

APPENDICES			
Appendix	Document Name	Relevant Selection Criterion	Page
A	Nevada Infant Toddler Learning Guidelines and Pre-K content Standards	(A)(1): Demonstrating past commitment to early learning and development	5
B	NAP-SACC or Let's Move child Care Checklist	(A)(1) Part D: Current status in key areas that form building blocks for a high quality early learning and development system (B)(1) Part 3: Early Childhood Educator qualifications (C)(3) Part B: Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards	85
C	Quality Rating Improvement System Description and Details (QRIS Model)	Table (A)(1)-7: Elements of a comprehensive assessment system currently required in Nevada	106
	QRIS current pilot re-test model (QRIS Model)	Table (A)(1)-8: Elements of high-quality health promotion practices currently required in Nevada	
	Nevada's Tiered Silver State Stars QRIS model	(B)(1): Developing and adopting a common, statewide tiered quality rating and improvement system (B)(1) Part 1: Early Learning Development Standards (B)(1) Part 2: Comprehensive	

		<p>Assessment System</p> <p>(B)(1) Part 3: Early Childhood Educator qualifications</p> <p>(B)(1) Part 4: Effective Data Practices</p> <p>(B)(2) Part A: Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system</p> <p>(B)(4) Part A: Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve</p>	
D	Nevada Registry 2010 Annual Report	Table (A)(1)-10: Status of all ELD workforce credentials currently available in Nevada	122
E	Memorandum of Understanding	(A)(3) Part D: Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant and to effective implementation of the State Plan	133
F	Letter of Support – Nevada Early Childhood Advisory Council	(A)(3) Part C (2): The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, Participating State Agency, State's Interagency	138

		Coordinating Council for part C of IDEA	
G	<p>Letter of Support – Organizations, Workgroups, Family Advocates and Professionals:</p> <p>UNLV College of Education T.E.A.C.H. Northern Nevada Immunization Coalition Senator Harry Reid University of Nevada Cooperative Extension Nevada TACSEI United Way of Northern Nevada and the Sierra Education Alliance of Washoe County College of Southern Nevada Washoe County School District The Children’s Cabinet Family to Family Connection UNR College of Education United Way of Southern Nevada Nevada Office of Special Education, Elementary and Secondary Education, and School Improvement Programs</p>	<p>(A)(3) Part E: Demonstrating the commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the goals outlined in response to selection criterion (A)(2)(a)</p>	140
H	<p>Letters of Support - Early Learning Councils and Organizations:</p> <p>NevAEYC The Nevada Registry</p>	Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils	158
I	Letters of Support - PTA	(C)(4) Part C: Promoting family support and engagement statewide	160
J	Nevada’s Core Knowledge Areas and Core Competencies	(D)(1) Part A: Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development, and improve child outcomes	161
K	Career Ladder	(D)(2): Supporting early childhood educators in improving their knowledge, skills and	199

Nevada's Promise: Race to the Top-Early Learning Challenge Application

		abilities	
L	Indirect Cost Budget Form	Budget Table I-1: Budget Summary by Budget Category	200
M	Nevada State Literacy Plan	<p>(C)(1) Part B: Includes evidence that the ELD Standards are aligned with the State's K-3 academic standards in early literacy and mathematics</p> <p>(C)(1) Part C: Includes evidence that the ELD Standards are incorporated in Program Standards curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities</p>	201

Appendix A: Nevada Infant Toddler Learning Guidelines and Pre-K content Standards

**Nevada Infant and Toddler
Early Learning Guidelines
DRAFT COPY**

(b)(6)



TABLE OF CONTENTS

Acknowledgments	3
History of Early Learning Guidelines	4
Nevada's Comprehensive System	5
Professional Development System	4
Culture, Diversity and Language	5
Early Guidelines and Pre-K Standards Crosswalk	6
Early Learning Guidelines	
Birth to Four Months	10
Five to Eight Months	17
Nine to Twelve Months	21
Thirteen to Eighteen Months	27
Nineteen to Twenty Four Months	30
Twenty Four to Thirty Months	41
Thirty Months to Three Years	51
Three Years	61
Glossary of Terms	75
Resources	77
References	79

ACKNOWLEDGEMENTS: *The Infant and Toddler Early Guidelines Committee would like to thank the work groups for their hard work and contribution to this document. The revised document has been designed to be a useful tool to help teachers with planning and implementing the early learning guidelines into their curriculums. This document is also developed for use by parents. The Primary Authors of this document were Dr. Joanne Everts, Director of the WCSD Child and Family Services, Tina Springmeyer, Program Coordinator for The Nevada Pre-K Standards Program and Rechelle Murillo, the Statewide Virtual Pre-K Coordinator.*

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History of the Nevada Early Learning Guidelines

In 2008 a steering committee of early childhood professionals began to work on Nevada's Infant and Toddler Early Learning Guidelines. They reviewed the work that had been accomplished by other states and then invited a list of stakeholders to become participants on work groups. The work groups were formed in Northern, Southern and Northeastern Nevada. The work groups focused on specific domains and they developed specific guidelines that should be included in Nevada's Early Learning Guidelines. The guidelines are aligned with the Nevada Pre-K Standards. The participants identified the following age groups: Birth to Four Months, Four to Eight Months, Eight to Twelve Months, Twelve to Eighteen Months, Eighteen to Twenty-Four Months, Twenty-Four to Thirty Months, Thirty Months to Three years and Three Years Old.

A select group from the steering committee collected the recommendations from the work groups and developed the draft of the Early Learning Guidelines. The draft was introduced to the Nevada Early Childhood Community during the 2009 Early Childhood State Conference in Northern Nevada. The participants and committee members made recommendations and suggestions. The steering committee completed the recommendations in 2010. A draft copy of the completed guidelines was reviewed by the steering committee and went to print in 2011.

The Nevada Infant and Toddler Early Learning Guidelines (ELG) have been developed for early childhood professionals as well as parents. This document was developed so that the adults who are caring for infants and toddlers can have a set of appropriate developmental guidelines that they can refer to for information and resources. The guidelines can be used as a frame of reference for children but it is important to remember that each child develops differently so the age ranges should be used as a suggestions. The activities that are recommended can be provided by the caregiver or parent to help support the learning. Infants and toddlers grow and develop rapidly so it is important to mention that different milestones can be occur at different times and stages in a child's development can change quickly. The use of these guidelines will support the use of best practice approaches in infant and toddler programs.

