------------|
| The Magic of Communicating With Children | Are you tired of saying the same thing over and over and not getting any results? Do you know someone who seems totally in control in a house full of children and wonder what the magic is? In this class we will look at the magic of positive language and how learning styles affect communication. You will learn some positive communication techniques that will help keep your days sunny and fun. | Hennepin | |
| The Nurtured Heart Approach | Participants will look at shifting the intense child to new patterns of success and strengthen all children on the inside. Learning to nurture children's hearts can be a daily habit. Howard Glasser provides us with tools to nurture a child's heart even when the child seems not to want nurturing or acts in a way that makes us want to withdraw or even be angry. The information that will be presented in this workshop is from Howard Glasser's and Jennifer Easley's book, "Transforming the Difficult Child: The Nurtured Heart Approach." | Dakota, Scott, Big Stone, Jackson, Swift, Yellow Medicine, Blue Earth, Olmsted | |
| The Road to Reading | Understanding how children benefit from daily exposure to books and stories. This training will give you fun and creative ways to develop literacy and enjoy books with children. | Stearns | |
| The Role of Observation in Guiding Behavior | Parents and early childhood caregivers find themselves making daily decisions about how to handle children with certain behaviors. Using videos, and discussion, this session will increase your understanding and practice of the art of observation — an important ingredient of positive guidance. | Polk, Roseau, Lake of the Woods, Otter Tail, Wilkin, Grant | |
| Theories of Childhood | Join us for an introduction to some of the fundamental theories of child development. This class is based on Theories of Childhood, an easy-to-read book that will give you insights in your work with young children. Find out why they do the things they do, and what your responses can be. | Ramsey | |
| They Stick to Me Like Band-Aids | This class is designed to discover the importance of attachment and bonding, and focus on techniques and implementation in the early childhood classroom. | Ramsey | |
| They Tattle, They Whine | No description available. | Ramsey | Tailored training |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|--|--|-------------------|
| They Tattle, Wine, and Hit (Neighborhood Provider Group) | No description available. | Hennepin | |
| Those 4s and 5s | The need to have control, the need to get control, and the need to keep control at all times. How exhausting it is for kids and adults. What is it all about? Learn ways you can help children develop the skills to negotiate through this stage. | Ramsey | |
| Toddler Biting | Are you frustrated by the frequency of children biting in your care? Come learn why toddlers are so quick to bite and learn some techniques for intervening and preventing toddler biting. | Anoka, Dakota, Ramsey | |
| Toddlers | No description available. | Ramsey | Tailored training |
| Toddlers: Terrible or Terrific? | Toddlerhood is often a stage that comes with tantrums, emotions, and lots and lots of crying. Such behaviors leave parents and providers feeling frustrated and unsure of how to handle such unpredictable behavior. By taking a peek inside the toddler brain, we can form a better understanding of the motivation behind these behaviors and utilize that knowledge to learn effective strategies for dealing with common toddler issues. | Cottonwood, Wright, Stearns, Anoka, Ramsey | |
| Together in Care | This lesson focuses on the infant's and toddler's crucial need for close, familiar relationships, or intimacy. Discuss characteristics of relationships that are most important and review the three elements of intimacy in group care. Explore the concepts of primary caregiving, small groups and continuity of care. | Beltrami | |
| Toilet Learning | How can we tell when our little ones are ready to make this important step in their development and what is the best way to go about it? we will discuss current thinking on the issue, ways to support and enhance development, and problem solving for issues such as fear and reluctance. | Hennepin, Ramsey, Sherburne, Wright | |
| Tools For the Toolbox - Sawing Through Your Day--The Magic of Transitions (Project Exceptional) | Have you every noticed that the children with the most challenging behaviors just seem to fall apart during transitions? Join us as we examine the critical role that transitions play in your day. We will be building your transition skills through this interactive, hands-on workshop! | St Louis, Itasca, Ramsey | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Countries Where Training Offered | Notes |
|--|--|----------------------------------|-------------------|
| Tools For the Toolbox: Breaking the Code--Measuring Skills for Success (Project Exceptional) | "If all you have is a hammer, then everything looks like a nail." Bring your mental toolbox and fill it up with additional tools to work with children who have challenging behaviors. We will be examining the skills children need for developing problem solving and conflict resolution. | St. Louis, Norman, Itasca | |
| Tools For the Toolbox: Building a Plan that Works (Project Exceptional) | This class will help you put it all together and build the behavior blueprint for success! We will assist you in developing strategies for children that you spend time with! You will leave with your own new set of tools! | St. Louis, Itasca, Rock | |
| Transition to Kindergarten | Making the change from preschooler to kindergartner is huge. Let's talk about how to support and ease the process. Learn ways you can enhance this transition for the children in your care. | Ramsey | |
| Troublesome Transitions | We'll have fun demonstrating some of the 40 ideas you will leave with as well as discussing what you can do to eliminate some transitions. Everything we try to do with kids starts with transitioning them to where they need to be. Let's learn how to have fun doing it. | Scott, Dakota | |
| Turning 3 & 4 | Becoming a preschooler is a huge change from "toddlerhood." Let's look at what it all means. Learn about the changes children go through during this transition and ways you can guide them in this new developmental stage. | Ramsey | |
| Understanding Attachment | Attachment is a close emotional bond between a child and his/her primary caregiver. In this workshop, you will learn how attachment develops and why it is important. Healthy and unhealthy attachment styles will be discussed. Caregivers will learn how to recognize the symptoms of attachment disorders and how to respond to the needs and behaviors of children who have these disorders. | Olmsted | |
| Understanding Challenging Behaviors | Come and explore challenging behavior. | Dakota | Tailored training |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|---------------------------------|-------|
| Understanding Child Sexual Development | This class will go through appropriate development of children's sexuality and give examples of how to promote healthy sexual development along with all the other developmental levels that child care providers assist with. It will also discuss some red flags for seeking professional assistance for children. | Ramsey | |
| Understanding School Ageders with ADHD | This class will provide participants with a basic understanding of ADHD myths and facts. Participants will leave with some strategies for typical behavior difficulties, sensory activities for prevention and ideas for "coaching" school age children with ADHD. In addition strategies for working with children with poor impulse control in general will be discussed. | Ramsey | |
| Understanding Toddler Misbehavior | Visual Communication Strategies - Making Them Work for All Children | Scott | |
| Visual Communication Strategies | Visual Communication Strategies - Making Them Work for All Children | Hennepin | |
| What are the Red Flags of Autism | What are the Red Flags of Autism | Ramsey | |
| What Are You Trying To Say? Understanding Young | Yikes! Toddlers who bite and hit, preschoolers who push, pull hair, and spit. Sound familiar? Working with young children can be downright dangerous sometimes, but are these behaviors normal? Can they be expected? How about prevented? What is the toddler really trying to say when he bites another child? Or when the 3 year old hits her friend during free play for no apparent reason? What can you do? Do you give a time-out or a hug? How do you tell the parents? Join us for an interesting evening of learning, sharing, and solutions. Come and find the answers to these questions and others in order to make your child care program more peaceful and safe for everyone. | Dakota, Hennepin | |
| What Can I Do With This? | This session will offer hands-on fun and open-ended economical projects and activities for young children, using common household recyclables. Handouts will be provided. Participants may want to bring a camera to capture sample ideas | Blue Earth | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|-------------------------------------|-------------------|
| What Do You Expect: Children's Behavior and Aggression | What kind of behavior should you expect from young children? Do you recognize the typical behavior of young children? This workshop will help to clarify your own understanding of misbehavior and identify strategies for promoting cooperation and fostering self-control in children. | Cottonwood, Rock, Nobles | |
| What is a Disability | Come explore ways to help with disabilities | Hennepin | Tailored training |
| What Kids Do, What Kids Need (BCC, Module B) | Even if you do not have diverse child care, you will learn why appreciation for diversity is essential; in order for all children to succeed in a world full of differences. This interactive training will give you insight into attitudes and actions that you can use to teach children to appropriately handle the differences they encounter. | Hennepin, Pennington, Scott, Dakota | |
| What Prejudice Does to People | Learn how prejudice affects people | Hennepin | |
| When a Child Doesn't Play (SCPP) | This workshop will present information regarding skill development through play. The workshop will also address six play problem behaviors and a process for adult intervention: and will show examples of early childhood professionals using an intervention process. | Rock | |
| When Children Bite Other Children | Do you ever get a bit frustrated with the one little person who is always biting? Why won't they stop? What are they getting out of it? Join us as we look at this interesting behavior. Also join us as we look at the role pacifiers play in a child's life. | Lac Qui Parle | |
| When Concerns Arise | This workshop will discuss how to identify a child with developmental concerns and assist parents in seeking help when their child may need specialized services. Training activities include: <ul style="list-style-type: none"> • Accessing Assessment Services • Assessment What, Why and How • Sharpening you Observation Skills • Sharing Concerns with the Family • Working Together: Parents and Providers | Cottonwood, Koochiching, Hennepin | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|---|---------------------------------|-------------------|
| Where They Live and Breathe | This workshop explores how the indoor environment can impact the healthy development of children. Participants will learn how to recognize and control environmental factors that affect children's health, with an emphasis on controlling moisture and lead hazards. There will be an opportunity to address questions participants have regarding their own indoor environments. | Hennepin | Tailored training |
| Who is My Child? Understanding Children's Tempera | This workshop is an in-depth exploration of the nine basic traits of human temperaments and how these traits can be appreciated and nurtured to help each child reach his or her full potential. Because temperament is a set of inborn traits, understanding each child's unique temperament will help adults understand how he or she learns best and provide learning tools to last a lifetime. The video features a look into the lives of diverse families, all striving to give their children the greatest opportunities to grow to their fullest potential. This workshop is designed as a resource for parents, caregivers and teachers to help prepare children to be emotionally healthy for life. | Itasca, St. Louis, Cook | |
| Who Will Care For Our Children? | This workshop sets the foundation for the later trainings by highlighting the history of the human rights movement and how it relates to the journey by individuals with special needs as they become an accepted part of the community. Children with special needs and their families are often left with few options for quality care. This training introduces this struggle and provides information on the benefits of inclusive care for all children. | Nicollet | |
| Working With Children With Special Needs | No description available. | Ramsey | |
| Working With Parents of Infants | Working with new parents who leave their infants in childcare is almost as big a part of our job as the actual care of the babies. Leaving a baby in the care of an educator many hours each day involves a large amount of trust on the part of the parent. The building of trust must begin before the infant's first day of care. This class focuses on building a relationship with the parents of babies in our care. | Dakota | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|--|--|---------------------------------|-------|
| Yoga For Kids and Infant Massage | <p>Join us for this two-part introductory workshop featuring: Yoga for Kids and Infant Massage.</p> <p>Yoga is rapidly becoming one the most popular forms of exercise in America. During childhood, yoga is beneficial to a child's physical growth, and aids in the development of self-calming skills. Join Certified Yoga Instructor Amber Hunt to discover how you can introduce and use these gentle techniques with the children in your life.</p> <p>Massage therapy is a useful sensory intervention that provides psychosocial and physiological benefits for a variety of children, including those with disabilities. It can be used effectively as an adjunct to traditional therapy and educational programs. General physiological effects of therapeutic massage, potential benefits of massage, and medical conditions will be discussed. Participants will have an opportunity to practice massage strokes following a demonstration.</p> | Cass, Crow Wing, Leech Lake | |
| You're Not My Friend... | Does this sound familiar? We'll discuss why children say these and other comments to their friends. We'll also explore methods for assisting children with their feelings and how we can help them with the dynamics of friendships. | Dakota | |
| ZOOMSci | ZOOMSci activities are interactive, hands-on, and, most of all, fun. ZOOM models and teaches science and math in a unique, completely kid-centered way. During this workshop participants will examine activities for children that will promote behaviors such as being curious, pursuing ideas, and looking for multiple solutions. | St Louis | |
| On-Line Trainings Offered | | | |
| Children with Sensory Processing Disorder | | | |
| First Signs: Red Flags of Development | | | |
| Fostering Emotional Development in Infants and Tod | | | |
| ITTI Module III: Language and Development | | | |

Attachment 3: Unduplicated MNSTREAMS Child Growth and Development Training, July 1, 2005 to October 21, 2007

| Training Name | Description | Counties Where Training Offered | Notes |
|---|-------------|---------------------------------|-------|
| Positive Discipline | | | |
| Socialization and Guidance of Infants | | | |
| Teaching Social Skills | | | |
| Understanding and Supporting Diverse Families | | | |
| Understanding Autism and the Early Childhood Role | | | |
| Understanding Autism and What We Can Do? | | | |

Attachment 4: DHS Meeting on December 4, 2007

Attendees

- Beth Haney, consultant, bethhaney@yahoo.com
- Mary Wynne, Minnesota Child Care Resource & Referral (CCR&R) Network, maryw@mnchildcare.org
- Katy Chase, Minnesota Licensed Family Child Care Association (MLFCCA), katy.chase@mlfcca.org
- Deb Fitzwater-Dewey, Minnesota Association for the Education of Young Children (MNAEYC), dfitzwater-dewey@mnaeyc.org
- Heidi Malloy, Metropolitan State University, heidi.malloy@metrostate.edu
- Jeff Fowler, American Federation of State, County and Municipal Employees (AFSCME), Jeff.Fowler@afscmemn.org
- Debbie Hambleton, Association of Minnesota Family Child Care Licensors (AMFCCL), Debbie.Hambleton@co.anoka.mn.us
- Kathleen Holland, Minnesota Association of County Social Service Administrators (MACSSA), kathleen.holland@co.hennepin.mn.us
- Peggy Cunningham, DHS Licensing Division, peggy.cunningham@state.mn.us
- Mary Kelsey, DHS Licensing Division, mary.kelsey@state.mn.us
- Karen Pitts, DHS Child Development Services, karen.pitts@state.mn.us
- Catharine Cuddeback, DHS Child Development Services, catharine.cuddeback@state.mn.us

Meeting Invitation

You are invited to participate in a meeting convened by the Minnesota Department of Human Services on December 4th, 2007, from 1:00 – 3:00 p.m. in room 2248 at the DHS building located at 444 Lafayette Road N., Saint Paul. The purpose of the meeting is to fulfill the statutory requirement that DHS, with input, shall identify trainings that qualify for the two-hour early childhood development training requirement for new child care practitioners. Specifically the statute states that:

By January 15, 2008, the commissioner of human services, with input from the Minnesota Licensed Family Child Care Association and the Minnesota Professional Development Council, shall identify trainings that qualify for the two-hour early childhood development training requirement for new child care practitioners under Minnesota Statutes, section 245A.14, subdivision paragraphs (a) and (b). For licensed family child care, the commissioner shall also seek the input of labor unions that serve licensed family child care providers, if the union has been recognized by a county to serve licensed family child care providers.

DHS has hired a consultant, Beth Haney, to assist us in gathering and compiling information about trainings currently identified by licensors as meeting this requirement. At this meeting you will be

invited to provide input to the information compiled as well as provide input on criteria for making future decisions about approval of training for meeting this statutory requirement.

Invited participants are one representative from the following:

- Minnesota Licensed Family Child care Association (MLFCCA)
- Minnesota Professional Development Council (PDC)
- Association of Minnesota Family Child Care Licensors (AMFCCL)
- Minnesota Association of County Social Service Agencies (MACSSA)
- Association for State and Municipal Employees (AFSME)
- Service Employees International Union (SEIU)

Please let me know by November 23 if someone and who from your agency will be attending this meeting, and feel free to contact me with any questions.



Minnesota **Core Competencies**

First Edition, September 2004

for Early Childhood Education
and Care Practitioners
who work with children
birth through age eight
and their families



Welcome!

Welcome to the first edition of the Core Competencies for Early Education and Care Practitioners in Minnesota. They are the result of years of extensive work of many dedicated individuals from across the field of early childhood education and care in this and other states. The core competencies are divided into eight content areas. Each of the eight areas contains five levels that range from the skills and knowledge of a beginning practitioner to the more advanced skills and knowledge possessed by a professional with a master's degree.

The core competencies are designed to serve as a guide for improving your work with children and families. The competencies are worded so they can be measured or demonstrated. You may also find the core competencies contain new ideas or provide a new way of reflecting on your teaching. This publication is designed to be a practical and living document, and we hope you will enjoy using it. We also hope you will contribute to the ongoing refinement of core competencies for early education and care practitioners in our state. In this way you will be ultimately contributing to the healthy growth and development of infants, toddlers, and young children throughout Minnesota.

Acknowledgements:

The Minnesota Core Competencies for Early Childhood Education and Care Practitioners is a project of the Minnesota Association for the Education of Young Children (MnAEYC) in collaboration with the Minnesota Professional Development Council.

Karen Kurz-Riemer is the Editor.

The Core Competencies document has been made possible by grants from the Minnesota Department of Human Services (DHS), the McKnight Foundation, and the Midwest Association for the Education of Young Children.

Sources:

- ▲ *Core Competencies for Early Care and Education Professionals in Kansas and Missouri, Summer 2000*
- ▲ *Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico, May 2002*
- ▲ *Competencies for the Various Levels of the Child Development Permit, Pacific Oaks College, California, 1999 Revised Edition*
- ▲ *Leading the Nation: The Minnesota System of Early Childhood Professional Development, January 1997*
- ▲ *Minnesota Early Childhood and School-Age Practitioner Core Competencies, Level III Practitioner, February 2001*
- ▲ *Minnesota Early Childhood Indicators of Progress: A Resource Guide, 2000*
- ▲ *The Work Sampling System Preschool - 4 Developmental Guidelines, 4th Edition*

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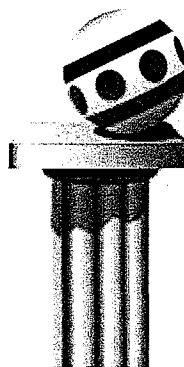
Core Competencies

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For additional copies:

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Reasons why core competencies are critical to the early childhood field

- ▲ Core competencies define what practitioners need to know and be able to do to provide quality education and care.
- ▲ Core competencies serve as the foundation for decisions and practices carried out by practitioners in all early childhood education and care settings and programs.
- ▲ Core competencies provide guidelines for education and training programs in meeting the needs of practitioners in the field.
- ▲ Core competencies serve as a means for incorporating new research findings and knowledge into practice in early childhood education and care.
- ▲ Core competencies establish a set of standards for early childhood education and care that promote recognition of the significance and professional nature of this field.

Different ways core competencies may be used

Providers, Practitioners, Teachers

- ▲ Self-assess level of knowledge and skill in each of the eight content areas
- ▲ Self-identify specific areas for future professional development (e.g., education, training)

Directors, Program Administrators

- ▲ Create job descriptions and performance review instruments
- ▲ Specify education and training requirements for staff positions
- ▲ Develop staff education and training plans and policies
- ▲ Establish a salary scale based on levels of competency achieved by employees

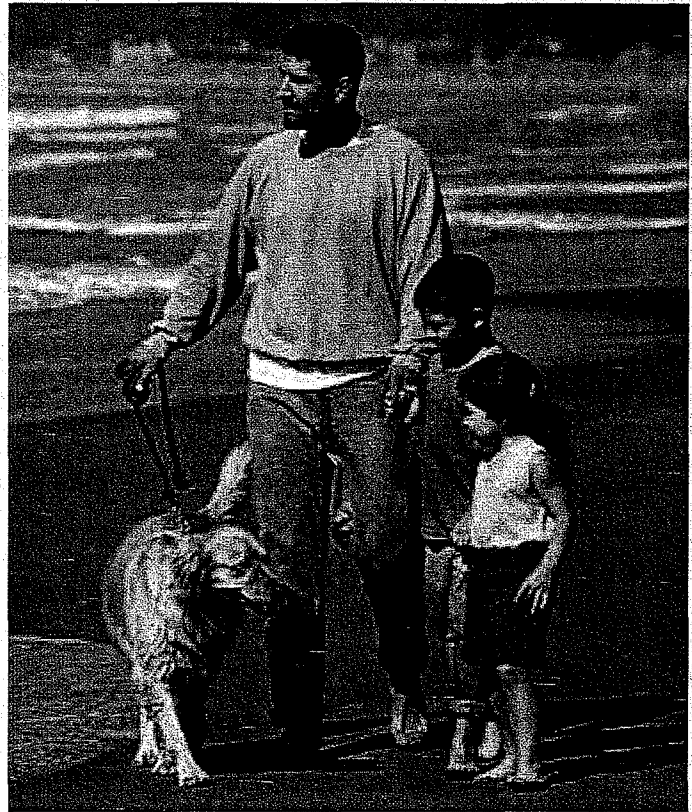
Trainers, Training Organizations

- ▲ Plan and organize training and education to meet specific and consistent competencies
- ▲ Promote training and education opportunities that meet specific and consistent competencies

Higher Education Faculty, Staff, and Administrators

- ▲ Coordinate and design course content to facilitate transfer and articulation agreements
- ▲ Assess current program content to determine course development and modification

Introduction



Federal, State, and Local Agencies

- ▲ Develop and implement policies that will enhance professionalism in the field
- ▲ Link core competencies to efforts to support the success of each child in school
- ▲ Use core competencies as one tool to assess the quality of the early childhood education and care system
- ▲ Promote use of core competencies across programs, agencies, and higher education institutions

Professional Development Efforts (e.g., Minnesota Professional Development Council)

- Create the framework for a career development system that
 - ▲ enables practitioners to plan and implement career development in early childhood education and care
 - ▲ provides access to competency-based education and training
 - ▲ strengthens professionalism and quality of early childhood education and care
 - ▲ promotes compensation commensurate with education and training

Introduction

Core Content Areas

The areas of competency address the development and learning of the “whole” practitioner and correspond with traditional curricular areas in early childhood education and care. Each content area describes the knowledge and skills practitioners need in order to work with children birth through age eight and their families. The core competencies are applicable in a wide variety of settings and programs, including child care, family child care, school readiness and preschool, early childhood family education, Head Start, early childhood special education, school age child care, and others. The core competencies recognize the primary and central role of families in the growth and development of children and the strong influence of culture on all areas of practice in early childhood education and care.

- I. **Child Growth and Development:** understand how children acquire language and develop physically, cognitively, emotionally, and socially.
- II. **Learning Environment and Curriculum:** establish an environment that provides learning experiences to meet each child’s needs, capabilities, and interests.
- III. **Assessment and Planning for Individual Needs:** observe and assess what children know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs.
- IV. **Interactions with Children:** establish supportive relationships with children and guide them as individuals and as part of a group.
- V. **Families and Communities:** work collaboratively with families and agencies/organizations to meet children’s needs and to encourage the community’s involvement with early childhood education and care.
- VI. **Health, Safety, and Nutrition:** establish and maintain an environment that ensures children’s health, safety, and nourishment.
- VII. **Program Planning and Evaluation:** establish, implement, evaluate, and enhance operation of an early childhood education and care program
- VIII. **Professional Development and Leadership:** serve children and families in a professional manner and participate in the community as a representative of early childhood education and care.

Levels of Competency

The levels of competency establish a continuum from the preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience.

Practitioners progress from one level to another through a combination of formal study and reflection on practice.

Depending on the practitioner’s role, setting, or experience, she or he may have skills at varying levels in the different core content areas.

The five levels are intended to be cumulative. For example, a practitioner working at Level 3 has knowledge and skills to meet the competencies at Levels 1, 2, and 3. At all levels, adults who educate and care for young children continue their participation in professional development activities and advance their knowledge and skills within each of the core content areas.

Level 1 includes the knowledge and skills expected of a practitioner new to the early education and care field, with minimal specialized training or education.

Level 2 includes the knowledge and skills of Level 1 plus knowledge and skills commensurate with a Child Development Associate credential, a certificate or diploma in child development, or equivalent training, education, and relevant experience.

Level 3 includes the knowledge and skills of Levels 1 and 2 plus knowledge and skills commensurate with an associate’s degree in early childhood education or child development, or equivalent training, education, and relevant experience.

Level 4 includes the knowledge and skills of Levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor’s degree in early childhood education or child development and experience working with young children.

Level 5 includes the knowledge and skills of Levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in early childhood education or child development and extensive experience working with young children.



Child Growth and Development

Content Area I:



- a. Recognizes children learn through play.
- b. Recognizes individual personalities and temperaments of children.
- c. Accepts cultural and linguistic variations and the effects those variations may have on behavior and development.
- d. Accepts special needs variations and the effects those variations may have on behavior and development.
- e. Addresses the individual needs of children.
- f. Understands the need to help each child feel accepted in the group.
- g. Helps children learn to communicate and get along with others.
- h. Encourages feelings of empathy and mutual respect among children and adults.

- a. Identifies basic physical, social, emotional, cognitive, and language developmental milestones of children.
- b. Recognizes individual children's personalities and variations in development and their effects on children's needs in the program.
- c. Matches activities and teaching strategies to children's variable needs.
- d. Understands the value of children's constructive errors and does not limit exploration, experimentation, and creativity for the sake of ensuring "right" answers or standardized products.
- e. Recognizes variations in ability and development that may indicate a need for special attention.

- a. Understands that culture and family have a critical impact on children's development and that children are best understood in the contexts of family, culture, and society.
- b. Uses a variety of strategies to encourage children's physical, social, emotional, cognitive, and language development.
- c. Identifies and describes age-typical physical, social, emotional, cognitive, and language characteristics of children.
- d. Demonstrates knowledge of the inter-relatedness of

children's physical, language, literacy, cognitive, personal/social, and creative development.

- e. Employs teaching practices inclusive of children with variations in learning styles, cultural perspectives, ability, and special needs.
- f. Demonstrates understanding of protective factors, resilience, the development of mental health, and the importance of supportive relationships with adults and peers.
- g. Demonstrates understanding of the developmental consequences of stress and trauma related to loss, neglect, and abuse.

- a. Understands and applies current child development theory, information, and practice.
- b. Explains how developmental variations and family culture, language, and environment influence a child's growth and development.
- c. Describes individual children relative to developmental characteristics typical of their age.
- d. Understands and describes various personality and learning styles of children.
- e. Identifies and uses appropriate resources and services for children with risk factors, delays, or disabilities.
- f. Shares information with families about general principles of child growth and development.

- a. Integrates information on growth, development, and learning patterns of individuals and groups and applies to work with children, families, and staff.
- b. Understands and articulates the significance of family-child attachments and family dynamics for development and learning.
- c. Applies knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning.
- d. Promotes and communicates information about promising practices, issues, and research relevant to child growth and development.
- e. Understands and articulates a systems perspective on issues of mental health, the effects of stress on development, and child support and protection.
- f. Analyzes current research and suggests additional topics to researchers as needed.
- g. Is aware of current and future trends in education and the larger society and the implications for children's development.

Content Area II:

Learning Environment and Curriculum

A. Creating the Learning Environment and General Curriculum

- a. Follows a daily routine.
- b. Gives children choices.
- c. Supports and encourages children's participation in a variety of activities.

- a. Maintains and monitors flexible daily routine.
- b. Participates in providing an interesting and safe environment that encourages play, exploration, and learning.
- c. Encourages children's learning through play.
- d. Arranges effective and appropriate learning centers.
- e. Selects materials appropriate to the developmental levels of individual children.
- f. Engages children actively, not passively, in the learning process.
- g. Gives children opportunities to make meaningful choices.
- h. Begins to assist in planning learning activities and lessons.
- i. Shares children's general progress and achievements with families.

- a. Provides an environment that facilitates the development of a sense of trust in infants and a sense of autonomy in toddlers.
- b. Provides an environment that supports children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, elimination, and nourishment.
- c. Creates environments and experiences that respect and affirm cultural and linguistic diversity.
- d. Creates environments and experiences that respect and affirm children's ties to their families.
- e. Adapts curriculum to meet individual needs of children.
- f. Understands and implements principles for designing curriculum goals in response to developmental characteristics of children.
- g. Provides and uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.
- h. Designs and offers learning opportunities that reflect a wide variety of cultures, including those represented in the program's community.

- i. Uses a variety of instructional strategies to encourage children's development of critical thinking, problem solving, and competence.
- j. Revisits learning activities with children so they can reflect and build on previous interests.
- k. Encourages and offers simple parent-child learning activities for use at home.
- l. Maintains ongoing communication with families about children's education and care.

- a. Uses space, materials, relationships, activities, and routines to provide an interesting and safe environment that encourages play, exploration, and learning.
- b. Designs, creates, and maintains a predictable, yet flexible environment that reflects the backgrounds and experiences the children bring to the program.
- c. Plans, implements, and adapts an environment that is balanced between active and quiet, child-directed and adult-directed, individual and group, indoor and outdoor activities.
- d. Plans activities and provides materials appropriate to the developmental levels of all children served.
- e. Plans, implements, and adapts an integrated curriculum that includes literacy, language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.
- f. Takes advantage of opportunities to modify curriculum to build on children's interests.
- g. Demonstrates developmentally appropriate use of media and technology with young children (including English language learners).
- h. Uses appropriate assistive technology for children with disabilities.
- i. Uses and explains the rationale for developmentally appropriate teaching methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences.
- j. Understands and applies the major theories of teaching and learning and uses a variety of teaching strategies to correspond to multiple learning styles and linguistic abilities.
- k. Involves families in ongoing learning activities with children at home and school.

Learning Environment and Curriculum

Content Area II:

- a. Plans, evaluates, and modifies curriculum to engage children in problem solving and active learning.
 - b. Teaches others how to design curriculum.
 - c. Develops strategies that support families' and children's roles in planning curriculum.
 - d. Analyzes and applies current theory and research on promoting children's learning.
 - e. Recognizes and articulates the family's role as first educator of the child.
 - f. Works collaboratively with community resources and agencies to communicate information on early childhood education.
-

B. Promoting Physical Development

- a. Actively participates in children's activities.
 - b. Interacts appropriately with children during physical activities.
 - c. Spends time with children in "floor time" activities.
-
- a. Acknowledges and supports children's need to move and be active.
 - b. Introduces sensory experiences to children (explorations of texture, color, sound, size, shape, smell, taste, weight, etc.).
 - c. Uses a variety of equipment, activities, and opportunities to promote the physical development of children.
-
- a. Provides space and equipment for formal and informal large motor activities that are fun and challenging.
 - b. Provides safe structures and experiences for infants and toddlers to move and explore the environment, with special attention to their current developmental challenges, such as crawling, standing, walking, climbing, pushing, and pulling.
 - c. Provides safe structures and experiences for young children to move and explore the environment, with special attention to their current developmental challenges, such as running, jumping, hopping, throwing, and catching.
 - d. Provides adequate time and appropriate materials for small motor development (e.g., drawing, assembling puzzles, stringing beads, writing, etc.).
 - e. Uses music, dance, and movement with children informally and frequently.
 - f. Understands and implements frequent opportunities for movement and physical exercise as a way to reduce or prevent many of children's health and behavioral issues.
-

- a. Includes movement as a teaching strategy for a variety of skills (e.g., jump four times to teach the quantity of four).
 - b. Plans activities that integrate physical development with the arts and all curriculum areas.
 - c. Plans indoor and outdoor activities for both large and small motor skills.
 - d. Adapts activities for children with special needs.
 - e. Works with families to encourage and reinforce parent-child activities that involve physical activity and movement, both inside and outdoors, and in natural settings and parks when possible.
-
- a. Explains how physical development and other areas of development interrelate.
 - b. Understands and articulates concepts of sensory integration.
 - c. Uses knowledge of kinesthetic learning styles when teaching others.
-

C. Promoting Language Development and Literacy

- a. Listens and responds to children's verbal and non-verbal attempts to communicate.
 - b. Encourages children to ask questions and actively listens to their responses.
 - c. Talks with children and stimulates conversation among children.
 - d. Demonstrates realistic expectations for children's understanding and use of speech.
 - e. Responds to children's communication in home language.
 - f. Shares books with children, re-reads favorite stories, and models reading behaviors.
 - g. Asks children questions about stories read and told together.
 - h. Encourages children to predict what will happen next in a story.
 - i. Plays word and rhyming games.
 - j. Models appropriate handling and selection of books.
-



Content Area II:

Learning Environment and Curriculum

- a. Asks children relevant open-ended questions.
- b. Encourages play and acts as adult facilitator or partner in play.
- c. Encourages and supports children's verbal and nonverbal communication with others.
- d. Uses conversations to enrich and expand vocabulary.
- e. Provides clear verbal and pictorial instructions that help children move from simple directions to a more complex sequence of directions.
- f. Encourages understanding of the relationship between spoken and printed words.
- g. Provides opportunities for children to chant familiar rhymes and experiment with beginning word sounds.
- h. Points out the names of things, signs, labels, etc. in learning environments.
- i. Talks about the meaning of words and writes down dictation of children.
- j. Encourages children to recognize own name in print and to practice writing letters of their name.
- k. Provides opportunities for children to draw and print using markers, crayons, etc. on a variety of surfaces.
- l. Uses a variety of music and sings frequently with children.
- m. Understands and implements the importance of reading out loud daily with children.
- n. Shares children's progress and achievements in language development and literacy with families.