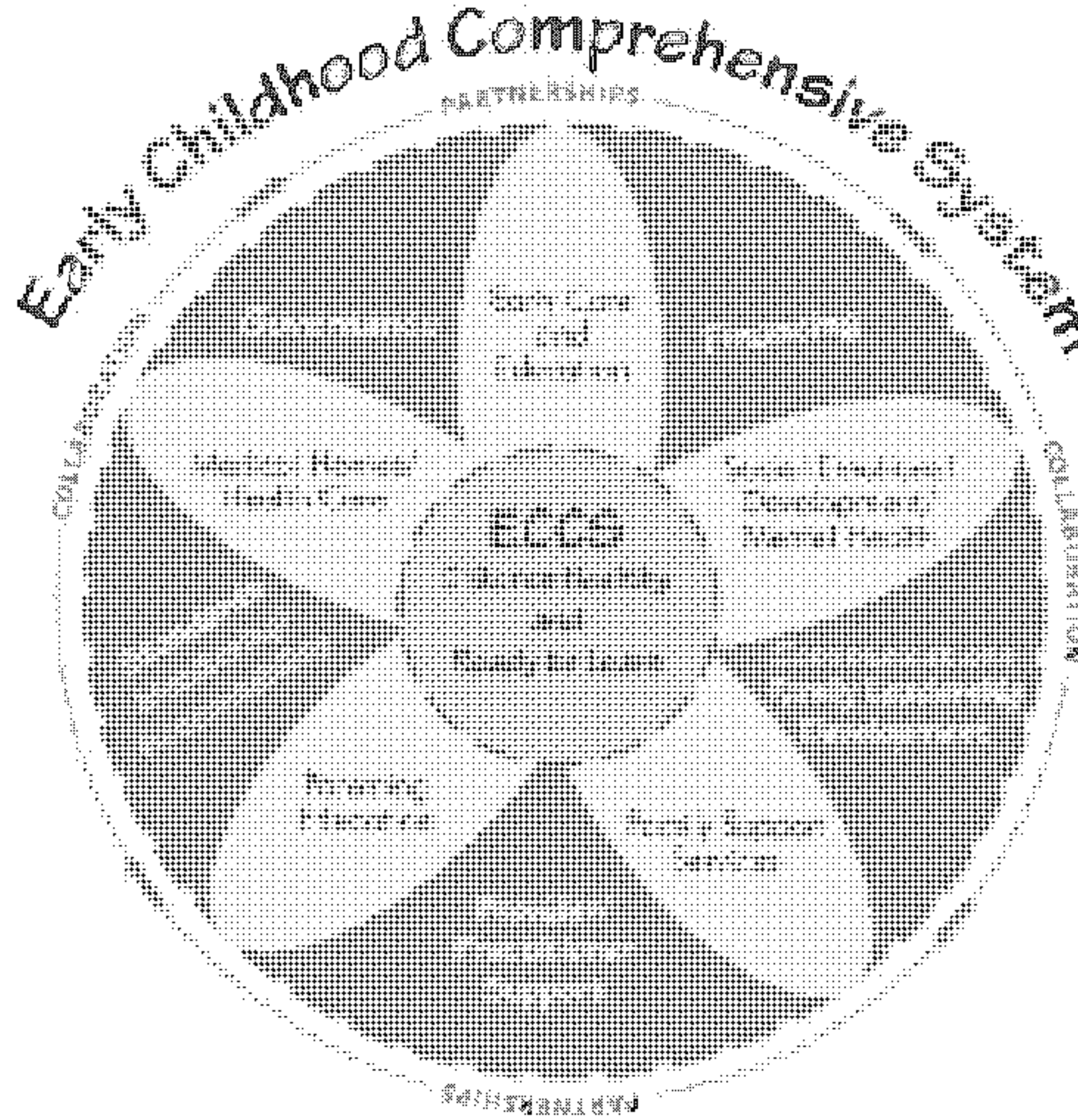
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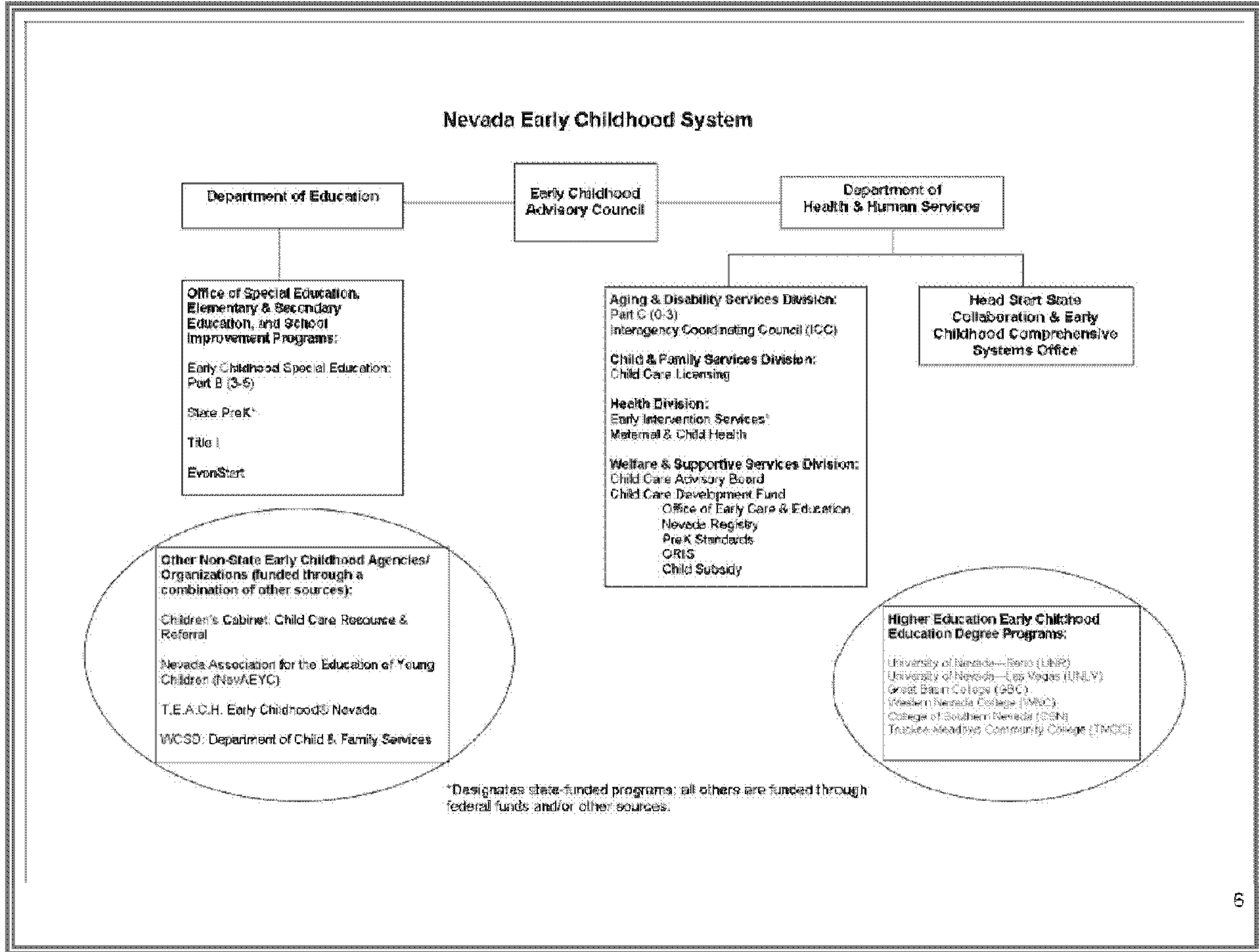
*ELG for infants and toddlers should be embedded into the state's professional development system, including both pre-service and in-service training.
~Zero to Three*

Nevada's Early Childhood Comprehensive System

Due to limited resources, early childhood programs have traditionally operated in "silos" across the country depending on the variety of funding streams. In 2007, Congress approved legislation requiring each state to create or designate a "state advisory council" to build a statewide system of early education and care for children. As information about the importance of high-quality early education and care has grown, so, too, have federal, state and local government investments in early childhood programs. Therefore, these silos have developed separately, with program-specific regulations, funding streams, delivery systems, eligibility requirements, professional development systems, and accountability measures. As programs grow in number and complexity, states and localities are challenged to create the greatest value for limited public dollars while expanding access and ensuring program quality to create the greatest benefit for young children (PreKNow, 2009).

Efforts to develop an Early Childhood Advisory Council (ECAC) in Nevada were funded in part by a grant from the National Governors Association submitted last spring by Governor Gibbons' D.C. office. In September 2009, Governor Gibbons signed an executive order establishing Nevada's Early Childhood Advisory Council and empowering the DHHS Director's Office as the appointing authority. Nevada's ECAC consists of 13 members, including required representatives from the Head Start Act. The graph below represents the components of a comprehensive early childhood system, while the graph on the following page identifies all of the different agencies, programs, and funding streams that must work together to best serve young children and families in Nevada.