- a. Responds to preverbal and English language learner children's behaviors with understanding of their possible meanings, e.g., tries to comfort children and find causes for and solutions to their problems.
- b. Responds to preverbal and English language learner children's attempts at language by extending their words without correcting them (e.g., when the child says "doggy," say "Yes, the little black dog is wagging his tail," when the child says "big truck," say "Yes, here comes a big grey truck with a stripe on its side").
- c. Applies a variety of infant and toddler teaching techniques, e.g., prompting, turn-taking, elaborating, using puppets to communicate and elicit language, and facilitating self-directed learning.
- d. Uses concrete experiences and play to enhance and extend young children's language development and emerging literacy.
- e. Builds on children's interests to introduce new vocabulary and ideas.

- f. Helps children learn about beginning concepts of literacy (e.g., print conveys a story; print is read from top to bottom; books have sequences such as beginning, middle, and end).
 - g. Provides writing materials and models of writing throughout the learning environment.
 - h. Encourages and offers simple parent-child language and literacy activities.
-
- a. Communicates with children and families using home language with interpreters when necessary.
 - b. Talks about a variety of topics and uses language to ask questions, give answers, make statements, share ideas, or use pretend, fantasy, or word play.
 - c. Uses a variety of songs, books, stories, and games from many cultures.
 - d. Facilitates language development by respectfully expanding, extending, and elaborating upon children's communication attempts.
 - e. Recognizes and responds to the general warning signs of communication/language delays or disorders for children of various ages, making referrals as needed.
 - f. Provides materials such as puppets, flannel board sets, and other props to act out and tell stories.
 - g. Provides many types of children's books, references, pictures, and posters in the environment.
 - h. Immerses children in a print-rich environment including languages represented in the community and facilitates the relationship between spoken and printed words.
 - i. Promotes literacy-related play activities that encourage children's attempts at writing and storytelling.
 - j. Offers ongoing information to family and community members on simple ways to promote language development and early literacy at home.
 - k. Responds to language differences and literacy abilities of families in printed materials sent home with children.



Learning Environment and Curriculum

Content Area II:

- a. Analyzes and applies current theory and research on promoting language acquisition and early literacy.
- b. Designs curriculum consistent with current theories of language use and language acquisition, including English as a second language.
- c. Informs families and others about the importance of adult-child and child-child interactions in children's English and home language development.
- d. Develops family and community awareness about importance of reading to young children.
- e. Works cooperatively with local public libraries to sponsor events such as book fairs and story hours that encourage children and families to use the library and to read and tell stories together.

D. Promoting Cognitive Development

Mathematics

- a. Encourages children to explore, group, and order objects and materials in the environment.
- b. Provides opportunities for conversation using everyday words to indicate space, location, shape, and size of objects.

Mathematics

- a. Discusses the sequence of daily and special family or community events.
- b. Provides opportunities to develop an understanding of space (e.g., filling and emptying, building, observing from different viewpoints).
- c. Shares children's progress and achievements in mathematics learning with families.

Mathematics

- a. Provides opportunities for children to use simple strategies to solve mathematical problems.
- b. Encourages beginning understanding of number and quantity (e.g., counting footsteps, jumps, or repetitions of exercises; commenting there are more girls than boys at the table).
- c. Facilitates children's recognition and description of shapes (e.g., identifying a triangle and counting its sides; identifying and labeling shapes found in the environment).
- d. Encourages children's interest in measuring activities (e.g., measuring the length of a block road or height of a block tower; noting that they can fill a large bowl in the sand table with three small cups of sand).

- e. Provides sensory experiences that encourage children to practice changes in structure, shape, and size of substances (e.g., building structures with blocks or Lego toys).
- f. Encourages and offers simple parent-child activities with number and quantity.

Mathematics

- a. Provides opportunities for children to sort objects into subgroups that vary by one or two attributes (e.g., sorting markers from crayons; sorting buttons and pegs into egg cartons; sorting pattern blocks according to shape and color).
- b. Provides opportunities for children to recognize simple patterns and duplicate them (e.g., copying a sound pattern of two claps and a pause, then one clap and a pause; stringing beads in a repeating pattern according to color, shape, or size).
- c. Facilitates children's understanding and use of several positional words (e.g., putting a block *on top of* or *underneath* another block; going *in front of* or *behind* another child; standing *inside* or *outside* of a playhouse).
- d. Provides opportunities for children to order, compare, and describe objects according to a single attribute (e.g., figuring out who of two children has the smaller piece of sandwich; arranging three blocks from shortest to longest).

Mathematics

- a. Analyzes, evaluates, and applies current research and theory and research on mathematics teaching and learning.
- b. Includes emphasis on practical strategies for mathematics teaching and learning in staff development programs.

Science

- a. Takes walks in the neighborhood or community to observe natural objects and events.
- b. Discusses objects and events that have been observed indoors and outdoors.

Science

- a. Encourages children to ask questions and find answers through active exploration of materials in the environment.
- b. Actively participates in sand and water play with children.
- c. Shares children's progress and achievements in science learning with families.

Content Area II:

Learning Environment and Curriculum

Science

- a. Observes nature and natural phenomena and makes predictions about natural events (e.g., growing seeds, caring for animals, charting weather).
- b. Asks questions to facilitate children's reflection on what they are learning (e.g., why a snowball melts into water when inside a warm room; why some objects float and others sink).
- c. Provides more information to extend areas of children's observations and interest (e.g., pictures and discussion of animals who hibernate in the winter or who live in the ocean).
- d. Models and discusses importance of reusing and recycling and caring for the environment.
- e. Provides materials and experiences that encourage curiosity and promote a sense of wonder in children.
- f. Encourages and offers simple parent-child science activities.

Science

- a. Plans activities and provides materials for a variety of sensory experiences (e.g., focusing on sight, smell, hearing, taste, and/or touch).
- b. Creates simple charts and graphs to document information observed in science activities.
- c. Provides opportunities for enhancing the ability to observe, see, and perceive and to pay attention to natural phenomena.
- d. Arranges field trips to nature centers, parks, and farms, with related preparation for and reflection on the experience.

Science

- a. Arranges opportunities for children and families to work on community projects such as community gardens or picking up litter in park areas.
- b. Includes approaches to scientific thinking and problem solving in staff development programs.

Social Studies

- a. Talks about jobs people do in the family and community.
- a. Discusses program roles, jobs, and rules.

Social Studies

- a. Encourages children to describe and appreciate their own characteristics and those of others.
- b. Discusses family and community member roles, jobs, and rules.

Social Studies

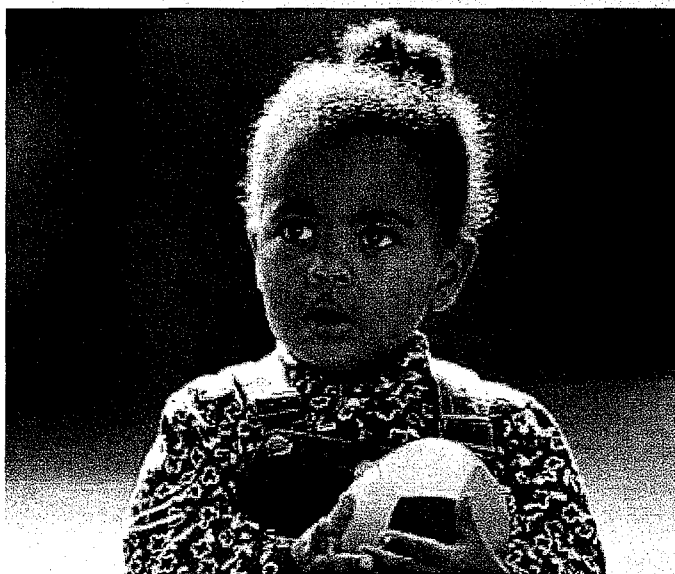
- a. Supports children's understanding of recent and past events.
- b. Creates maps of the school, local area, or neighborhood.
- c. Incorporates photos, art, music, food, clothing, etc. from a wide variety of cultures into the curriculum.
- d. Acknowledges and discusses differences in family and community member roles, jobs, and rules in various cultures.

Social Studies

- a. Involves children in service and social action projects.
- b. Explores and talks about land, water, and other features in the community.
- c. Invites workers and community leaders to come to the program and talk about their work.
- d. Invites parents and family members to come to the program and talk about their interests, culture, and country of origin.
- e. Encourages children to see themselves as part of a larger community.
- f. Discusses appropriate use of technology (e.g., television, videos, DVDs, computers, etc.) with children and families.
- g. Facilitates children and families learning to become critical and thoughtful users of technology.

Social Studies

- a. Encourages community leaders and members to become involved with early childhood programs.
- b. Includes peaceful conflict management and problem solving strategies in staff development programs.



Learning Environment and Curriculum

Content Area II:

E. Promoting Personal and Social Development

- a. Engages in everyday conversation with infants, toddlers, and young children.
 - b. Treats children as individuals with their own strengths and needs.
 - c. Recognizes that periods of stress, separation, and transition may affect children's personal and social development.
 - d. Shares children's excitement in discoveries, exploration, and manipulation of items in the environment.
-
- a. Affirms children's worth and growing identity as individuals.
 - b. Works to ensure continuity of care, especially for infants and toddlers (e.g., each infant is assigned and learns to identify a primary caregiver).
 - c. Shows respectful and matter-of-fact attitude when diapering, undressing, feeding, and nurturing (e.g., instead of using words like stinky, dirty, or messy, say "Let's get you a fresh diaper" or "We need to wash your hands now").
 - d. Handles children gently and goes as slowly as circumstances permit during diapering, dressing, feeding, or putting children down for sleep.
 - e. Avoids talking about children to other staff as though children are not present or can't hear (e.g., does not say "Elena's being naughty – can you deal with her so I can feed Ben?").
 - f. Helps children learn to communicate and get along with others.
 - g. Models recognizing, naming, and expressing feelings.
 - h. Models and encourages feelings of empathy and mutual respect among children and adults.
 - i. Helps children through periods of stress, separation, and transition.
 - j. Helps children feel valued as members of the group.
 - k. Emphasizes cooperation in games and activities and provides many opportunities for cooperative play.
 - l. Intervenes when necessary to help children develop socially.
 - m. Is sensitive to varying cultural values and expectations about the child as a member of a family and an ethnic or social group.
 - n. Models curiosity and information seeking.
 - o. Supports children's sustained efforts at activities and problem solving.
 - p. Tells infants, toddlers, and young children what will happen next (e.g., I'm going to change your diaper now;

in a little while we're going to clean up our toys; it's almost time to clean up our toys; let's pick up our toys now).

- q. Shows support for and acceptance of individual children and their families.
-
- a. Works to create a community in the program or home setting and encourages children to include others who may be isolated.
 - b. Guides children in understanding and expressing their feelings and those of others.
 - c. Guides children in asserting themselves in positive ways and helping others.
 - d. Helps children learn and practice empathy and respect for the feelings and rights of others.
 - e. Encourages shy or quiet children to interact with others while respecting their personality style and temperament.
 - f. Learns the individual eating and sleeping rhythms of infants and toddlers and their preferences for comforting and approaching new people and experiences.
 - g. When possible, offers toddlers and young children two acceptable choices to promote autonomy and reduce oppositional behavior.
 - h. Develops positive relations with families and recognizes the child is an integral part and extension of the family.



Content Area II:

Learning Environment and Curriculum

- a. Provides physical environments, schedules, and routines that promote self-control and self-regulation.
- b. Designs and provides a curriculum that emphasizes and enhances development of social skills, relationships, and friendships.
- c. Guides children through problem solving and conflict resolution interactions.
- d. Serves as a steady and reliable listener and supporter for each child as a loveable person, even when his/her behavior seems to push others away.
- e. Creates environments that offer an appropriate amount of stimulation and opportunities to choose new as well as familiar activities.
- f. Provides sufficient time for children to engage in sustained activities.
- g. Provides an environment of psychological safety where children are encouraged to experiment without fear of making mistakes.
- h. Recognizes atypical personal and social development and initiates appropriate referral strategies.
- i. Works to support and reinforce families for their primary role in children's personal and social development.

- a. Analyzes and applies current theory on attachment and promoting social development.
- b. Identifies and communicates to others specific strategies for interacting with children with challenging behaviors.
- c. Communicates to others the process for developing curriculum that promotes social and emotional development and positive approaches to learning.

F. Promoting Creativity and the Arts

- a. Values the process of creating as more important than the end product.
 - b. Encourages individual creative expression.
 - c. Accepts cultural differences that may affect children's ways of expressing themselves creatively.
 - d. Provides opportunities for children to use a variety of media for creative activities.
-
- a. Encourages and supports children's use of unstructured materials such as water, clay, paints, and blocks.
 - b. Encourages children to express their creative abilities through language, music, dramatic play, and art.

- c. Describes, discusses, and accepts the process as well as the product of children's creative activities.

- a. Ensures that all children have access to opportunities that allow for individual creative expression.
- b. Supports development and acceptance of personal preferences by giving children choices and supporting discussions of likes and dislikes.
- c. Shows respect for creative expression through appropriate documentation and display of children's work.
- d. Uses art, music, and dramatic play as a springboard for language and conversation.

- a. Provides time, materials, and space to explore and experiment with creative expression in multiple media (e.g., problem solving, visual arts, construction, music, movement, drama).
- b. Exposes children to and helps develop their appreciation for creative and aesthetic experiences in their community.
- c. Encourages awareness and appreciation of the arts and creative expression from a variety of cultures.
- d. Challenges children to extend their creative thinking and problem solving by asking open-ended questions.

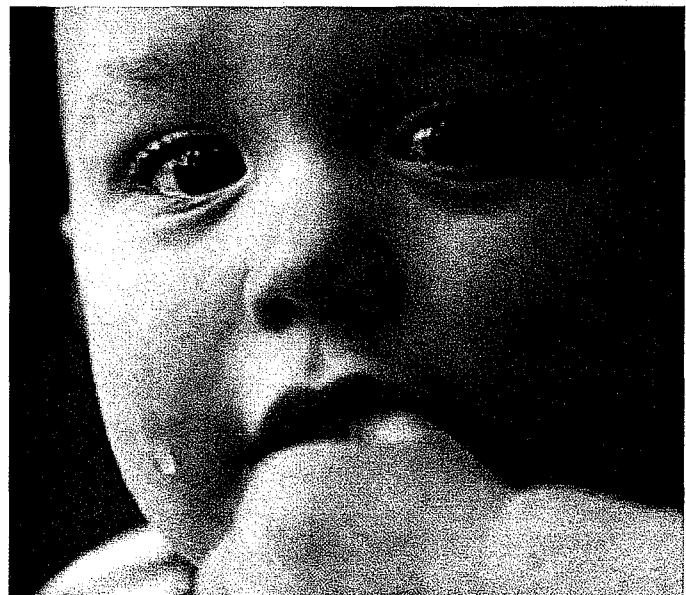
- a. Using specific examples, explains how children represent their thoughts, feelings, and ideas through creative outlets.
- b. Informs families about the importance of individual creative expression.
- c. Encourages and integrates creative expression throughout the curriculum.
- d. Communicates to others the process for developing curriculum that promotes creative expression.