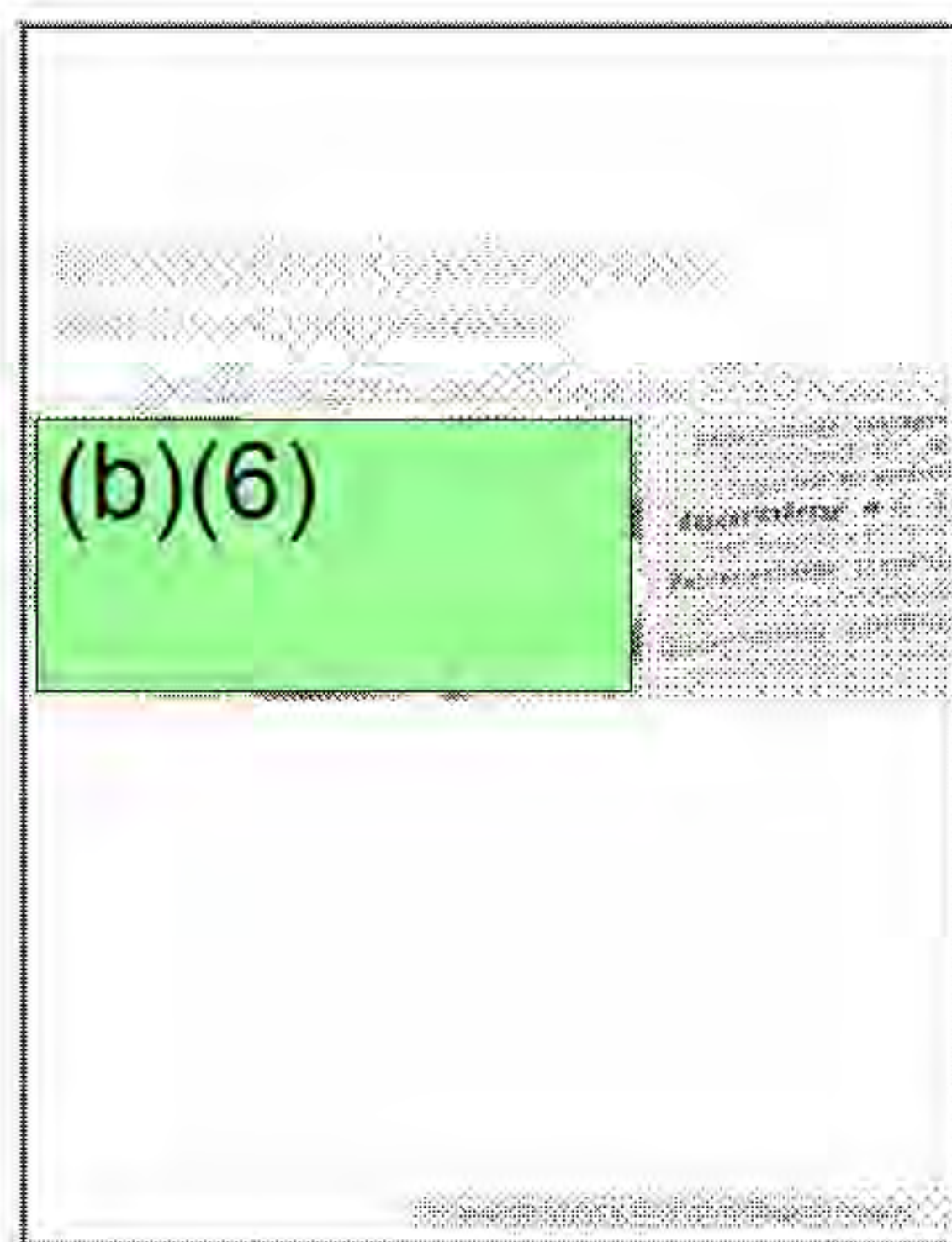


Professional Development System

The Nevada Registry serves as a clearinghouse of information for the early childhood workforce in Nevada, and is an integral part of the pathway helping to establish a professional development system in Nevada for the field of Early Care and Education (ECE). Serving as the sole approval entity for all informal, not-for-college-credit training offered in the state of Nevada, The Nevada Registry strives to raise the status of the ECE profession through support of professional growth and recognition, a standardized training approval system and the collection of valuable data on the ECE workforce.

The Nevada Registry has developed Core Knowledge Areas (CKA) and Competencies for ECE professionals as part of the growing professional development system in Nevada. The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

The CKA are also an important part of Nevada's training approval system, and are reflected in all training that is approved by The Nevada Registry this also includes Infant and Toddler Standards training. Knowledge of the Pre-K Content Standard and the Infant and Toddler Early Learning Guidelines are also embedded within the Core Competencies. While the guidelines and the standards act as a guide for **child outcomes**, the Core Competencies focus on the preferred **outcomes for the adults** who care for young children. Research has long-established that early childhood teachers who have more formal education will provide more high quality learning environments (Whitebook, 2003). Early childhood classrooms that support best practices will provide experiences for young children that will help them meet the goals set forth in the Nevada Pre-K Standards and the Infant and Toddler Early Learning Guidelines.



The Ladder to Success

The Nevada Career Ladder is a national standard for the field of early care and education (ECE). It is a tool that provides a clear, consistent path for advancement in the field of ECE. It is designed to help you set a goal for your career and track your progress along the way.

Level 1

- 1.1 Hold a BA or BS degree in early childhood education or a related field.
- 1.2 Hold a minimum of 100 hours of professional development.
- 1.3 Hold a minimum of 1 year of professional development.

Level 2

- 2.1 Hold a BA or BS degree in early childhood education or a related field.
- 2.2 Hold a minimum of 200 hours of professional development.
- 2.3 Hold a minimum of 2 years of professional development.

Level 3

- 3.1 Hold a BA or BS degree in early childhood education or a related field.
- 3.2 Hold a minimum of 300 hours of professional development.
- 3.3 Hold a minimum of 3 years of professional development.

Level 4

- 4.1 Hold a BA or BS degree in ECE or a related field with a minimum of 400 hours of professional development.
- 4.2 Hold a minimum of 4 years of professional development.

Level 5

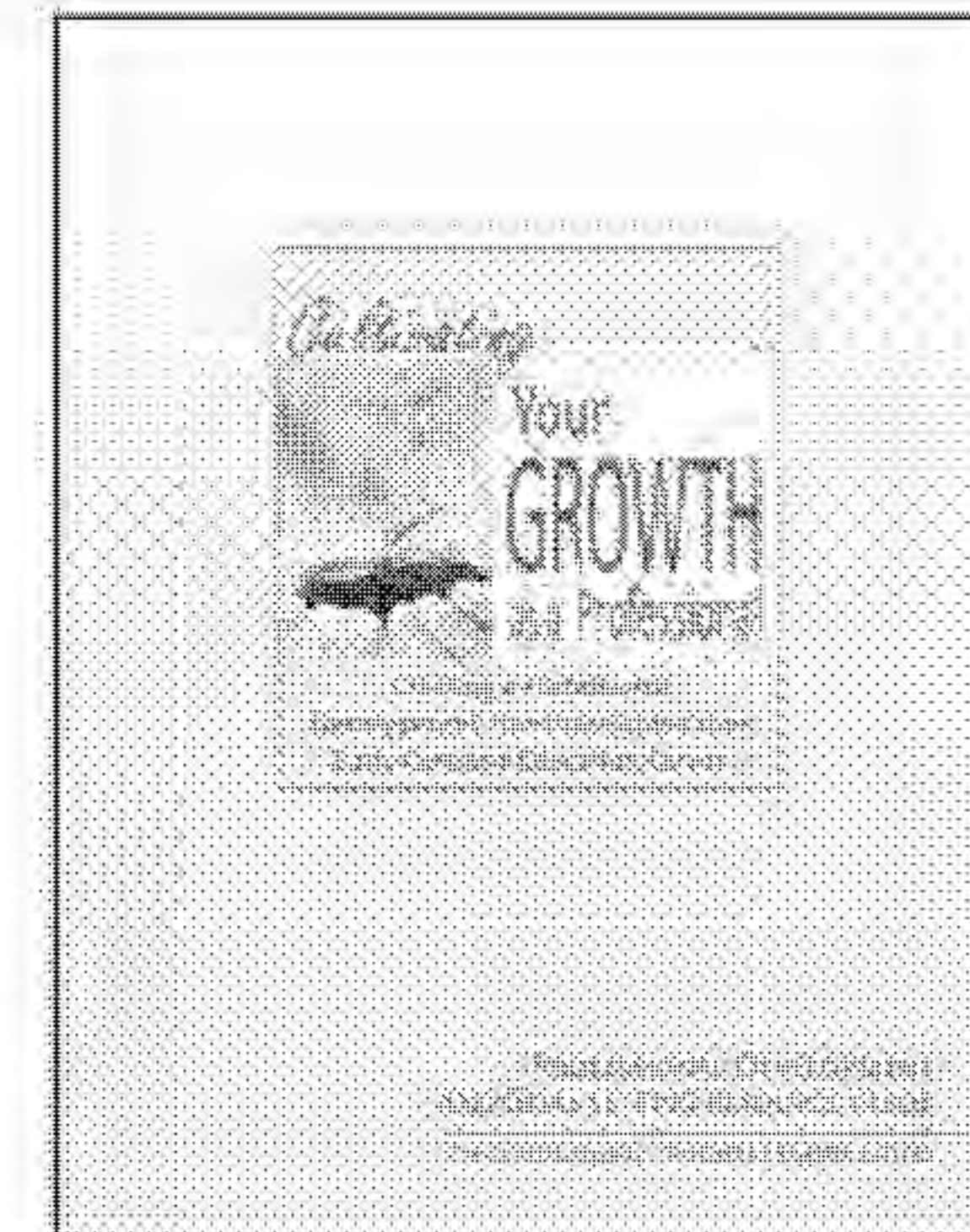
- 5.1 Hold a BA or BS degree in ECE or a related field with a minimum of 500 hours of professional development.
- 5.2 Hold a minimum of 5 years of professional development.