Assessment and Planning for Individual Needs

Content Area III:

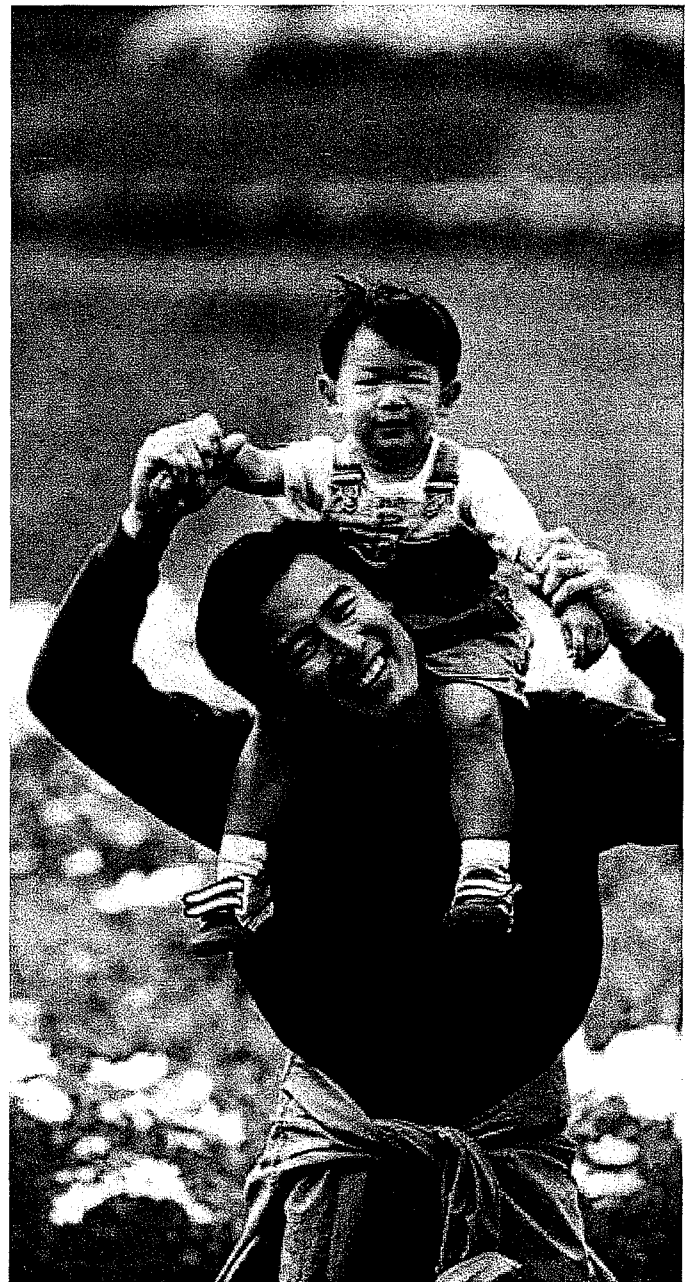
- a. Understands that each child develops at his/her own rate.
 - b. Assists with collection of information about each child's development.
 - c. Raises concerns about children's development to supervisors.
 - d. Maintains confidentiality between the program and families regarding each child's observation and assessment.
 - e. Is aware of the signs of emotional distress, child abuse, and neglect and complies with mandated reporting procedures for child abuse and neglect.
-
- a. Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situation.
 - b. Contributes to assessments and aids in informal evaluation.
 - c. Collects and organizes information about each child, such as collecting samples of the child's work and recording anecdotal notes.
 - d. Assists in the reporting of assessment results to families.
-
- a. Maintains appropriate records of children's development and behavior that safeguard confidentiality and privacy.
 - b. Works cooperatively with assessment and health care teams for children with special needs or suspected developmental delays or disabilities.
 - c. Understands the use and limitations of both formal and informal screening and assessment of young children.
 - d. Involves the family and other team members in assessing children's development, strengths, and needs to set individual goals for children.
 - e. Uses observational techniques to learn about individual infants, toddlers, young children, and their families' needs, interests, preferences, and particular ways of responding to people and events.
 - f. Plans for and includes non-verbal demonstrations of skills with preverbal or English language learner children.
 - g. Engages families in positive dialogue about assessment processes, results, and implications.
-
- a. Objectively observes and records children's patterns of development, behavior, and preferred learning style.
 - b. Analyzes findings of observations and uses the information to plan for and guide curriculum, instruction, and interaction with children.
 - c. Exhibits understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.
-
- d. Uses authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
 - e. Communicates assessment results to families in a clear, supportive, and collaborative manner.
 - f. Involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
 - g. Develops, implements, and evaluates a curriculum and environment that focuses on children's developmental needs and interests and incorporates their home experiences and cultural and societal values.
 - h. Fully understands and uses local process for initiating referrals for young children with health and developmental concerns.
 - i. Integrates comments and recommendations from families about child needs and strengths into education program.
-
- a. Understands and applies major theories and research relevant to observation and assessment.
 - b. Addresses issues relevant to observation and assessment.
 - c. Establishes criteria, procedures, and documentation methods for assessment of children's progress.
 - d. Establishes criteria, procedures, and documentation methods for assessment of program effectiveness with individual children.
 - e. Understands and articulates assessment issues and strategies and communicates these to families and other professionals.
-



Content Area IV:

Interactions with Children

- a. Uses positive behavior guidance.
 - b. Avoids actions that would cause physical and emotional harm.
 - c. Provides appropriate supervision.
 - d. Understands and supports child-directed play.
 - e. Interacts in a manner reflecting respect for self and others.
 - f. Addresses behaviors or situations, rather than labeling the child.
 - g. Shows respect for children in all situations.
-
- a. Modifies play that is inappropriate for the learning environment.
 - b. Establishes and communicates limits for acceptable behavior.
 - c. Responds to children's behavior in ways that encourage self-regulation.
 - d. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
 - e. Uses a variety of positive direct and indirect guidance methods and avoids negative methods.
 - f. Provides an environment that helps all children to know, accept, and take pride in their identities and to develop a sense of belonging and inter-dependence.
 - g. Builds a trusting relationship with children, providing physical and emotional security.
 - h. Maintains professionalism and respect for children when communicating with other adults about children's behavior.
 - i. Reports positively to families about children's progress and challenges.
 - j. Uses information from parents to inform interactions with children.
-
- a. Adapts the learning environment and curriculum to minimize potential for challenging behaviors, especially in multi-age settings.
 - b. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
 - c. Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
 - d. Gives, tells, and shows children acceptable alternatives to unacceptable or undesirable behaviors.
 - e. Encourages children to take initiative in generating ideas, problems, questions, and relationships.
 - f. Facilitates smooth transitions of individuals and groups from activity to activity.
 - g. Alerts children to changes in activities or routines well in advance.
 - h. Builds relationships with parents that allow for constructive communication about children's behavior.



Interactions with Children

Content Area IV:

- a. Demonstrates realistic expectations about children's attention spans, interests, social abilities, and physical needs.
 - b. Understands the influence of the physical setting, schedule, routines, and transitions on children and uses these experiences to promote children's development and learning.
 - c. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.
 - d. Facilitates group membership and decision-making among children.
 - e. Involves children in establishing guidelines and limits for behavior.
 - f. Facilitates smooth transitions of children from one age group to another age group.
 - g. Relates guidance practices to knowledge of children's personalities, developmental levels, and developmental or environmental stressors.
 - h. Uses the learning methods of open-ended questioning, group discussion, problem solving, cooperative play, and guided experiments.
 - i. Demonstrates knowledge of instructional and guidance practices for integrating children with disabilities.
 - j. Proactively encourages and reinforces positive adult-child interactions within the family.
-
- a. Develops written policies for effective child guidance.
 - b. Understands and describes the principles for intervention and conflict resolution in children's play and learning.
 - c. Recognizes and advocates family-teacher partnerships to establish positive interaction patterns in program, school, and home.
 - d. Develops individual guidance plans, using relevant professionals and family members for support as needed.
 - e. Develops cooperative skills that focus on working in pairs or small groups, negotiating, compromising, and problem solving.
 - f. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - g. Analyzes, evaluates, and applies current theory and research on individual and group guidance.
-



Content Area V:

Families and Communities

- a. Respects the family's role as primary educator.
 - b. Establishes positive communication and relationships with families.
 - c. Responds appropriately to parent questions, and/ or refers them to supervisor or service agency in the community.
 - d. Acknowledges the varying structures and cultures of children's families.
 - e. Accepts individuality of each child.
 - f. Follows rules of confidentiality.
-
- a. Maintains an open and cooperative relationship with each child's family and communicates daily events.
 - b. Is aware that his/her interactions with children and other adults may be viewed by parents and community members as models for interaction and behaves accordingly.
 - c. Supports the child's relationship with his or her family.
 - d. Respects parents' choices and goals for their children.
 - e. Understands the collaborative role of parents and teachers.
 - f. Respects and supports cultural and linguistic differences and diverse family structures.
 - g. Recognizes stress factors affecting families.
-
- a. Invites family involvement in the program and provides opportunities for families to share skills and talents.
 - b. Maintains a safe and welcoming environment for families and community members.
 - c. Effectively and positively communicates verbal and written information to families.
 - d. Shares knowledge of general child development with families.
 - e. Demonstrates knowledge of and respect for variations across cultures and family structures, in terms of family expectations, values, and childrearing practices.
 - f. Demonstrates understanding of the complexity and dynamics of family systems.
 - g. Exhibits understanding of the effects of family stress on the behavior of children and other family members.
 - h. Incorporates the families' desires and goals for their children into program and/ or intervention strategies.
 - i. Works cooperatively with families on mutually agreed upon practices (e.g., infant feeding, toddler toilet learning).
-
- a. Seeks and maintains a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child.
 - b. Establishes frequent contact with families through a variety of communication strategies, including information in children's home language and use of interpreters, to provide information to families about child growth, development, and learning.
 - c. Supports parents in meeting the challenges of their family goals and lifestyles.
 - d. Acknowledges and builds on strengths of each family.
 - e. Helps parents assess educational and parenting options.
 - f. Works effectively with families from a variety of cultural, linguistic, and socioeconomic backgrounds.
 - g. Implements effective conflict resolution techniques with families when needed.
 - h. Plans and conducts family conferences.
 - i. Supports families in development of Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs).
 - j. Works as member of a child's team to help families obtain clear and understandable information about their children's disabilities and about the family's legal right to services within the special education and interagency service system.
 - k. Develops relationships with community resources, provides families with resource information, and makes appropriate referrals.
 - l. Promotes public awareness about early education and care by educating consumers.
-
- a. Acts as advocate both for children and their families.
 - b. Articulates the various theories of family systems and the effect of stress and crisis on families.
 - c. Plans, conducts, and evaluates activities for family support and participation.
 - d. Helps families move through the changes of their specific family system.
 - e. Promotes staff growth and development in communicating and relating with families.
 - f. Serves as a resource to colleagues, teachers, and staff in connecting families to services in the community.
 - g. Works collaboratively with agencies and community resources to meet the needs of families in the community.
-



Health, Safety, and Nutrition

Content Area VI:

Health

- a. Practices appropriate hand-washing techniques.
- b. Helps children practice appropriate hand-washing techniques.
- c. Practices safe diapering procedures.
- d. Implements practices to avoid and control blood-borne pathogens.

Safety

- a. Is aware of environment and the potential for hazards, corrects those that are correctable, and alerts supervisor to any others.
- b. Actively supervises and interacts with children to ensure safety both indoors and outdoors.
- c. Releases children only to authorized persons.
- d. Follows safety regulations and participates in emergency and disaster drills.

Nutrition

- a. Practices safe food handling and observes general sanitation practices.
- b. Maintains sanitary environments.
- c. Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.

Health

- a. Responds to children's injuries and documents any injuries, while assuring the comfort and care of other children.
- b. Monitors children daily for signs of illness and possible signs of abuse and neglect.
- c. Follows procedures to avoid transmission of communicable diseases.
- d. Follows instructions for administration of medicine and approved medical treatments, including related documentation.

Safety

- a. Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.
- b. Teaches simple safety precautions and rules to children and enforces rules consistently.
- c. Demonstrates ability to use safety equipment, e.g., fire extinguisher.
- d. Identifies and reports problems regarding staff to child ratios.

- d. Verbalizes and adheres to emergency, illness, injury, and sanitation procedures.

Nutrition

- a. Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently.
- b. Provides appropriate meals and snacks in a relaxed and social setting with no coercion.
- c. Guides cooking experiences with children.

Health

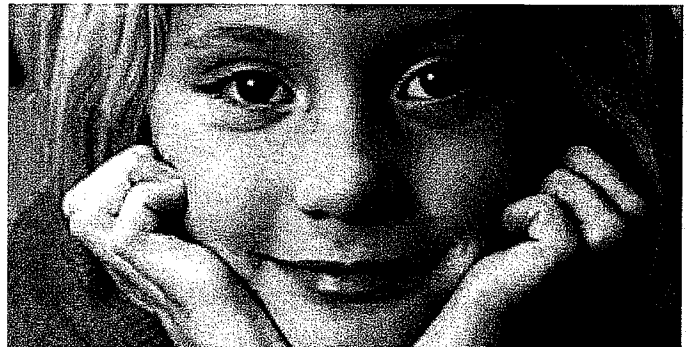
- a. Models and provides direction on sanitation procedures.
- b. Demonstrates basic knowledge of health issues common to infants, toddlers, and young children.
- c. Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children in an immediate and appropriate way.
- d. Uses appropriate health appraisal and management procedures and makes referrals when necessary.
- e. Assists young children in establishing health-promoting behaviors and making healthy choices.
- f. Informs families when child has been exposed to communicable disease or illness.

Safety

- a. Maintains and assesses safe environments inside and outside.
- b. Recognizes and responds to each child's safety needs.

Nutrition

- a. Demonstrates basic knowledge of the nutrition and feeding needs specific to infants, toddlers, and young children, including those with physical impairments.
- b. Teaches children about nutrition and healthy food choices.
- c. Bases educational activities on nutritional information responsive to multiple cultures.



Content Area VI:

Health, Safety, and Nutrition

Health

- a. Provides a consistent daily routine for rest/sleep and physical exercise as developmentally appropriate.
- b. Recognizes and responds to each child's needs for physical health and emotional well-being.
- c. Talks with and provides resource information to families about health in a culturally responsive manner.
- d. Designs and implements curriculum activities emphasizing healthy bodies, lifestyles, and environment.
- e. Recognizes signs of emotional distress, physical illness, child abuse, and neglect and acts appropriately to the situation, e.g., initiates discussions with families, refers to appropriate professionals, and/or reports to designated authorities.

Safety

- a. Plans and implements safe field trips.
- b. Designs and facilitates indoor and outdoor learning environments to promote each child's physical and emotional well-being.
- c. Keeps informed about and shares safety information and resources with families.
- d. Demonstrates and informs others about emergency, illness, and injury procedures.

Nutrition

- a. Recognizes and responds to each child's nutritional needs.
- b. Communicates with families about the foods children need and prefer.
- c. Plans and evaluates menus.
- d. Includes foods from diverse cultures.
- e. Plans and implements cooking experiences with children.
- f. Provides opportunities and reinforcement for children's practice of healthy nutritional choices.

Health

- a. Provides an environment that is physically and psychologically healthy for children, families, and staff.
- b. Designs, documents, and informs others of emergency, illness, injury, and sanitation procedures.
- c. Establishes procedures for documentation and notification of suspected abuse and neglect.
- d. Works with health care professionals in community to ensure that the needs of the children are met.

Safety

- a. Maintains appropriate levels and standards for state and federal regulations.
- b. Identifies opportunities to fund environmental safety improvements.
- c. Develops and documents contingency plans to meet ratio requirements in all situations.
- d. Conducts self-assessments of facility for licensing and accreditation.

Nutrition

- a. Assesses program's nutritional plan and adapts practices accordingly.
- b. Coordinates food activities with cultural calendar.



Program Planning and Evaluation

Content Area VII:

- Level 1**
- a. Behaves as a responsible staff member.
 - b. Participates as a team member in the program.
 - c. Keeps appropriate records.
 - d. Complies with program policies and licensing requirements.
 - e. Communicates and works effectively with other staff, volunteers, and administrators.
 - f. Has or is gaining functional technological skills (e.g., computer, fax machine, speaker phone, etc.)
 - g. Is able to receive and use constructive feedback.

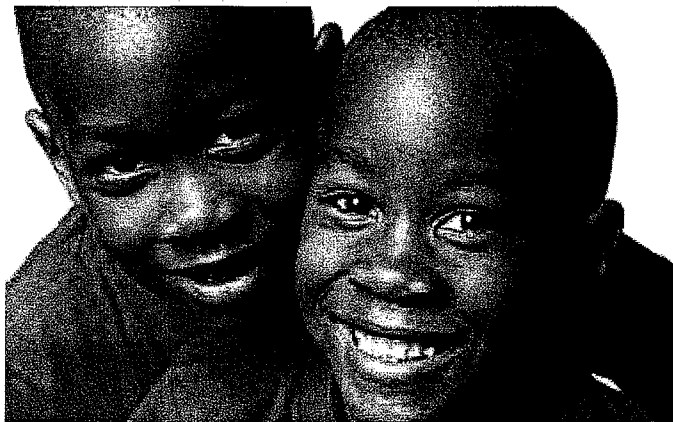
- Level 2**
- a. Supports the program mission and purpose.
 - b. Organizes, plans, and keeps records effectively.
 - c. Assists in gathering information for evaluation.
 - d. Values and works to strengthen the program's team of staff, administrators, and volunteers.
 - e. Is able to give constructive feedback.

- Level 3**
- a. Possesses and uses functional computer skills.
 - b. Participates in strategic planning and goal setting for the program.
 - c. Recognizes the importance of evaluation, assisting in evaluating the program's effectiveness.
 - d. Uses both self and collaborative staff evaluations as part of ongoing program evaluation.
 - e. Verbalizes the relationship between the program's philosophy and daily practice.
 - f. Understands and articulates agency policies related to legal and safety issues of children and families.

- Level 4**
- a. Plans and implements parent orientation and parent education programs.
 - b. Demonstrates knowledge of valid and appropriate assessment and evaluation practices.
 - c. Uses a variety of techniques and procedures to evaluate and modify program goals for young children and their families.
 - d. Develops curriculum for program.
 - e. Provides effective lines of communication among staff and administrators.
 - f. Conducts and maintains the inventory of supplies, materials, and equipment.
 - g. Assists in planning budget.
 - h. Supervises student teachers and practicum students.
 - i. Encourages and supports staff in meeting professional development goals.

- f. Clearly articulates developmentally appropriate practices to colleagues, parents, and others.

- Level 5**
- a. Sets clear policy and practices for positive family-staff relationships.
 - b. Communicates effectively with board and advisory groups.
 - c. Communicates effectively with community and media representatives.
 - d. Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for all children and maintain current license and accreditation standards.
 - e. Develops and implements program policies and fee structure.
 - f. Identifies, develops, and implements formative and summative program evaluation strategies and understands their benefits, strengths, and limitations.
 - g. Plans for, recruits, orients, and supervises staff.
 - h. Designs and implements staff job descriptions and performance review forms and procedures.
 - i. Plans and implements staff development opportunities.
 - j. Sets clear policy and practices for positive and mutually supportive work environment.
 - k. Evaluates assessment practices and remains updated on assessment research.
 - l. Advocates for developmentally appropriate assessment of children and program.
 - m. Plans, maintains, and reports on budget.
 - n. Identifies and seeks additional funding opportunities as needed.
 - o. Develops and maintains program marketing plan as needed.
 - p. Possesses legal knowledge necessary for effective management.
 - q. Provides strong leadership and visionary direction.



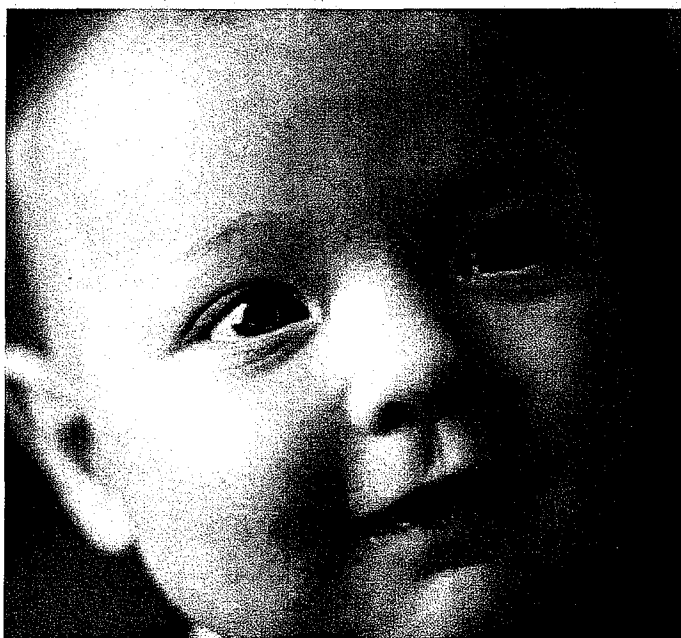
Content Area VIII:

Professional Development and Leadership

- Level 1**
- a. Enjoys working with children and models a positive attitude.
 - b. Exhibits good hygiene and personal appearance.
 - c. Demonstrates good work habits.
 - d. Consults with supervisor or resource person regarding concerns.
 - e. Works cooperatively with colleagues.
 - f. Is aware of the National Association for the Education of Young Children (NAEYC) code of ethics for early education and care and its main topics.
 - g. Behaves ethically, maintaining confidentiality and impartiality.
 - h. Shows commitment to the program's goals.
 - i. Seeks out knowledge and skills to improve practice.

- Level 2**
- a. Manages demands of personal and professional commitments.
 - b. Uses problem-solving skills as needed.
 - c. Interacts in a manner reflecting respect for self and others.
 - d. Performs well as a team member.
 - e. Promotes value of quality in early education and care.
 - f. Demonstrates a commitment to NAEYC code of ethics.
 - g. Is aware of professional resources.
 - h. Takes advantage of opportunities to improve competence.
 - i. Accepts advice and constructive criticism to improve practice.
 - j. Participates in one (or more) professional association.

- Level 3**
- a. Demonstrates early education and care practices that support inclusion and cultural and linguistic diversity.
 - b. Routinely reflects on teaching practices and behavior of children.
 - c. Plans and implements routine tasks to maximize the amount of time spent interacting with children.
 - d. Participates in professional organizations and on-going professional development to enhance knowledge and skills.
 - e. Consistently adheres to NAEYC code of ethics.
 - f. Demonstrates understanding of the early childhood profession and historical, social, and political influences on its current practices.
 - g. Is aware of other professions providing related services for young children and their families.
 - h. Exhibits knowledge of child and family advocacy issues.
 - i. Demonstrates knowledge of federal, state, and local regulation of programs and services for children birth through eight years of age.
 - j. Demonstrates awareness of own culture and begins to articulate how cultural heritage influences values, decisions, and behavior.
 - k. Seeks out professional relationships to enhance professional growth (e.g., identifies a mentor).



Professional Development and Leadership

Content Area VIII:

- Level 4**
- a. Demonstrates critical reflection on own professional and educational practices from community, state, national, and global perspectives.
 - b. Articulates and uses NAEYC code of ethics for making professional decisions.
 - c. Participates in group problem solving of ethical dilemmas.
 - d. Articulates personal philosophy of early childhood education based on knowledge of child development and best practices.
 - e. Evaluates current trends in early childhood education and revises practices as appropriate.
 - f. Demonstrates knowledge of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers.
 - g. Uses professional resources to continually improve practice.
 - h. Actively participates in career development.
 - i. Acknowledges and assesses personal values and own cultural biases.
 - j. Serves as a mentor to others working with young children and families.
 - k. Advocates for excellence in programs and services for young children and families.
 - l. Communicates and interacts with parents/guardians, families, colleagues, and the community to support children's learning and well-being.
 - m. Establishes effective working relationships with early elementary education practitioners to promote continuity in children's development and learning.

- Level 5**
- a. Initiates and mediates group problem solving of ethical dilemmas.
 - b. Recognizes causes and symptoms of "burnout" and develops strategies to prevent it.
 - c. Keeps current on research and policy relevant to early education and care and revises practice as needed.
 - d. Understands how historical, philosophical, and social foundations of early childhood education affect current practices and future trends.
 - e. Understands the impact of public policy upon children, families, and educational programs and advocates for supportive public policies.
 - f. Designs staff development opportunities for staff and colleagues.
 - g. Ensures staff development in cultural dynamics, (e.g., ethnocentrism, prejudice, cultural mistrust, white privilege).
 - h. Recognizes variations in adult and child learning styles and applies knowledge to practice.
 - i. Provides a work culture that fosters staff initiative to solve problems and resolve conflict.
 - j. Serves on professional boards and committees.



Record

Professional Development Record

Suggestions for using this record

- ▲ Keep your Professional Development Record in a safe place at your home or place of work.
- ▲ After attending a training session, transfer the information from the training certificate you receive into your Professional Development Record. You and your employer should each keep a file of your training certificates. The certificates and this record may be used to document annual training clock hours.
- ▲ Share information in this record with your child care licensor during his/her visit.

▲ Keep track of what is in your Professional Development Record. Look at it often. During the year, plan to attend training on several different topics.

▲ When you have filled the Professional Development Record, a new Core Competency booklet may be requested from:

Minnesota Association for the Education of Young Children (MnAEYC)

1821 University Avenue West • Suite S-298

St. Paul, MN 55104

651-646-8689 • Fax: 651-646-4514

professionaldevelopment@mnaeyc.org

www.mnaeyc.org

Content Area I: Child Growth and Development

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Content Area II: Learning Environment and Curriculum

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Professional Development Record

Record

Content Area III: Assessment and Planning for Individual Needs

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Content Area IV: Interactions with Children

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Content Area V: Families and Communities

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Record

Professional Development Record

Content Area VI: Health, Safety, and Nutrition

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Content Area VII: Program Planning and Evaluation

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Content Area VIII: Professional Development and Leadership

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Minnesota School Age Core Competencies



for School-Age and Youth
Care Practitioners
who work with children
ages 5 through 12 and
their families



Welcome!

Welcome to the first edition of the Core Competencies for School-Age and Youth Care Practitioners in Minnesota. They are the result of years of extensive work of many dedicated individuals from across the field of school-age care in this and other states. The core competencies are divided into eight content areas. Each of the eight areas contains five levels that range from the skills and knowledge of a beginning practitioner to the more advanced skills and knowledge possessed by a professional with a master's degree.

The core competencies are designed to serve as a guide for improving your work with children, youth, and families. They are designed to be used by practitioners working in a variety of settings with school-age children and youth. These settings may be school-based, community-based, faith-based, center-based, or family care.

The competencies are worded so they can be measured or demonstrated. You may also find the core competencies contain new ideas or provide a new way of reflecting on your work. This publication is designed to be a practical and living document, and we hope you will enjoy using it. We also hope you will contribute to the ongoing refinement of core competencies for school-age and youth care practitioners in our state. In this way you will be ultimately contributing to the healthy growth and development of children and youth throughout Minnesota.

Acknowledgements:

This is a product of the Minnesota Department of Human Resources through a grant to the Minnesota Association for the Education of Young Children, in partnership with the Minnesota Professional Development Council and the Minnesota School-Age Care Alliance.

We would like to acknowledge Nancy Dougherty for her work on compiling this document.

Karen Kurz-Riemer is the Editor.

Sources:

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To download a copy of Minnesota Core Competencies for School-Age and Youth Care Practitioners, go to the Minnesota Professional Development Council webpage at www.mnpdcouncil.org



Reasons why core competencies are critical to the school age and youth care field

- ▲ Core competencies define what practitioners need to know and be able to do to provide quality education and care.
- ▲ Core competencies serve as the foundation for decisions and practices carried out by practitioners in all school-age and youth care settings and programs.
- ▲ Core competencies provide guidelines for education and training programs in meeting the needs of practitioners in the field.
- ▲ Core competencies serve as a means for incorporating new research findings and knowledge into practice in school-age and youth care settings.
- ▲ Core competencies establish standards for school-age and youth care that promote recognition of the significance and professional nature of this field.

Different ways core competencies may be used

Providers, Practitioners, Teachers

- ▲ Self-assess level of knowledge and skill in each of the eight content areas
- ▲ Self-identify specific areas for future professional development (e.g., education, training)

Directors, Program Administrators

- ▲ Create job descriptions and performance review instruments
- ▲ Specify education and training requirements for staff positions
- ▲ Develop staff education and training plans and policies
- ▲ Establish a salary scale based on levels of competency achieved by employees

Trainers, Training Organizations

- ▲ Plan and organize training and education to meet specific and consistent competencies
- ▲ Promote training and education opportunities that meet specific and consistent competencies

Higher Education Faculty, Staff, and Administrators

- ▲ Coordinate and design course content to facilitate transfer and articulation agreements
- ▲ Assess current program content to determine course development and modification



Federal, State, and Local Agencies

- ▲ Develop and implement policies that will enhance professionalism in the field
- ▲ Link core competencies to efforts to support the success of each child in school
- ▲ Use core competencies as one tool to assess the quality of the school-age and youth care system
- ▲ Promote use of core competencies across programs, agencies, and higher education institutions

Professional Development Efforts (e.g., Minnesota Professional Development Council)

- Create the framework for a career development system that
- ▲ enables practitioners to plan and implement career development in school-age and youth care
 - ▲ provides access to competency-based education and training
 - ▲ strengthens professionalism and quality of school-age and youth care
 - ▲ promotes compensation commensurate with education and training

Introduction

Core Content Areas

The areas of competency address the development and learning of the "whole" practitioner and correspond with traditional curricular areas in school-age and youth care. Each content area describes the knowledge and skills practitioners need in order to work with children and youth ages 5 through 12 and their families. The core competencies are applicable in a wide variety of settings and programs, including center-based, faith-based, family care, school-based, and youth enrichment. The core competencies recognize the primary and central role of families in the growth and development of children and the strong influence of culture on all areas of practice in school-age and youth care.

- I. **Child and Youth Growth and Development:** understand how children and youth acquire language and develop physically, cognitively, emotionally, and socially
- II. **Learning Environment and Curriculum:** establish an environment that provides learning experiences to meet each participant's needs, capabilities, and interests
- III. **Assessment and Planning for Individual Needs:** observe and assess what children and youth know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs
- IV. **Interactions with Children and Youth:** establish supportive relationships with children and youth and guide them as individuals and as part of a group
- V. **Families and Communities:** work collaboratively with families and agencies/organizations to meet participants' needs and to encourage the community's involvement with programming for school-age children and youth
- VI. **Health, Safety, and Nutrition:** establish and maintain an environment that ensures the health, safety, and nourishment of participating children and youth
- VII. **Program Planning and Evaluation:** establish, implement, evaluate, and enhance operation of a school-age or youth care program
- VIII. **Professional Development and Leadership:** serve children and families in a professional manner and participate in the community as a representative of school-age and youth care

Levels of Competency

The levels of competency establish a continuum from the preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience.

Practitioners progress from one level to another through a combination of formal study and reflection on practice.

Depending on the practitioner's role, setting, or experience, she or he may have skills at varying levels in the different core content areas.

The five levels are intended to be cumulative. For example, a practitioner working at Level 3 has knowledge and skills to meet the competencies at Levels 1, 2, and 3. At all levels, adults who care for school-age children and youth continue their participation in professional development activities and advance their knowledge and skills within each of the core content areas.

Level 1 Includes the knowledge and skills expected of a practitioner new to the school age education and care field, with minimal specialized training or education.

Level 2 Includes the knowledge and skills of Level 1 plus knowledge and skills commensurate with a Child Development Associate credential, a certificate or diploma in child development, or equivalent training, education, and relevant experience.

Level 3 Includes the knowledge and skills of Levels 1 and 2 plus knowledge and skills commensurate with an associate's degree in child development, or equivalent training, education, and relevant experience.

Level 4 Includes the knowledge and skills of Levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor's degree in child development or a related field and experience working with school aged children.

Level 5 Includes the knowledge and skills of Levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in child development or a related field and extensive experience working with school aged children.



Child Growth and Development

Content Area I:



- b. Recognizes individual personalities and variations in development of children and youth and their effects on the needs of program participants.
- c. Matches activities and delivery strategies to meet the variable needs of children and youth.
- d. Encourages problem solving and positive decision-making strategies through activities that promote exploration, experimentation, and creativity without 'right' answers or standardized products.
- e. Teaches process as a method of passing on skills or to ensure children understand the principles of basic design or construction.
- f. Recognizes variations in ability and development that may indicate a need for special attention.