Level 6

- 6.1 Hold a BA or BS degree in ECE or a related field with a minimum of 600 hours of professional development.
- 6.2 Hold a minimum of 6 years of professional development.

Level 7

- 7.1 Hold a BA or BS degree in ECE or a related field with a minimum of 700 hours of professional development.
- 7.2 Hold a minimum of 7 years of professional development.

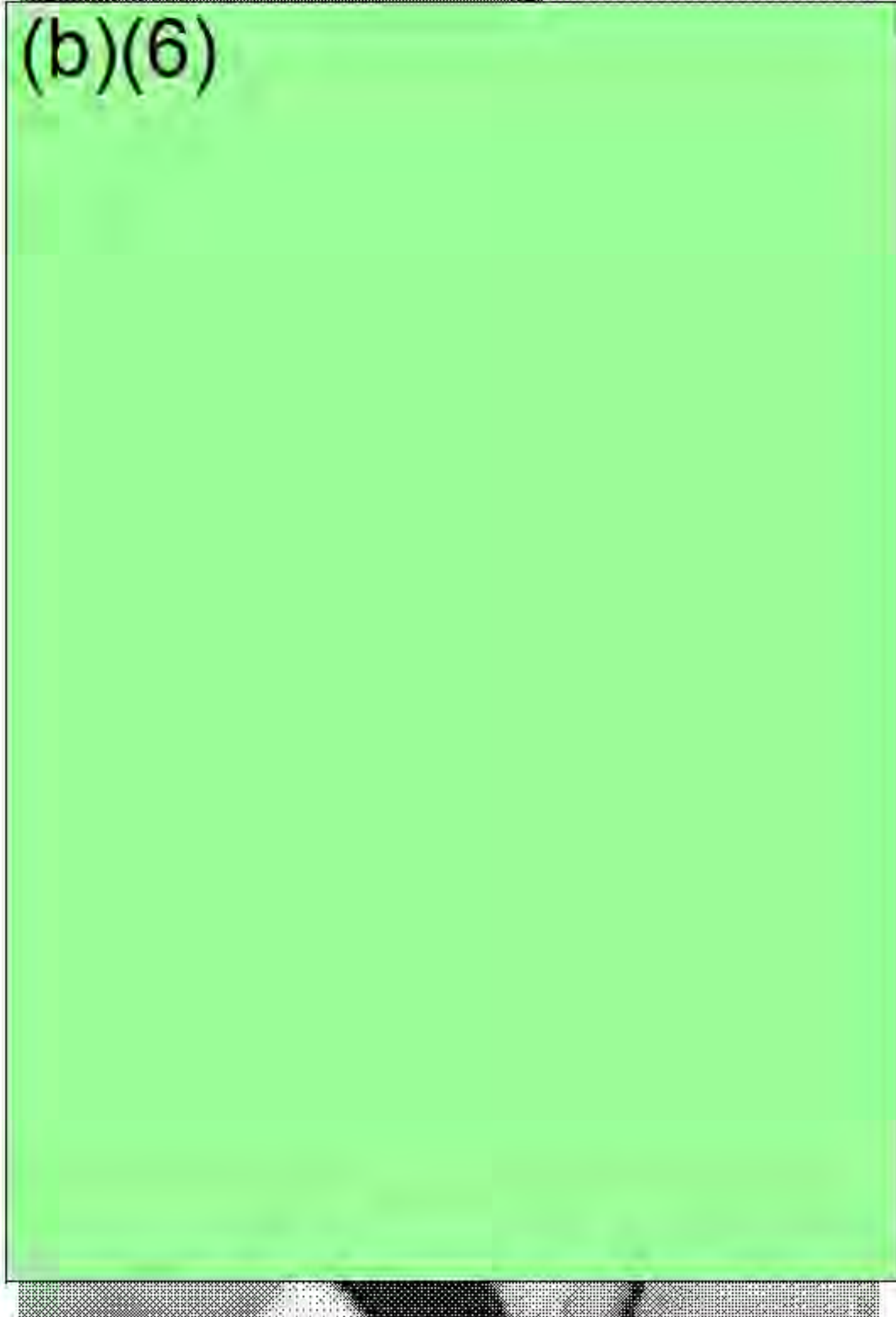


Culture, Diversity and Language

Culture, diversity and language are important issues in early childhood programs. Providing a classroom that is rich in language and that embraces the culture of the program is key to helping children develop a positive culture identity (Derman-Sparks, Edwards, 2009). Young children begin to develop a greater understanding about themselves, their families and their communities in classrooms that foster this approach. Providing children with opportunities to learn about other cultures gives them experiences where they can learn about the similarities and the differences of about each other.

Modeling respect for each other, tolerance and acceptance of different points of view helps young children to understand and promote a true anti-bias classroom. Understanding and respecting others will help to develop a compassionate attitude.

Early childhood programs that model acceptance and respect of a child's native language will help them to feel more included in a classroom. A program that supports the use of a child's home language sends the message that their culture is important while exposing them to an enriched bilingual environment. Language barriers exist when we fail to provide support for children to be successful (Howes, 2009).



Early Learning Guidelines & Pre-Kindergarten Standards Alignment Crosswalk This revision of the Nevada Pre-Kindergarten Standards has been revised to include the school readiness domains as identified in the previous paragraph above while also maintaining alignment with the Nevada K-12 Standards as indicated in the following table:			
Infant/Toddler (0-48 mo.)	Pre-Kindergarten (48-60 mo.)	K-12	
ELG Domains & Content Standards Cognition & General Knowledge <ul style="list-style-type: none"> • Discovering the World • Discovering Math & Mathematics • Discovering Science • Discovering Language, Literacy, & Learning to Read • Discovering Social Studies 	ELG Domains & Content Standards Cognitive: Mathematics (M) <ul style="list-style-type: none"> • Number, Number Sense & Operations • Patterns, Functions & Algebra • Measurement • Spatial Reasoning, Geometry & Data Analysis 	K-12 Content Standards	
Language Development & Communication <ul style="list-style-type: none"> • Communicating & Understanding • Pre-Reading • Pre-Writing 	English Language Arts (ELA) <ul style="list-style-type: none"> • Reading Proficiency (RP) • Reading Strategies (RS) • Writing Proficiency (WP) • Speaking Proficiency (SP) 		Cognitive: Science <ul style="list-style-type: none"> • Natural Science (NS) • Earth & Space Science (ESS) • Physical Science (PS) • Life Science (LS)
Personal & Social/Emotional <ul style="list-style-type: none"> • Developing Sense of Self and Others • Executive Function • Interpersonal Relationships • Self-Regulation & Self-Control Skills 	Social-Emotional (SE) <ul style="list-style-type: none"> • Self-Concept • Self-Direction • Identification & Expression of Feelings • Interaction with Other Children & Adults • Pro-Social Behavior • Attention & Focus (AF) 		Social Studies (SS) <ul style="list-style-type: none"> • History (H) • Geography (G) • Civics (C) • Economics (E)
Approaches to Learning: Creative Expression/ Experiences <ul style="list-style-type: none"> • Creativity, Curiosity & Critical Thinking • Visual & Sensory Arts • Music/Movement • Dramatic Play 	Approaches to Learning: Creative Expression/ Experiences (CE) <ul style="list-style-type: none"> • Creative Thinking (CT) • Music/Movement: Singing, Playing Instruments, Improvisation, Listening, Evaluation, Application to He. & Cross-Curricular (MA) • Dramatic Play (DP) • Visual Arts: Knowledge, Application, Content, Context, Interpretation & Cross-Curricular (VA) 		
Physical Development & Health <ul style="list-style-type: none"> • Cognitive Development • Gross Motor Development • Fine Motor Control • Health 	Physical Development (PD) <ul style="list-style-type: none"> • Developmental Milestones: Language, Motor, Social, Play, Intellectual, Cognitive, Emotional, Health, Learning, Personal Development, Learning Social Interactions and Fine Arts Health Education (HE) <ul style="list-style-type: none"> • Health Promotion (HP) • Health Education (HE) • Personal Development (PD) 		