Level 3

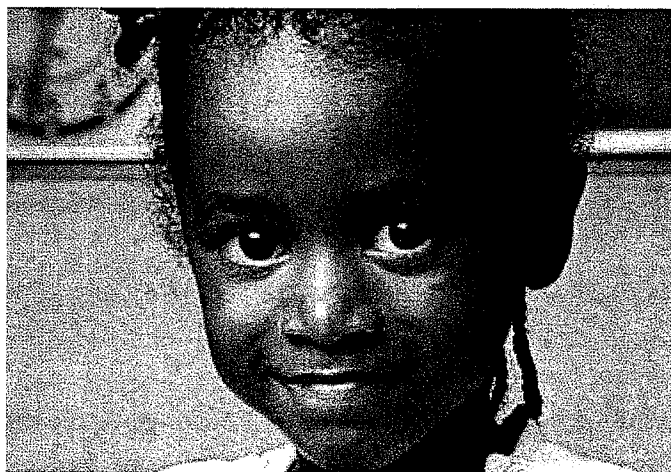
- a. Realizes that culture and family have a critical impact on the positive development of children and youth, who are best understood in the contexts of their family, culture, and community.
- b. Uses a variety of strategies, activities, and experiences to promote physical, social, emotional, and cognitive development.
- c. Provides activities, experiences and delivery strategies inclusive of children and youth with variations in learning styles, cultural perspectives, ability, and special needs.
- d. Promotes an emotionally secure environment by demonstrating understanding of protective factors, resilience, mental health, and the importance of supportive relationships with adults and peers.
- e. Demonstrates understanding of the developmental consequences of stress and trauma.

Level 1

- a. Recognizes that children and youth learn through their experiences, relationships, social interactions, and play/activities.
- b. Recognizes individual personalities and temperaments of children and youth.
- c. Understands that culture and language affect the behavior, development, and group interactions of children and youth.
- d. Acknowledges special needs variations and the effects those variations may have on behavior, development, and group interactions.
- e. Addresses the individual needs of children and youth.
- f. Understands the need of each child or youth to feel accepted in the group.
- g. Encourages feelings of empathy and mutual respect among children, youth, and adults.

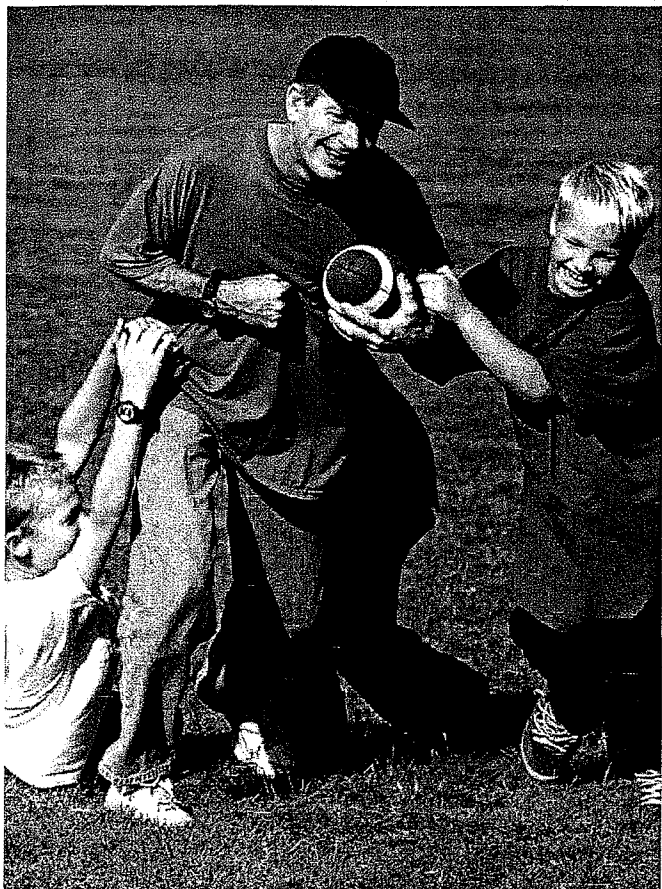
Level 2

- a. Identifies basic physical, social, emotional, cognitive, and language developmental stages of children and youth.



Content Area I:

Child Growth and Development

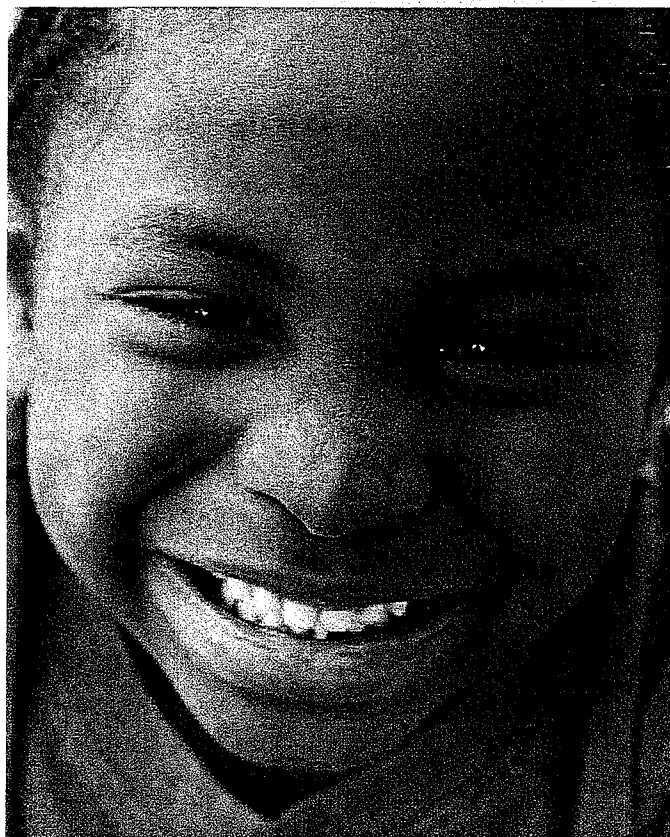


Level 5

- a. Examines, describes and integrates theories of development and their implications for professional practice.
- b. Applies knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development, learning, and social/group interactions.
- c. Understands and articulates a systems perspective on issues of mental health, the effects of stress and trauma on development, and child and youth support and protection.
- d. Analyzes current research from diverse cultural perspectives and suggests additional topics to researchers as needed.
- e. Is aware of current and future trends in education and the larger society and the implications for child and youth development.
- f. Demonstrates knowledge of major historical and current child and adolescent theories and their effects on school-age and youth care.

Level 4

- a. Understands and applies information about effective practices, issues, and research relevant to child and youth growth and development.
- b. Explains how developmental variations, family culture, language, and environment influence the growth and development of children and youth.
- c. Describes individual children and youth relative to developmental characteristics typical of their developmental age and stage.
- d. Understands and describes various personalities, learning styles, and needs of children and youth.
- e. Identifies and uses appropriate resources and services for children, youth, and families with risk factors, delays, or disabilities.
- f. Shares information with families about general principles of child and adolescent growth and development.



Learning Environment and Curriculum

Content Area II:

A. Creating the Learning Environment and General Curriculum

Level 1

- a. Follows a daily routine.
- b. Gives children and youth choices.
- c. Supports and encourages the participation of children and youth in a variety of activities, experiences, and social interactions.
- d. Actively participates with children and youth in a variety of activities.
- e. Provides a safe environment through active supervision of children and youth, materials, and equipment.

Level 2

- a. Maintains and monitors a predictable but flexible daily routine that allows children and youth to move smoothly from one activity to another, and that provides time for children and youth to make choices and socialize.
- b. As needed, can utilize a variety of space options-shared, dedicated, portable, and combinations of same.
- c. Identifies indoor activities and outdoor space needs for children and youth.
- d. Creates an interesting and varied environment with open-ended materials, activities, and opportunities that encourage children and youth to experiment and make discoveries.
- e. Incorporates a variety of cultures into the environment and curriculum.
- f. Invites children and youth to share their culture with others.
- g. Shares general progress and achievements of children and youth with families in a culturally appropriate manner.

Level 3

- a. Understands the different aspects of the environment - physical, organizational, instructional, and social - and how each aspect supports the others.
- b. Uses physical space, materials, relationships, activities, and routines to provide a learning environment that encourages play, exploration, and learning.
- c. Provides a learning environment that encourages responsibility, creativity, self-discipline, social interactions, citizenship, leadership development, and a sense of belonging.

- d. Uses a variety of instructional strategies to encourage the development of critical thinking, problem solving, life skills development, and competence with children and youth.
- e. Selects materials and activities that are appropriate to the developmental stages of individual children and youth.
- f. Ensures that materials and activities are readily available to children and youth with a wide range of skills, abilities, interests, temperaments, and personal needs.
- g. Provides sufficient time in the schedule for a balance of physical activity, creative arts, free choice, relaxation and quiet activities, long-term projects, and especially for older children and youth, clubs and/or opportunities to pursue special interests.
- h. Provides knowledge and skill in appropriate usage of technology and media with children and youth.
- i. Designs and offers developmentally appropriate learning opportunities and environments that reflect a wide variety of cultures and family constellations, including those represented in the surrounding community.
- j. Asks for assistance from participating children and youth to plan activities that reflect and build upon new and previous interests.

Level 4

- a. Designs, creates, and maintains a predictable, yet flexible environment that reflects the cultures, backgrounds and experiences the children, youth, families, and staff bring to the setting.



Content Area II:

Learning Environment and Curriculum

- b. Provides activities, experiences, and materials appropriate to the developmental stages of all children and youth served.
- c. Provides choices and activities through integrated curriculum that includes opportunities for literacy, language arts, math, science, social studies, health, safety, nutrition, art, music, drama, recreation, and physical activities.
- d. Encourages children and youth to plan, research, carry out, and reflect on their own activities and learning experiences.
- e. Uses appropriate assistive technology for children and youth with disabilities.
- f. Uses and explains the rationale for developmentally appropriate teaching strategies that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences.
- g. Understands and applies the major theories of teaching and learning and uses a variety of teaching strategies to correspond to multiple learning styles and linguistic abilities.
- h. Understands and implements principles for the design of programming and activities that support the developmental characteristics and needs of children and youth.
- i. Demonstrates knowledge of the inter-relatedness of the physical, language and literacy, cognitive, personal/social, and creative development of children and youth.
- j. Works collaboratively with community resources and agencies to communicate information on services for children and youth.

Level 5

- a. Plans, evaluates, and modifies curriculum to encourage problem solving, positive decision-making, and active learning for children and youth.
- b. Teaches others how to design curriculum/programming if applicable.
- c. Develops strategies that support the roles of communities, families and children when planning curriculum.
- d. Analyzes and applies current theory and research from various cultural perspectives on promoting the learning of children and youth.
- e. Recognizes and articulates the roles of family, peers, and the community as primary sources of learning.

B. Promoting Physical Development

Level 1

- a. Actively participates in children and youth's activities.
- b. Interacts appropriately with children and youth during physical activities.

Level 2

- a. Demonstrates knowledge of the stages of physical development for children and youth.
- b. Understands the role of informal, creative, large motor play.
- c. Provides space and equipment for formal and informal large motor activities.
- d. Understands the importance of non-competitive and competitive sports and games that support the development of children and youth of all abilities and ages.
- e. Adapts activities and equipment for children and youth with varying abilities and special needs.
- f. Provides activities that stimulate all the senses (i.e., sight, hearing, touch, smell, taste).

Level 3

- a. Promotes healthy living strategies by providing culturally appropriate activities for children and youth, including nutrition, hygiene, gender, developmental differences, and environmental education.
- b. Uses a variety of equipment, activities, and opportunities that require a broad range of physical skills and engage children and youth with varying interests and abilities.
- c. Plans indoor and outdoor activities for both large and small motor skills.
- d. Understands and implements frequent opportunities for movement and physical exercise as a way to reduce or prevent many of the health and behavioral issues of children and youth.
- e. Understands the role of small motor development in academic success.



Learning Environment and Curriculum

Content Area II:

Level 4

- a. Plans activities that integrate physical development with the arts and all curriculum areas.
- b. Works with families and communities to encourage and reinforce parent-child/youth activities that involve physical activity and movement, both indoors and outdoors, and in natural settings and parks when possible.
- c. Recognizes individual and cultural variations in norms of physical development for children and youth.
- d. As needed and cooperatively with parents and/or guardians, refers children and youth who may need extra support and skill development to a pediatrician, speech and language therapist, physical or occupational therapist, or other specialist.

Level 5

- a. Explains how physical development and other areas of development interrelate.
- b. Uses knowledge of kinesthetic learning styles when teaching others.
- c. If applicable, designs staff development and family education activities on teaching children to use media (e.g., computers, CDs, videos, DVDs, computer games, etc.) wisely so as not to impede their healthy physical development.

C. Promoting Language Development and Literacy

Level 1

- a. Encourages children and youth to explore their environment through activities related to literacy, math, science, geography, history, etc.
- b. Provides opportunities for conversation and language development that include support for English Language Learners.
- c. Supports children and youth in creative activities and problem solving.
- d. Reads books with children and youth (a section at a time with chapter books) and models reading behaviors.

Level 2

- a. Demonstrates knowledge of the stages of cognitive development for children and youth.
- b. Encourages concept development specific to developmental status of children and youth.

- c. Asks children and youth relevant open-ended questions and uses conversations to enrich and expand vocabulary.
- d. Provides materials such as hats and other clothing items, old telephones, stethoscopes, art supplies, and other props to act out and tell stories and help children and youth develop communication skills.
- e. Provides and supports opportunities for literacy development; e.g., books and other print materials that appeal to children and youth.
- f. Encourages opportunities for creative writing.
- g. Describes, discusses, and accepts the process as well as the product of creative activities of children and youth.
- h. Supports and understands non-verbal communication.

Level 3

- a. Plans activities that promote and support concept development specific to developmental status of children and youth.
- b. Is aware of K-12 learning standards.
- c. Promotes language development by integrating opportunities to speak, listen, read, and write into all activities in a way that supports English Language Learners.
- d. Uses a variety of music, books, stories, and games from many cultures, and in all languages used by children in the setting.
- e. Solicits and respects ideas, suggestions, and solutions from children and youth.
- f. Works with children and youth to plan, research, carry out, and reflect on their activities and learning experiences.
- g. Shows respect for creative expression through appropriate documentation and display of children and youth's work.

Level 4

- a. Provides opportunities for English language learners to identify with and use their home language.
- b. Understands and applies multiple intelligence and learning style theories in deciding which activities to provide and how to structure them.
- c. Provides activities that support K-12 learning standards.
- d. Recognizes the signs of language delays or other communication impairments and makes appropriate referrals.
- e. Works with children, youth, and families to become critical and thoughtful users of technology (i.e., television, videos, DVDs, computers, Internet, etc.).

Content Area II:

Learning Environment and Curriculum



- f. Offers ongoing information to family and community members on simple ways to expand reading and language skills at home.
- g. Encourages awareness and appreciation of the arts and creative expression from a variety of cultures.

Level 5

- a. Understands and explains current ideas about cognitive development.
- b. Develops programming that supports K-12 education standards.

D. Promoting Personal and Social Development

Level 1

- a. Engages in everyday conversation with children and youth.
- b. Treats children and youth as individuals with their own strengths and needs.
- c. Helps children feel valued as members of the group.
- d. Helps children through periods of stress, separation, and transition.
- e. Acknowledges and shares children's excitement in discoveries, exploration, and manipulation of items in the environment.
- f. Acknowledges the efforts, accomplishments, and innate gifts of each child and youth.
- g. Emphasizes cooperation in games and activities.

Level 2

- a. Provides physical and emotional security so children and youth feel safe and are safe.
- b. Understands the functions that peers/friends serve for children and youth as they learn to solve problems, communicate, and learn about social behavior.

- c. Provides daily opportunities for children and youth to develop friendships, social skills, and leadership through sharing their feelings, empathizing, helping, cooperating, negotiating, solving conflicts, and talking through interpersonal problems.
- d. Guides children and youth to make positive choices in relationships and to oppose bullying and teasing.
- e. Helps children and youth learn about, and respect all forms of diversity, including differences in ability, age, class, culture, ethnicity, family composition, gender, language, race, religion, and sexual orientation.
- f. Recognizes that periods of stress, separation, trauma, and transition may affect the personal and social development of children and youth.
- g. Provides many opportunities for cooperative play, games, and activities.