Birth to Four Months		
I. Domain: Social & Emotional Development		
Experiencing, expressing, & managing emotions; developing relationships		
Guideline:	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Expresses feelings</i>	<ul style="list-style-type: none"> • Use facial expressions to let people know how they feel, such as smiling or grimacing • Use their body to show interest, such as wiggling or moving arms and legs • Use vocalizations to express both positive and negative emotion, such as cooing or crying 	<ul style="list-style-type: none"> • Follow the lead of the baby and respond to the infant's expressions • Give hugs and other warm physical contact to help baby feel secure • Respect the baby's expressions of emotion and respond sensitively to them
<i>Interacts with adults and other children</i>	<ul style="list-style-type: none"> • Vocalize through crying, cooing and gurgling • Initiate interactions with adults by making eye contact • Know their caregivers and adults who respond to them socially • Smile when seeing or hearing their caregivers • Begin to show recognition of familiar children, through facial expressions, noises, or body language • Begin to show wariness or hesitancy when approached by an unfamiliar person 	<ul style="list-style-type: none"> • Sensitively respond to the infant's attempts to initiate interactions • Initiate interaction through touch, eye contact, and speaking • Establish a primary caregiver for each infant • Place babies near each other, when awake • Let the baby interact with children of all ages in a supervised setting • Request that unfamiliar adults approach infants slowly and sensitively, responding to the infant's cues
<i>Begins to develop self-regulation</i>	<ul style="list-style-type: none"> • Calm themselves by closing eyes, sucking on fist, or turning their head away • Begin to follow regular patterns of eating and sleeping • Calm when adults intervene with swaddling, speaking softly, rocking, singing, or dimming lights • Indicate when they need rest 	<ul style="list-style-type: none"> • Allow the baby the opportunity to soothe themselves • When they look away, respect this as a baby's attempt to decrease stimulation for a moment. Be present when they ready to interact again • Respond to the infant's distress by swaddling, rocking, dimming lights and providing calming sounds and music • Follow the infant's own schedule for eating, sleeping and play • Watch for cues that the baby is tired (gazing, rubbing eyes, fussing); initiate a sleep routine when these are present • Sing or hum to the baby

II. Domain: Language Development		
Communicating & understanding spoken language		
Guideline:	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop skills involved in conversations with others</i>	<ul style="list-style-type: none"> • Use vocal, body, and facial expressions to express self • Cry to communicate needs • Make a noise when hearing a voice • Imitate some facial expressions and movements • Imitate sounds 	<ul style="list-style-type: none"> • Talk to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition • Engage in "proto-conversations" with the baby: say something, wait for the baby to respond with a vocalization, and then respond back to them • Avoid talking too loudly or abruptly • Sing and hum familiar songs and rhymes
Pre-Reading and Pre-Writing		
Guideline:	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop skills that will lead to reading readiness</i>	<ul style="list-style-type: none"> • Attend to a nursery rhyme, short book, or song • Show some attention to pictures, objects, and books • Listen closely to adults who are speaking to them 	<ul style="list-style-type: none"> • Use nursery rhymes, chants, and repetitive language • During routines, talk to the baby about what you are doing while you are doing it • Read short books with engaging pictures to the baby • Have pictures in the infant's sight that represent their family and culture • Talk to the infant about objects and pictures in the environment
III. Cognitive Development		
Discovering the world		
Guideline:	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to explore her body and environment</i>	<ul style="list-style-type: none"> • Play with their hands • Hold onto a small toy placed in their grasp • Discover and play with their toes • Turn their head to follow moving objects • Repeat simple actions such as grasping an object and letting it go 	<ul style="list-style-type: none"> • Provide a safe environment and appropriate objects for the baby to explore (rattles, balls, objects with different textures) • Provide comfortable floor space to provide space for exploration & freedom of movement • Avoid exposure screens such as television, computers, or videos/DVDs¹
<p>¹ The American Academy of Pediatrics recommends that children aged 2 and under not watch television or videos/DVDs.</p>		

IV. Domain: Physical Development		
Coordinate Movements		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<p><i>Uses repetition to move various body parts</i></p>	<ul style="list-style-type: none"> • Grasp and release things that they touch accidentally • Begin to gain control over their eye, hand, and leg muscles and movements • Reach toward objects and swipe at dangling objects • Raise their head, arch their body, and flex their legs • Begin to try to roll over and sometimes kick themselves over • Push up by hands or forearms when on their stomach • Bring their hands to their mouth • Push down on their legs when placed on a firm surface 	<ul style="list-style-type: none"> • Give the baby lightweight rattles or soft, patterned toys that make soft noises • Provide a safe and comfortable floor space to allow freedom of movement • Encourage the baby to spend more time on the floor than in seats, swings, or other devices • Allow the baby to spend some time each day on the floor on their stomach • Securely attach an unbreakable mirror inside the crib and near the play area • Hang a mobile with contrasting colors above the crib • Support the baby's head when holding them • Never leave a baby unattended

I. Social & Emotional Development		
Developing a Sense of Self and Others		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Expresses feelings</i>	<ul style="list-style-type: none"> • Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions • Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver 	<ul style="list-style-type: none"> • Respond to the baby's expressions of emotion sensitively • Imitate the baby's expressions of emotion by smiling at a smiling infant, or frowning your brow at a frustrated infant • Label the emotion that you see the baby express. For example, "Ooo, you seem so frustrated that you can't reach that toy. Let me help you."
<i>Interacts with adults and other children</i>	<ul style="list-style-type: none"> • Reach for, smile, laugh, babble, and coo to get the attention of a familiar person • Gaze intently at the face of a familiar person talking to him • Catch the eye of someone nearby, and smile • Make loud noises, even from another room • Make noises or wave arms and legs to get the attention of other children or adults • Watch the play of other children • Laugh at other children doing funny actions • Explore the face, hair and hands of another child with his hands • Look for comfort from a familiar adult if approached by a stranger 	<ul style="list-style-type: none"> • Respond to the baby, maintain eye contact, and return the smile, coo or gurgle • Talk to the baby throughout the day, during familiar routines and during play time • Use the baby's name frequently • Initiate interactions with the baby • Let other children play with the baby in a supervised setting • Place babies near each other and allow them to explore each other gently • Help the baby if he is feeling stressed by gradually introducing him to others • Encourage unfamiliar adults to approach slowly and sit down on the floor when they first enter the room
<i>Begins to develop self-regulation</i>	<ul style="list-style-type: none"> • Suck thumb or fingers • Rock himself • Coo or babble 	<ul style="list-style-type: none"> • If the baby seems over-stimulated, try modifying the environment by dimming the lights, or removing loud objects, toys, or clutter • Allow the baby an opportunity to calm himself; respond if needed • Talk to the baby about what you see him doing. For example, "I see you found your hand! That helps sometimes, doesn't it?"

II. Language Development		
Understand and Communicate		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop skills involved in conversations with others</i>	<ul style="list-style-type: none"> ▪ Respond to their own name ▪ Begin to respond to the word "no" ▪ Tell how the speaker is feeling by the tone of his/her voice • Use various sounds and movements to communicate ▪ Use their voice to express happiness or unhappiness ▪ Babble using strings of consonant and vowel sounds ▪ Babble using the sounds and rhythms of his native language • Actively imitate the sounds of speech 	<ul style="list-style-type: none"> • Respond to the baby's vocalizations • Use repetitive words and phrases • Talk to the baby throughout the day, describing what each of you is doing. Follow their lead and use their sounds in real words, phrases and sentences • Speak to the baby in their native language, if possible
Pre-Reading and Pre-Writing		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop skills that will lead to reading readiness</i>	<ul style="list-style-type: none"> • Respond to some of the vocabulary associated with picture books ▪ Make sounds when they hears sounds • Pay attention to the sounds and repetitive or rhyming words in books ▪ Look intently at the pictures in a book, and show a preference for some pictures ▪ Attend and react to colorful pictures in books 	<ul style="list-style-type: none"> • Read repetitive and rhyming books to baby several times a day • Provide a variety of durable books accessible to the baby; point to the pictures using the same words to label what he sees • Sing and say nursery rhymes such as "This Little Piggy" when changing, putting down to a nap, riding in the car, and other times

III. Cognitive Development		
Discover and Learn		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<p><i>Begin to develop skills that lead to Math concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Problem solving</i> ◆ <i>Reasoning</i> 	<ul style="list-style-type: none"> • Follow moving objects easily with their eyes • Find an object that is partially hidden • Explore everything with hands and mouth • Try to reach objects just out of reach • Look at an object in their hand for a longer period of time • Imitate actions such as waving bye-bye • Look for an object that they have thrown from a high-chair • Turn his face away from his caregiver when they see a tissue in his/her hand • Laugh or show other signs of enjoyment when exploring the effects of their actions on objects 	<ul style="list-style-type: none"> • Play hiding games with the baby • Make sure everything within baby's reach is safe to touch or put in their mouth • Allow the baby to explore safe objects with their mouth. In group care, wash toys often • Place objects just beyond his reach • Play repetitive games such as "pat-a-cake" and "how big is the baby?...soooo big," holding their arms out wide • Use finger play, combining words and actions, for example: trace a circle on baby's hand as you say "round and round the garden, like a teddy bear", then walk your fingers up his outstretched arm while you say, "One step, two steps," and tickle them under the arm as you say, "tickle him under there!" • Avoid exposure to television, computers, and DVDs/videos
<p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> 	<ul style="list-style-type: none"> • Bang on their tray with a spoon to hear the sounds it makes • Push a button on a toy to make it play music • Put small blocks into a bowl, dump them out and do it again • Hit the buttons on their busy box to make different things happen • Pull a string to bring a toy closer 	<ul style="list-style-type: none"> • Give the baby various materials to explore, including containers and small blocks, large wooden beads, or other hard objects that will make noise when dropped into a container • Provide pull toys, especially ones that make a noise when they move
IV. Physical Development		
Coordinate Movements		
Content Standard	For example the baby may:	The Supportive Practitioner/caregiver can:
<p><i>Physical and large motor development</i></p>	<p>Change the Position of his body by:</p> <ul style="list-style-type: none"> • Pushing up on their arms and lifting their head and chest, arching their back when on their stomach • Lifting both arms and legs and rock on their stomach 	<ul style="list-style-type: none"> • Help the baby practice sitting up, when supervised, supporting their back appropriately • Give the baby safe places to move around in

	<ul style="list-style-type: none"> • Rolling over from back to stomach and stomach to back • Starting to move either forward or backwards, pulling or pushing with their arms • Getting up on their hands and knees, rocking back and forth • Pulling to a stand, while holding onto something 	<ul style="list-style-type: none"> and explore, while being supervised • Put baby on their stomach and extend their arms in front of them, then hold a toy in front of their face and try to get them to hold their head up and look at you and the toy • Give the baby toys just out of reach and encourage them to reach for the toys
<p><i>Fine motor development</i></p>	<p>Use his hands in more coordinated movements:</p> <ul style="list-style-type: none"> • Reaching for objects with one hand • Moving objects from hand to hand • "Raking" objects to himself with one hand • Picking up a thawed frozen pea with a raking grasp • Grabbing feet and toes and bringing them to their mouth • Holding objects in both hands and banging them together • Waving bye-bye or imitating hand clapping • Trying to turn the pages of a favorite board book 	<ul style="list-style-type: none"> • Give the baby small pieces of soft finger foods to feed themselves. • Give the baby a variety of toys to explore that are easily grasped • Give the baby board books or those made of cloth or vinyl to explore with you and alone

Five to Eight Months		
I. Personal and Social Development		
Developing a Sense of Self and Others		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Expresses feelings</i>	<ul style="list-style-type: none"> Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver 	<ul style="list-style-type: none"> Respond to the baby's expressions of emotion sensitively Imitate the baby's expressions of emotion by smiling at a smiling infant, or frowning your brow at a frustrated infant Label the emotion that you see the baby express. For example, "Ooo, you seem so frustrated that you can't reach that toy. Let me help you."
<i>Interacts with adults and other children</i>	<ul style="list-style-type: none"> Reach for, smile, laugh, babble, and coo to get the attention of a familiar person Gaze intently at the face of a familiar person talking to him Catch the eye of someone nearby, and smile Make loud noises, even from another room Make noises or wave arms and legs to get the attention of other children or adults Watch the play of other children Laugh at other children doing funny actions Explore the face, hair and hands of another child with his hands Look for comfort from a familiar adult if approached by a stranger 	<ul style="list-style-type: none"> Respond to the baby, maintain eye contact, and return the smile, coo or gurgle Talk to the baby throughout the day, during familiar routines and during play time Use the baby's name frequently Initiate interactions with the baby Let other children play with the baby in a supervised setting Place babies near each other and allow them to explore each other gently Help the baby if he is feeling stressed by gradually introducing him to others Encourage unfamiliar adults to approach slowly and sit down on the floor when they first enter the room
<i>Begins to develop self regulation</i>	<ul style="list-style-type: none"> Suck thumb or fingers Rock himself Coo or babble 	<ul style="list-style-type: none"> If the baby seems over-stimulated, try modifying the environment by dimming the lights, or removing loud objects, toys, or clutter Allow the baby an opportunity to calm himself; respond if needed Talk to the baby about what you see him doing. For example, "I see you found your hand! That helps sometimes, doesn't it?"

II. Language Development		
Understand and Communicate		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop skills involved in conversations with others</i>	<ul style="list-style-type: none"> ▪ Respond to his own name ▪ Begin to respond to the word "no" ▪ Tell how the speaker is feeling by the tone of his/her voice ▪ Use various sounds and movements to communicate ▪ Use his voice to express happiness or unhappiness ▪ Babble using strings of consonant and vowel sounds ▪ Babble using the sounds and rhythms of his native language ▪ Actively imitate the sounds of speech 	<ul style="list-style-type: none"> ▪ Respond to the baby's vocalizations ▪ Use repetitive words and phrases ▪ Talk to the baby throughout the day, describing what each of you is doing. Follow his lead and use his sounds in real words, phrases and sentences ▪ Speak to the baby in his native language, if possible
Pre-Reading and Pre-Writing		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop skills that will lead to reading readiness</i>	<ul style="list-style-type: none"> • Respond to some of the vocabulary associated with picture books ▪ Make sounds when he hears sounds • Pay attention to the sounds and repetitive or rhyming words in books ▪ Look intently at the pictures in a book, and show a preference for some pictures • Attend and react to colorful pictures in books 	<ul style="list-style-type: none"> • Read repetitive and rhyming books to baby several times a day ▪ Provide a variety of durable books accessible to the baby, point to the pictures using the same words to label what he sees • Sing and say nursery rhymes such as "This Little Piggy" when changing, putting down to a nap, riding in the car, and other times
III. Cognitive Development		
Discover and Learn		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:

<p><i>Begin to develop skills that lead to Math concepts such as:</i></p> <ul style="list-style-type: none"> • Problem solving • Reasoning 	<ul style="list-style-type: none"> • Follow moving objects easily with his eyes • Find an object that is partially hidden • Explore everything with hands and mouth • Try to reach objects just out of reach • Look at an object in his hand for a longer period of time • Imitate actions such as waving bye-bye • Look for an object that he has thrown from the high chair • Turn his face away from his caregiver when he sees a tissue in his/her hand • Laugh or show other signs of enjoyment when exploring the effects of his actions on objects 	<ul style="list-style-type: none"> • Play hiding games with the baby • Make sure everything within baby's reach is safe to touch or put in his mouth • Allow the baby to explore safe objects with his mouth. In group care, wash toys often • Place objects just beyond his reach • Play repetitive games such as "pat-a-cake" and "how big is the baby?...sooooo big," holding his arms out wide • Use finger play, combining words and actions, for example: trace a circle on baby's hand as you say "round and round the garden, like a teddy bear", then walk your fingers up his outstretched arm while you say, "one step, two steps," and tickle him under the arm as you say, "tickle him under there!" • Avoid exposure to television, computers, and DVDs/videos
<p><i>Begin to develop skills that lead to Science Concepts such as:</i></p> <ul style="list-style-type: none"> • Cause and effect • Daily routines 	<ul style="list-style-type: none"> • Bang on his tray with a spoon to hear the sounds it makes • Push a button on a toy to make it play music • Put small blocks into a bowl, dump them out and do it again • Hit the buttons on his busy box to make different things happen • Pull a string to bring a toy closer 	<ul style="list-style-type: none"> • Give the baby various materials to explore, including containers and small blocks, large wooden beads, or other hard objects that will make noise when dropped into a container • Provide pull toys, especially ones that make a noise when they move
<p>IV. Physical Development</p>		
<p>Coordinate Movements</p>		
<p>Content Standard</p>	<p>For example the baby may:</p>	<p>The Supportive Practitioner/caregiver can:</p>
<p><i>Physical and Large Motor Development</i></p>	<p>Change the Position of his body by:</p> <ul style="list-style-type: none"> • Pushing up on his arms and lift head and chest, arching his back when on his stomach • Lifting both arms and legs and rock on his stomach • Rolling over from back to stomach and stomach to back • Starting to move either forward or backwards, pulling or 	<ul style="list-style-type: none"> • Help the baby practice sitting up, when supervised, supporting his back appropriately • Give the baby safe places to move around in and explore, while being supervised • Put baby on his stomach and extend his