Level 3

- a. Understands the impact of the expanding social world on the behavior of the child or youth, including the changing roles of family members, siblings, and peers in social development.
- b. Ensures that each child or youth has a positive and supportive relationship with at least one adult in the program who can provide individual attention to that child or youth.
- c. Identifies each individual's social strengths and needs, including communication skills, and plans accordingly.



Learning Environment and Curriculum

Content Area II:

- d. Plans for the development and practice of these personal/social skills in children and youth: self-respect, group membership, communication (e.g., listening, language skills), conflict resolution, problem solving, positive values, respect for others and for diversity, and decision-making.
- e. Facilitates the development and practice of real-life skills (e.g., planning a budget for a cooking project).
- f. Provides opportunities for children and youth to develop a sense of identity, independence, interdependence, empowerment and responsibility for self and the group.
- g. Provides opportunities for children and youth to participate in their community through service learning projects.

Level 4

- a. Understands how economic conditions and the impact of trauma affect the development and social/emotional functioning of children and youth.
- b. Observes each child and youth to identify emotional strengths and needs and plans accordingly.
- c. Identifies and communicates to others specific strategies for interacting with children and youth with challenging behaviors.
- d. Designs and provides a curriculum that emphasizes and enhances development of social skills, relationships, friendships, real-life skills, citizenship and leadership development.
- e. Supports children or youth to organize service learning opportunities in their community.
- f. Recognizes atypical personal and social development and initiates appropriate referral strategies.
- g. Is aware of current peer and media influences and understands that knowledge of and engagement in pop culture may be perceived by children and youth as necessary to gain social acceptance.



Level 5

- a. Analyzes and applies current theory on attachment and promotion of social and emotional development.
- b. Helps others to develop curriculum that promotes social and emotional development and positive approaches to learning.
- c. Understands and communicates information on the moral development of children and youth.



Content Area III:

Assessment and Planning for Individual Needs

Level 1

- a. Understands that each child and youth develops at his/her own rate.
- b. Raises concerns regarding individual children or youth to supervisors.
- c. Maintains confidentiality regarding each child or youth's development/behaviors.
- d. Is aware of the signs of emotional distress, child abuse, trauma and neglect in a variety of cultural contexts, including immigrant and refugee populations.
- e. Complies with mandated reporting procedures for child abuse and neglect.

Level 2

- a. Identifies various ways to get to know each child or youth as an individual, including strengths, needs, interests, family, and life situation.
- b. Contributes to informal evaluation through observations, surveys, and conversation.
- c. Understands the importance of objectively observing and recording the behavior of children and youth.
- d. Gathers and organizes information about each child or youth, such as collecting samples of work and recording anecdotal notes.

Level 3

- a. Maintains confidentiality and privacy of children, youth, and families while keeping appropriate records of development and behavior.
- b. Works cooperatively with assessment and health care teams for children and youth with special needs or suspected developmental delays or disabilities.
- c. Evaluates activities, environment, and social interactions of each child/youth for developmental appropriateness.
- d. Uses observation strategies and techniques to learn about individual children, youth, and their families' needs, interests, preferences, and particular ways of responding to people and events.
- e. Uses observation strategies to learn how each child or youth relates to others in the program and to plan how to assist children/youth who have difficulty being accepted by their peers.

- f. Plans for and includes both verbal and non-verbal demonstrations of skills with children and youth who may be English Language Learners or have speech, language, and communication difficulties, using a variety of methods including but not limited to Braille, ASL, or assistive technology.

Level 4

- a. Objectively observes and records the patterns of development, behavior, and preferred learning styles for children and youth.
- b. Analyzes findings of observations and uses the information to plan activities and provide resources so that children and youth can pursue their interests or master a skill.
- c. Exhibits understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.
- d. Involves families in assessing and planning for individual children and youth, including children/youth with disabilities, developmental delays, or special abilities.
- e. Develops, implements, and evaluates a curriculum and environment that focuses on the developmental needs and interests of children and youth.
- f. Gathers information about and incorporates the home experiences and cultural and societal values of families, children, and youth into the curriculum.
- g. Understands and uses local process for initiating referrals for children and youth with health and developmental concerns.
- h. Integrates comments and recommendations from families about the needs and strengths of each child or youth into program plan.

Level 5

- a. Understands and applies major theories and research from a variety of cultural perspectives relevant to observation and assessment.
- b. Addresses issues relevant to observation and assessment.
- c. Establishes criteria, procedures, and documentation methods for assessing developmental progress.
- d. Establishes criteria, procedures, and documentation methods for assessing effectiveness of program or setting with individual children and youth.
- e. Understands and articulates assessment issues and strategies and communicates these to families and other professionals.



Interactions with Children

Content Area IV

Level 1

- a. Establishes and communicates limits for acceptable behavior.
- b. Identifies feelings and appropriate ways to express feelings.
- c. Provides appropriate supervision.
- d. Understands and supports play, activities, experiences, and social interactions.
- e. Addresses behaviors or situations, rather than labeling the child or youth.
- f. Shows respect for children, youth, self, and others in all interactions and situations.
- g. Demonstrates that children and youth are appreciated, valued, and enjoyed.
- h. Builds a trusting relationship with children and youth, providing physical and emotional security.

Level 2

- a. Uses positive behavior guidance to set clear and consistent limits and consequences.
- b. Ensures that play, activities, experiences, and social interactions are safe and appropriate for the environment.
- c. Demonstrates a variety of positive guidance techniques such as positive reinforcement, encouragement, logical consequences, and modeling that are sensitive to issues of self-concept.
- d. Responds to children and youth's behavior in ways that encourage problem solving, self-regulation, group membership, and decision-making.
- e. Provides a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors as individuals and as a group.
- f. Facilitates smooth transitions of individuals and groups from activity to activity.
- g. Reports positively to families about children's and youth's progress and challenges.

Level 3

- a. Understands how the environment (i.e., space, room arrangement, work climate, daily routines, and schedules) affects the behavior of children, youth, and staff and adapts the environment and curriculum to minimize potential challenging behaviors.
- b. Demonstrates realistic expectations about children's and youth's emotional needs, interests, social abilities, and physical needs.
- c. Uses strategies to assist children and youth in learning to express emotions, solve problems, and make decisions in positive ways.

- d. Encourages citizenship and leadership development in children and youth through helping them identify and develop ideas, problems, questions, and relationships.
- e. Demonstrates effective and developmentally appropriate practice (DAP) in school-age and youth care.
- f. Maintains professionalism and respect for children and youth when communicating with other adults about children's and youth's behavior.
- g. Builds relationships with families that allow for constructive communication about children and youth's behavior.

Level 4

- a. Develops and implements strategies to practice complex communication skills such as assertiveness, conflict resolution, and positive decision making.
- b. Develops cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups.
- c. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.
- d. Relates guidance practices to knowledge of children's personalities, developmental stages, and developmental or environmental stressors.
- e. Uses the learning methods of open ended questioning, group discussion, problem solving, cooperative play, and guided and self-directed experiments to engage children and youth.
- f. Demonstrates knowledge of instructional and guidance practices for integrating children and youth with disabilities.
- g. Proactively encourages and reinforces positive adult-child/youth interactions within the family.

Level 5

- a. Develops written policies for effective child and youth guidance.
- b. Understands and describes the principles for intervention and conflict resolution in children's and youth's interactions.
- c. Recognizes and advocates family-provider partnerships to establish positive interaction patterns in program/setting, school, and home.
- d. Develops individual guidance plans, using relevant professionals, resources, and family members for support as needed.
- e. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f. Analyzes, evaluates, and applies current theory and research from a variety of cultural perspectives on individual and group guidance.

Content Area V:

Families and Communities

Level 1

- a. Values each family as an integral partner with the program in caring for children and youth.
- b. Establishes positive communication and relationships with families.
- c. Responds appropriately to family questions, and/ or refers them to supervisor or service agency in the community.
- d. Acknowledges the varying structures, cultures, and traditions of children and youth's families.

Level 2

- a. Maintains an open and cooperative relationship with each child's and youth's family and communicates about events.
- b. Models appropriate interactions with children, youth, families, providers, and other community members.
- c. Supports the child and youth's relationship with his or her family.
- d. Respects families' choices and goals for their children and youth.
- e. Identifies and builds on each child's or youth's family/cultural values.
- f. Understands the collaborative role of facilities and providers.
- g. Recognizes different ways children and youth can feel a part of the larger community.
- h. Respects and supports cultural and linguistic differences and diverse family structures.
- i. Recognizes stress factors and trauma affecting families, including challenges faced by new refugee immigrant populations.



Level 3

- a. Invites family involvement by providing opportunities for families to share skills and talents, participate in special events and family education, volunteer at the program, be involved in program/setting evaluation and decision making, and participate on advisory councils and boards if applicable.
- b. Provides opportunities for individual conferences with families, staff or providers, school personnel and any other person who may have an important role in the child's life as the need arises.
- c. Effectively and positively communicates verbal and written information to families.
- d. Shares knowledge of general child/youth development with families.
- e. Demonstrates knowledge of and respect for variations across cultures and family structures, in terms of family expectations, values, and child-rearing practices.
- f. Demonstrates understanding of the complexity and dynamics of family systems.
- g. Exhibits understanding of the effects of family stress on the behavior of children, youth, and other family members.
- h. Works cooperatively with families on mutually agreed upon practices (e.g., homework, behavior guidance).
- i. Understands the concept of children and youth being an integral part of their community and having an impact upon the lives of many families.
- j. Demonstrates knowledge of community members who can share their special knowledge and skills with children and youth.
- k. Promotes a sense of community responsibility by providing children and youth opportunities for community involvement and community service.
- l. Recognizes and uses a variety of communication links between the school, the family, and the program or setting.



Families and Communities

Content Area V:



Level 5

- a. Acts as advocate for children, youth, and their families.
- b. Articulates the various theories of family systems and the effect of stress and crisis on families.
- c. Plans, conducts, and evaluates activities for family support and participation.
- d. Promotes staff growth and development in communicating and relating with families.
- e. Serves as a resource to colleagues, teachers, and staff in connecting families to services in the community.
- f. Works collaboratively with agencies and community resources to meet the needs of families in the community.

Level 4

- a. Seeks and maintains a collaborative relationship with parents, guardians, families, schools, community agencies, and other professionals to meet the needs of each child and youth.
- b. Establishes frequent contact with families through a variety of communication strategies, including information in children's/youth's home language and use of interpreters, to provide information to families about child/youth growth, development, and learning.
- c. Helps parents assess educational and parenting options.
- d. Works effectively with families from a variety of cultural, linguistic, and socio-economic backgrounds.
- e. Communicates with families about strategies they can use to support the social/moral development of children and youth.
- f. Demonstrates awareness of school curriculum and knows how to link activities to local and state curriculum standards.
- g. Establishes strategies to communicate with schools regarding program support of school curriculum and state education standards.
- h. Analyzes the impact of the school-age and youth care setting on the community.
- i. Develops relationships with agencies providing community resources, provides families with resource information, and makes appropriate referrals.



Content Area VI:

Health, Safety, and Nutrition

Level 1

Health

- a. Practices good hygiene and appropriate hand-washing techniques.
- b. Encourages children and youth to practice habits that promote good health and nutrition.
- c. Practices proper techniques to avoid and control blood-borne pathogens.
- d. Responds to and documents any injuries of children and youth.
- e. Reports all suspected incidents of abuse or neglect to supervisor and then follows mandated reporting procedures.

Safety

- a. Is aware of the potential for hazards in the environment, corrects those that are immediately correctable, and alerts supervisor to any others.
- b. Actively supervises and interacts with children and youth to ensure safety both indoors and outdoors.
- c. Recognizes and responds to individual safety needs of child or youth in all circumstances.
- d. Releases children and youth only to authorized persons.
- e. Follows procedure for admitting and monitoring unauthorized visitors to program site.
- f. Knows how to fill out accident and illness forms.
- g. Follows safety regulations and participates in emergency and disaster drills.

Nutrition

- a. Practices safe food handling and observes general sanitation practices.
- b. Maintains sanitary environments.
- c. Recognizes health hazards (e.g., choking, allergies, etc.) in meals and snacks and takes steps to prevent dangerous situations.

Level 2

Health

- a. Monitors children and youth daily for signs of illness and possible signs of emotional distress, abuse, or neglect.
- b. Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children and youth in an immediate and appropriate way.
- c. Follows procedures to avoid transmission of communicable diseases.

- d. Follows instructions for administration of medicine and approved medical treatments, including related documentation.

Safety

- a. Demonstrates knowledge of procedures that are implemented when a child or youth is missing.
- b. Describes and maintains a safe environment, including equipment, toys, and materials, to prevent and reduce injuries.
- c. Holds a current first aid certificate.
- d. Teaches simple safety precautions and rules to children and youth.
- e. Demonstrates ability to use safety equipment, e.g., fire extinguisher.
- f. Verbalizes and adheres to emergency, illness, injury, and sanitation procedures, including an emergency evacuation plan.

Nutrition

- a. Provides appropriate meals and snacks in a relaxed and social setting.
- b. Provides information on healthy foods and food groups for children and youth.
- c. Guides cooking experiences with children and youth.
- d. Adapts/adjusts meals and menus to accommodate religious values and traditions of families.

Level 3

Health

- a. Provides a consistent daily routine for rest/sleep and physical exercise as developmentally appropriate.
- b. Recognizes and responds to each child's or youth's need for physical health and emotional well-being.
- c. Models and provides direction on sanitation procedures.
- d. Demonstrates basic knowledge of health issues common to children and youth.
- e. Locates resources on health and hygiene, such as magazines, books, pamphlets, and visiting health and dental professionals, and makes them available for children and youth.
- f. Informs families when their child or youth has been exposed to communicable disease or illness.

Safety

- a. Demonstrates knowledge of a floor plan that incorporates clear pathways for children and youth to move from one area to another without disturbing other activities and includes accommodations for those with special needs.

Health, Safety, and Nutrition

Content Area VI:

- b. Demonstrates knowledge of procedures for assuring children's and youth's safety while on field trips.
- c. Analyzes and adjusts space to maximize ease of staff supervision of children and youth.
- d. Holds a current certificate in CPR.

Nutrition

- a. Understands the relationship between poor nutrition and behavioral and emotional difficulties.
- b. Plans and implements cooking experiences with children.
- c. Teaches children and youth about nutrition and healthy food choices.
- d. Includes foods from diverse cultures on a regular basis and helps children and youth to understand the cultural background of the foods they are eating.

Level 4

Health

- a. Talks with and provides culturally responsive resource information about health to families.
- b. Designs and implements curriculum activities emphasizing healthy bodies, lifestyles, and environments.
- c. Recognizes signs of emotional distress, physical illness, and child abuse or neglect and acts appropriately to the situation; e.g., initiates discussions with families, refers to appropriate professionals, and/or reports to designated authorities.

Safety

- a. Plans and implements safe field trips.
- b. Designs and facilitates indoor and outdoor learning environments to promote each child's physical and emotional well being.
- c. Designs and implements effective and developmentally appropriate strategies for educating children and youth about safety hazards; e.g., substance abuse, sexual behavior, sexual abuse and exploitation, violence, and mental illness.
- d. Keeps informed about and shares safety information and resources with families and, as applicable, other staff members.
- e. Demonstrates and informs others about emergency, illness, and injury procedures.



Nutrition

- a. Recognizes and responds to each child's and youth's nutritional needs.
- b. Plans and evaluates menus to meet proper nutritional guidelines.
- c. Bases educational activities on nutritional information responsive to multiple cultures.
- d. Provides opportunities and reinforcement for children's and youth's practice of healthy nutritional choices.
- e. Involves children and youth in making food choices.

Level 5

Health

- a. Provides an environment that is physically and psychologically healthy for children, youth, families, and staff.
- b. Designs, documents, and informs others of emergency, illness, injury, and sanitation procedures.
- c. Establishes procedures for documentation and notification of suspected abuse and neglect.
- d. Works with health care professionals in community to ensure that the needs of children and youth are met.
- e. Has current knowledge of the correlation between health issues and socio-economic and cultural factors.