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	<p>pushing with his arms</p> <ul style="list-style-type: none"> • Getting up on his hands and knees, rocking back and forth • Pulling to a stand, while holding onto something 	<p>arms in front of him, then hold a toy in front of his face and try to get him to hold his head up and look at you and the toy</p> <ul style="list-style-type: none"> • Give the baby toys just out of reach and encourage him to reach for them
<p><i>Fine Motor Development</i></p>	<p>Use his hands in more coordinated movements:</p> <ul style="list-style-type: none"> • Reaching for objects with one hand • Moving objects from hand to hand • "Raking" objects to himself with one hand • Picking up a thawed frozen pea with a raking grasp • Grabbing feet and toes and bringing them to his mouth • Holding objects in both hands and banging them together • Waving bye-bye or imitating hand clapping • Trying to turn the pages of a favorite board book 	<ul style="list-style-type: none"> • Give the baby small pieces of soft finger foods to feed himself. • Give the baby a variety of toys to explore that are easily grasped • Give the baby board books or those made of cloth or vinyl to explore with you and alone

Nine to Twelve Months

I. Social & Emotional Development

Developing a Sense of Self and Others

Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Expresses and identifies feelings</i>	<ul style="list-style-type: none"> Show happiness or distress in a variety of ways Respond to other children or adults when they show emotions Look to caregivers for their emotional reactions before responding to a new person or object 	<ul style="list-style-type: none"> Identify the infant's feelings Express his/her own feelings Identify the feelings of other children Greet new people warmly; the baby will look to your reactions
<i>Interacts with adults and other children</i>	<ul style="list-style-type: none"> Show a stronger preference for the adults who are their consistent caregivers Test caregivers to see their reactions in different situations Imitate other people in their play Repeat sounds and gestures Show strong separation anxiety when a caregiver is out of sight Show fear in some situations 	<ul style="list-style-type: none"> Be consistent in your responses Communicate with other caregivers to encourage consistent responses Provide opportunities for the baby to play with other children in a supervised setting Introduce the baby to a new caregiver gradually, spending a few extra minutes to let them play and adjust When leaving, reassure the baby that you will be back later
<i>Begins to develop self-regulation</i>	<ul style="list-style-type: none"> Be able to entertain themselves for brief periods of time Look to consistent caregivers for their reactions to new situations, people, or objects before responding Be able to calm themselves when mildly distressed 	<ul style="list-style-type: none"> Provide engaging materials that interest the infant Continue to give the baby opportunities to explore the environment and calm themselves when mildly distressed Be aware of your own reactions to new situations, people, or objects (babies are taking their cues on how to respond from you)
<i>Begins to develop self-confidence and independence</i>	<ul style="list-style-type: none"> Enjoy using their fingers to feed themselves Help to dress themselves, extending an arm or leg Want to wash their own face after eating Enjoy pulling off their own socks and shoes 	<ul style="list-style-type: none"> Let the baby use her fingers to feed themselves as part of a meal Involve the baby in putting on their coat to go outside Give them a wash cloth to wash their face Demonstrate self-help skills for the baby, partially pulling off a sock and letting them finish

<i>Begin to develop pro-social behaviors</i>	<ul style="list-style-type: none"> Initiate play such as social games (e.g., Peek-a-boo) Respond differently to familiar and unfamiliar infants and toddlers Observe and imitate simple actions of others such as "bye-bye" 	<ul style="list-style-type: none"> Follow and lead infant in social games Facilitate infants' interactions and play Repeat actions such as bye, bye, hello, etc.
<i>Develops attending and focusing skills</i>	<ul style="list-style-type: none"> Attend to a task for several minutes with an engaging toy or activity Engage in turn taking with a familiar adult 	<ul style="list-style-type: none"> Provide developmentally appropriate materials that engage the infant Interact with the infant to extend play
II. Language Development		
Understand and Communicate		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begin to develop skills involved in communicating with others</i>	<ul style="list-style-type: none"> Respond to simple requests Respond to one step directions with familiar words Point to the cat in a book when you say, "Where is the cat?" Start to understand and use conventions of communication Use simple gestures such as pointing, shaking their head for "no," or waving "bye bye" Use inflection, with varying pitch and intonation when babbling Use exclamations, such as "oh oh" when dropping something Say approximations of "mama" and "dada" Try to imitate words Listen to simple stories, rhymes and songs Understand many more words than they can produce 	<ul style="list-style-type: none"> Talk to the baby as much as possible, facing the baby when talking Ask open-ended questions Ask simple choice questions (Do you want truck or the car?) Describe infant's actions to them Use several new words every day Change pitch, tone and inflections when talking, singing or reading to the baby Use hand gestures and facial expressions along with speech Show excitement when the baby attempts to use words Respond to the baby's non verbal communication by using descriptive words Repeat infant's initial attempts at forming words and extend to make complete sentences Acknowledge and encourage the baby's attempt to communicate with gestures; for example, talking about the objects that they point to
Pre-Reading and Pre-Writing		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop skills that lead to reading readiness:</i>	<ul style="list-style-type: none"> Begin to imitate animal and non speech sounds Repeat simple sound syllables, (ba, ba, ba) 	<ul style="list-style-type: none"> Continue to build a routine of reading to baby several times a day, using books with

<ul style="list-style-type: none"> ◆ Different sounds of language ◆ Development of vocabulary and comprehension ◆ Develops knowledge of book handling 	<ul style="list-style-type: none"> • String together different sounds (ba, pa, da) • Begin to use specific sounds to identify objects and people • Begin to participate in songs and rhymes • Respond to a simple gesture or request • Begin to identify familiar people • Recognizes familiar objects • Turns pages of cardboard book (not necessarily one at a time or left to right) • Identifies 1-2 familiar pictures • Looks at pictures in a book • Responds with sounds or body movements to indicate enjoyment 	<p>simple words and pictures, rhyme and/or repetition</p> <ul style="list-style-type: none"> • Sing and say nursery rhymes such as "This Little Piggy" when changing, putting down to a nap, riding in the car and other times • Repeat and expand on the baby's attempts at speech • Make a variety of books available and allow the baby to hold, touch and mouth books • Introduce new words • Provide an opportunity for the baby to complete a familiar song or rhyme • Repeatedly use corresponding gestures and words (bye bye, with hand waving); encourage baby's use of these gestures
<p>Begins to develop skills that lead to writing</p>	<ul style="list-style-type: none"> • Mark with crayons or markers, scribbling spontaneously • Grasps a writing tool • Enjoys finger painting or painting with large brushes 	<ul style="list-style-type: none"> • Provide large sheets of paper and large crayons or washable markers • Provide a variety of non-toxic materials and tools such as paint brushes, crayons, chalk, etc.
<p>III. Cognitive Development</p>		
<p>Discover and Learn</p>		
<p>Content Standard</p> <p><i>Begin to develop skills that lead to math concepts such as:</i></p> <ul style="list-style-type: none"> ◆ Problem solving ◆ Communication ◆ Reasoning ◆ Memory 	<p>For example the baby may:</p> <p>Explore objects in various ways such as:</p> <ul style="list-style-type: none"> • Trying to put a square peg into a round space, and keep trying even when it doesn't fit • Trying to put together nesting cups and take them apart again • Looking for an object that they have thrown or dropped from the high-chair • Putting their arms up when you ask, "How big is baby?" • Turning their face away from the caregiver when they see a washcloth in her hand • Holding out her hand for you to play "round and round the garden" • Pointing to pictures in books when you read to them 	<p>The Supportive Practitioner/caregiver can:</p> <ul style="list-style-type: none"> • Provide access to a safe area for exploration stocked with real objects found in a home environment (cups, spoons, empty containers) • Provide toys that can be used in various ways • Play repetitive games such as "pat-a-cake" and "how big is the baby?" "soooo big" holding their arms out wide • Use finger play, combining words and actions, for example: Trace a circle on baby's hand as you say "round and round the garden, like a teddy bear", then walk your fingers up their outstretched arm while
<p>23</p>		