Safety

- a. Maintains appropriate levels and standards for state and federal regulations.
- b. Identifies opportunities to fund environmental safety improvements.
- c. Conducts self-assessments of facility for licensing and accreditation.

Nutrition

- a. Assesses nutritional plan and adapts practices accordingly.
- b. Has current knowledge of the correlation between health issues (e.g., eating disorders, diabetes, lowered life expectancy, etc.) and poor diet.

Content Area VII:

Program Planning and Evaluation

Due to licensing regulations and the fact that family child care providers are the owner/operators of family child care businesses, family child care providers need some skills at an earlier level than those working in child care centers. These skills are marked with an **FCC** below.

Level 1

- a. Exhibits responsible staff behavior. **FCC:** Exhibits responsible program management behavior as the owner operator of the child care.
- b. Participates as a team member in programs with more than one staff person.
- c. Keeps appropriate records.
- d. Complies with program policies and licensing/accreditation requirements. **FCC:** Ensures that program is adequately insured.
- e. Communicates and works effectively with other staff, volunteers, administrators, substitutes, and helpers.
- f. Has or is gaining functional technological skills (e.g., computer, fax machine, speaker phone, etc.)
- g. Is able to receive, give, and use constructive feedback.
- h. **FCC:** Keeps accurate records of enrollment, emergency information, participant attendance, injuries and other serious incidents.
- i. **FCC:** Develops and implements program policies and fee structure.



Level 2

- a. Supports the program mission and purpose. **FCC:** Develops the program mission.
- b. Organizes, plans, and keeps records effectively.
- c. Assists in gathering information for evaluation.
- d. Values the program's team of staff, administrators, and volunteers, and works to strengthen it.
- e. Is able to give constructive feedback to staff, second adults, substitutes, and helpers in a respectful manner.
- f. Assists in the delivery of curriculum.
- g. Provides information on supplies, materials, and equipment needs for the program. **FCC:** Orders supplies, materials, and equipment for the program.
- h. Participates in program goal setting. **FCC:** License holder sets goals. Second adults or other staff in a family child care home participate in program goal setting.

Level 3

- a. Possesses and uses functional computer skills.
- b. Participates in strategic planning and goal setting for the program. **FCC:** Does strategic planning and goal setting for the program.
- c. Recognizes the importance of evaluation and assists in evaluating the program's effectiveness.
- d. Uses both self and collaborative staff evaluations as part of on-going program evaluation.
- e. Verbalizes the relationship between the program's philosophy and daily practice.
- f. Understands and articulates agency/family child care home policies related to legal and safety issues of children, youth, and families.
- g. Assists in the development of curriculum. **FCC:** Develops the curriculum for the program.
- h. Assists in maintaining supplies, materials, and equipment. **FCC:** Conducts and maintains the inventory of supplies, materials, and equipment.
- i. Assists in developing program budget. **FCC:** Develops the program budget.



Program Planning and Evaluation

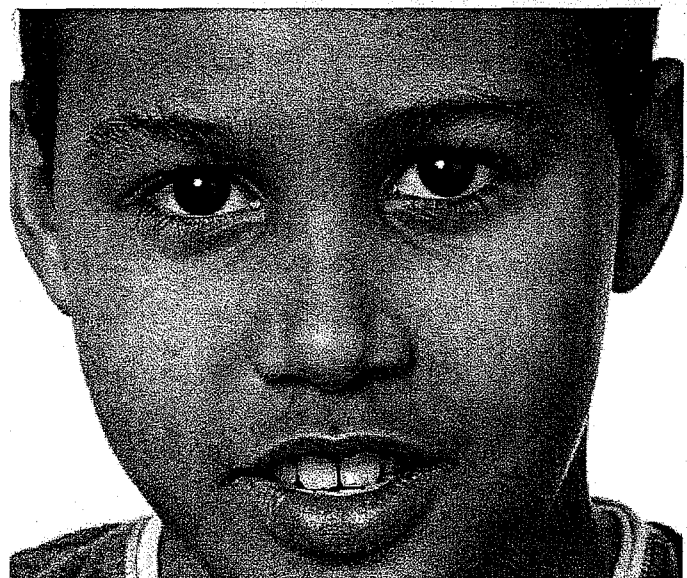
Content Area VII:

Level 4

- a. Engages children, youth, families, and staff in ongoing regular program evaluation.
- b. Plans and implements family orientation and family education programs.
- c. Demonstrates knowledge of valid and appropriate assessment and evaluation practices.
- d. Uses a variety of techniques and procedures to evaluate and modify program goals for children, youth, and their families.
- e. Develops methods to incorporate research findings regarding ethnic and gender identity into an anti-bias program.
- f. Develops and reviews curriculum to reflect the families, children, and youth served.
- g. Provides effective lines of communication among all adults involved with the program, including families.
- h. Keeps accurate records of enrollment, emergency information, participant attendance, injuries, and other serious incidents.
- i. Develops and monitors program budget.
- j. Supervises interns, practicum students, second adults, substitutes, helpers, and/or volunteers.
- k. Plans for, recruits, orients, and supervises all adults involved with the program.
- l. Encourages and supports staff in meeting professional development goals.
- m. Clearly articulates developmentally appropriate practices to colleagues, families, second adults, helpers, substitutes, and/or community members.
- c. Communicates effectively with community and media representatives.
- d. Applies knowledge of federal, tribal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for all children.
- e. Maintains current accreditation standards, license, and/or any required program guidelines.
- f. Develops and implements program policies and fee structure.
- g. Identifies, develops, and implements formative and summative program evaluation strategies and understands their benefits, strengths, and limitations.
- h. Designs and implements staff job descriptions and performance review forms and procedures.
- i. Plans and implements professional development opportunities for all adults involved with the program.
- j. Sets clear policy and practice for positive and mutually supportive work environment.
- k. Evaluates assessment practices and remains updated on assessment research.
- l. Advocates for developmentally appropriate assessment of children, youth, and program.
- m. Plans, maintains, and reports on budget to appropriate stakeholders, investors, and government regulatory groups. FCC: not applicable.
- n. Identifies and seeks additional funding opportunities as needed.
- o. Develops and maintains program marketing plan as needed.
- p. Possesses legal knowledge necessary for effective management.

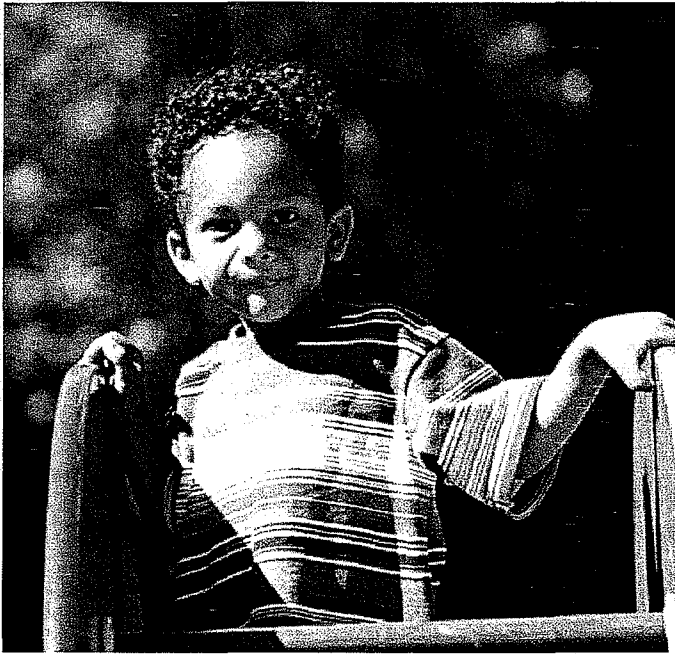
Level 5

- a. Sets clear policy and practices for positive family-staff relationships.
- b. Communicates effectively with board and advisory groups and other stakeholders including families, schools, fiscal agents, host agencies, and partners.



Content Area VIII:

Professional Development and Leadership



Level 1

- a. Enjoys working with children and youth and models a positive attitude.
- b. Interacts in a manner reflecting respect for self and others.
- c. Exhibits good hygiene and personal appearance.
- d. Demonstrates good work habits.
- e. Consults with supervisor or resource person regarding concerns if applicable.
- f. Works cooperatively with colleague or assistants, if applicable.
- g. Is aware of professional code of ethics.
- h. Behaves ethically, maintaining confidentiality and impartiality.
- i. Shows commitment to the goals of program or setting.

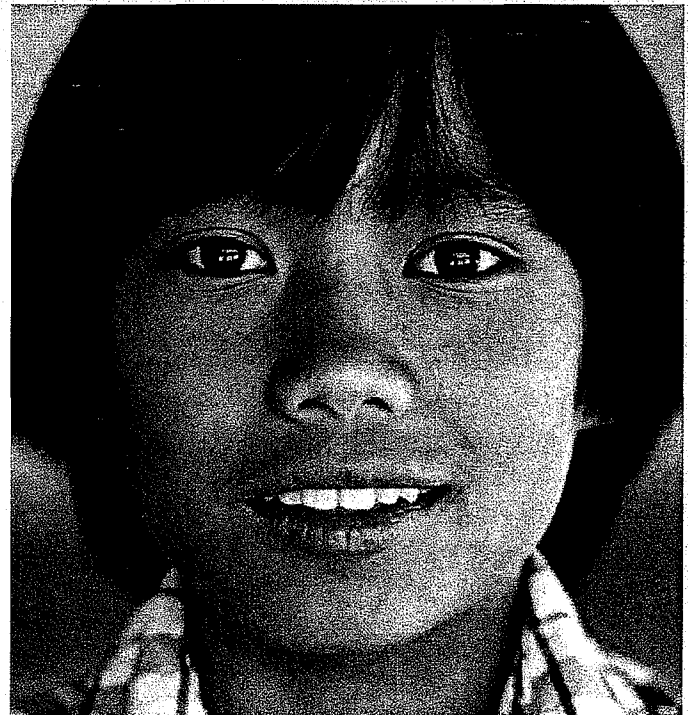
Level 2

- a. Manages demands of personal and professional growth.
- b. Uses problem-solving skills as needed.
- c. Promotes value of quality in school-age and youth care programs.
- d. Demonstrates commitment to a professional code of ethics.
- e. Is aware of professional resources.
- f. Takes advantage of opportunities to improve competence.

- g. Accepts advice and constructive criticism to improve practice.
- h. Participates in one (or more) professional associations.

Level 3

- a. Demonstrates practices that support inclusion and cultural and linguistic diversity.
- b. Routinely reflects on teaching strategies and interactions and on behavior of children.
- c. Plans and implements routine tasks to maximize the amount of time spent interacting with children.
- d. Participates in professional organizations and on-going professional development to enhance knowledge and skills.
- e. Consistently adheres to professional code of ethics.
- f. Is knowledgeable of other professions providing related services for children, youth, and their families.
- g. Exhibits knowledge of child, youth, and family advocacy issues.
- h. Demonstrates knowledge of federal, tribal, state, and local regulation of programs and services for children and youth ages 5 through 12.
- i. Demonstrates awareness of own culture and begins to articulate how cultural heritage influences values, decisions, and behavior.



Professional Development and Leadership

Content Area VIII:

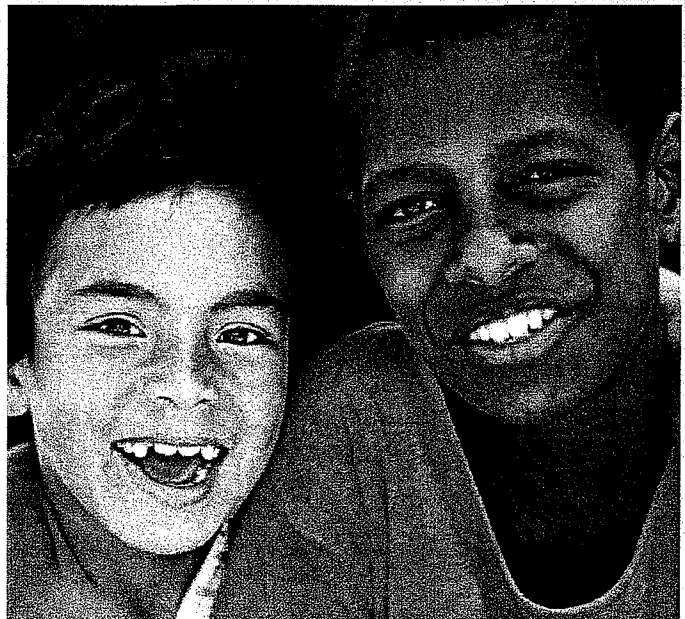
Level 4

- j. Seeks out professional relationships to enhance professional growth (e.g., identifies a mentor).
- k. Becomes a mentor to others, as applicable.
- a. Demonstrates critical reflection on own professional and educational practices from community, state, national, and global perspectives.
- b. Articulates and uses code of ethics for making professional decisions.
- c. Participates in group problem solving of ethical dilemmas.
- d. Understands the historical, philosophical, and social foundations of the school-age and youth care profession.
- e. Articulates personal philosophy of school-age and youth care based on knowledge of child/youth development and best practices.
- f. Evaluates current trends in child and youth development and revises practices as appropriate.
- g. If applicable, demonstrates knowledge of basic principles of administration, organization, and operation of school-age and youth care programs, including supervision of staff and volunteers.
- h. Uses professional resources to continually improve practice.
- i. Actively participates in career development.
- j. Acknowledges and assesses personal values and own cultural biases.
- k. Serves as a mentor to others working with children, youth, and families.
- l. Communicates and interacts with parents/guardians, families, colleagues, second adults, substitutes, and the community to support child and youth learning and well-being.
- m. Establishes effective working relationships with K-12 education practitioners to promote continuity in children's and youth's development and learning.



Level 5

- a. Initiates and mediates group problem solving of ethical dilemmas.
- b. Recognizes causes and symptoms of "burnout" and develops strategies to prevent it.
- c. Keeps current on research and policy relevant to child and youth development from diverse cultural perspectives and uses information to inform programming.
- d. Analyzes the foundations of the school-age and youth care profession and their impact on current practice and future trends.
- e. Understands the impact of public policy upon children, youth, families, and educational programs and advocates for supportive public policies.
- f. Designs staff development and/or training opportunities for all adults involved with the program.
- g. Ensures staff development in cultural dynamics (e.g., ethnocentrism, prejudice, cultural mistrust, white privilege).
- h. Recognizes variations in adult and child learning styles and applies knowledge to practice.
- i. Provides a work culture that encourages professional development and leadership.
- j. Serves on professional boards and committees.
- k. Advocates for excellence in programs and services for children, youth, and families.
- l. Provides strong leadership and visionary direction.



Record

Professional Development Record

Suggestions for using this record

- ▲ Keep your Professional Development Record in a safe place at your home or place of work.
- ▲ After attending a training session, transfer the information from the training certificate you receive into your Professional Development Record. You and/or your employer should each keep a file of your training certificates. The certificates and this record may be used to document annual training clock hours.
- ▲ Share information in this record with your child care licenser during his/her visit.
- ▲ Keep track of what is in your Professional Development Record. Look at it often. During the year, plan to attend training on several different topics.

▲ When you have filled the Professional Development Record, a new Core Competency booklet may be requested from:

Minnesota Association for the Education of Young Children (MnAEYC)

1821 University Avenue West, Suite 298-S
St. Paul MN 55104

Phone: 651-646-8689 • Fax 651-646-4514

Email: professionaldevelopment@mnaeyc.org

Web: www.mnpdcouncil.org

Minnesota School Age Care Alliance

1000 Westgate Drive, Suite 252

St. Paul, MN 55114

Phone: 651-290-7478 • Fax: 651-290-2266

E-mail: mnsaca@ewald.com

Web: www.mnsaca.org

Content Area I: Child Growth and Development

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Content Area II: Learning Environment and Curriculum

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Professional Development Record

Record

Content Area III: Assessment and Planning for Individual Needs

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Content Area IV: Interactions with Children

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Content Area V: Families and Communities

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Record

Professional Development Record

Content Area VI: Health, Safety, and Nutrition

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Content Area VII: Program Planning and Evaluation

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Content Area VIII: Professional Development and Leadership

| Date | Training Title | Instructor/Organization | Level | Hours | Certificate |
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