	<ul style="list-style-type: none"> • Going to get the ball when you ask if they would like to play ball • Going to the counter where the cookies are kept when asked if they would like a cookie • Point to familiar objects when directed ▪ Give an object on request 	<p>you say, "One step, two steps," and tickle them under the arm as you say, "tickle her under there!"</p> <ul style="list-style-type: none"> • Avoid exposure to television • Play hiding games with the baby • Look at simple picture books with the baby, naming and pointing to objects
<p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identify body parts</i> 	<ul style="list-style-type: none"> ▪ Explore a ball in a ball, turning it over and over ▪ Look under the blanket for the toy they watched you hide • Shake, bang, throw, drop, push or pull everything they touches • Explore and uses body to make things move • Push favorite buttons on the busy box and make a face just before the dog pops out • Point to correct body part when it is named • Pretend to brush hair and teeth, drink from a cup and put a telephone to their ear • Imitate simple actions of an adult such as clapping ▪ Imitate sound patterns when heard • Take and retain 2 objects offered (one in each hand) • Use whole body to explore environment • Indicate they want to be picked up through gestures or vocalizations to a familiar adult • Anticipate reactions in response to familiar play activities • Use all 5 senses to explore natural world • Respond to light and darkness and anticipate routines with both (for example, dark = nap) 	<ul style="list-style-type: none"> • Provide appropriate objects that encourage exploration • Play with the baby looking in the mirror and naming face and body parts • Give the baby everyday objects to play with ▪ Sing songs and do finger plays about body parts and daily routines • Give the baby a busy box and quiet time to explore it • Provide space the infant can explore with their whole body • Respond to baby's success in making something happen
IV. Physical Development		
Coordinate Movements		
Content Standard	For example the baby may:	The Supportive Practitioner/caregiver can:
<p><i>Physical development:</i></p> <ul style="list-style-type: none"> ◆ <i>Large motor development</i> 	<ul style="list-style-type: none"> ▪ Balance and sit alone for long periods of time • Walk with someone holding both of her hands • Pull up on a table and "cruise" around it • Roll from lying on their stomach to sitting up • Move from a crawl to sitting and back again ▪ Crawl easily, gaining speed from month to month 	<ul style="list-style-type: none"> • Secure sturdy baby gates at the top and bottom of stairs • Never leave the baby unattended once they are mobile • Applaud the baby's efforts at gross motor movement and celebrate her
24		

	<ul style="list-style-type: none"> • Climb onto low objects, such as a couch or table • Stand alone without help for a few seconds then minutes • Take their first few steps without help • Go from standing to sitting easily • Go between squatting position to standing • Begin to walk up and down steps with assistance • Crawl through a short tunnel • Imitate basic movements • Engage in a variety of physical activities such as crawling, walking, climbing, dancing or throwing • Engage in simple games with an adult such as bouncing or rolling a ball back and forth 	<p>accomplishments</p> <ul style="list-style-type: none"> • Stay close behind the baby when they start to climb • Come to the baby's aid if they get stuck standing and show them how to bend their knees to get down • Provide safe areas for climbing and movement
<i>Fine motor development</i>	<ul style="list-style-type: none"> • Drop objects into a container and dump them out again • Roll and "catch" a rolling large rubber ball • Pick up a spoon by its handle • Pick up small bits of lint off the floor and give them to you • Start to hold a "sippy" cup and drink from it • Turn pages of board book • Take apart and put pieces together such as pop beads • Build simple block structures (2-3 blocks high) • Pick up small objects between thumb and forefinger • Make marks on paper 	<ul style="list-style-type: none"> • Give the baby safe objects and containers, and show her how to fill and dump • Play catch sitting on the floor across from the baby and roll the ball back and forth
<i>Health</i>	<ul style="list-style-type: none"> • Recognize self in mirror • Express feelings • Indicate discomfort or need for assistance • Indicate desires for food or drink 	<ul style="list-style-type: none"> • Reflect the infant's feelings by recognizing verbal and nonverbal cues and verbalizing the emotions you see • Respond to infant's needs and reflect the need verbally, such as, "You are really thirsty or hungry", etc. • Encourage the baby to use gestures to communicate basic needs, such as "more" or "drink"
V. Creative Expression		
Creativity & Critical Thinking		
Guideline	For example the baby may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop creative thinking</i>	<ul style="list-style-type: none"> • Experience the environment through senses 	<ul style="list-style-type: none"> • Provide a variety of materials that are

<ul style="list-style-type: none"> ◆ <i>Explores the arts</i> ◆ <i>Appreciates music</i> ◆ <i>Participates in creative movement</i> ◆ <i>Begins to participate in dramatic play</i> 	<ul style="list-style-type: none"> • Look to familiar faces for attention and help • Consistently reach for toys and objects or point to ask for an out-of-reach toy ▪ Show pleasure in new accomplishments ▪ Persist in new learning situations • Recognize some basic shapes and objects ▪ Respond to a variety of songs, music and finger plays ▪ Make sound with objects available • Enjoy listening to music • Make a physical response to musical sounds (for example, bouncing body or flexing knees) • Explore musical props • Show awareness to changes in tempo ▪ Follow simple one-word directions and copy adult actions ▪ Put on or take off hats • Put things in containers ▪ Attempt to move large zippers • Shows interest in dramatic play materials such as setting the table • Enjoy water play ▪ Use phone or other dramatic play materials to begin to pretend play ▪ Point to a body part when named ▪ Take off simple shoes & socks 	<p>accessible to the infant</p> <ul style="list-style-type: none"> • Be available to the infant if he indicates a need for help • Provide somewhat challenging experiences so that infants are able to try out new skills • Use music, singing and finger plays as an integral part of your curriculum • Have a variety of props and instruments the infants can use • Expose the baby to different tempos and different types of music • Have simple dramatic play props available (such as hats) for the baby to explore • Play "point to the body part" games by asking the baby, "Where is your nose? Where are your feet?"
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Thirteen to Eighteen Months		
I. Social & Emotional Development		
Developing a Sense of Self and Others		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<i>Expresses feelings and develops self-recognition</i>	<ul style="list-style-type: none"> • Say "mine" or reach toward an object when they want something • Cry when frustrated or doesn't get what they want • Try to do things on their own, such as feeding themselves • By 18 months, recognize their reflection in the mirror • Say their own name • By 18 months, express the emotions of embarrassment and jealousy 	<ul style="list-style-type: none"> • Assist child in understanding what is theirs and what isn't • Let the toddler help with chores even though it takes longer • Let the toddler do for themselves what they are able to do, such as pulling off shoes and socks, putting away toys • If the task is too difficult or dangerous for the toddler, offer assistance and alternatives
<i>Interacts with adults and other children:</i>	<ul style="list-style-type: none"> • Become more interactive with peers and other adults • Primarily play alongside, but not with others, often competing for toys • Venture out when a trusted adult is near • Look to a caregiver for reassurance when exploring, for example, a word, a smile or a gesture • Experiment with and explore new materials when the caregiver is near • Stop playing when a trusted adult leaves the playground and start again when she returns • Show with words or gestures that they want a trusted adult to be near them • Cry and refuse to eat if it isn't what they want • Refuse to come when called • Hit, kick or bite other children if they don't get what they want • Be overly shy with anyone other than familiar people • Cry when they see something unfamiliar such as a man with a beard or a clown • Cry briefly when a parent or trusted caregiver leaves, gradually calming with help 	<ul style="list-style-type: none"> • Encourage the toddler to engage with others • Give the toddler a consistent caregiver • Give reassurance but let them explore and venture away from you a bit • Be alert to the toddler's need for reassurance and give it in a matter of fact way, encouraging his independence • Try to avoid conflicts over food at mealtimes • Give choices between nutritious foods • Provide choices, but refrain from giving in to a tantrum • Remove the child from a conflict situation, and talk about what happened • Allow the toddler to move at his own pace with unfamiliar adults • Give support and time for the toddler to get to know someone new • Give a hug and try to distract the toddler with a fun activity when a parent or trusted caregiver leaves • Give hugs and reassurance that a parent or trusted caregiver will be back
<i>Begins to develop self-regulation</i>	<ul style="list-style-type: none"> • Stop hitting another child when their caregiver says their name 	<ul style="list-style-type: none"> • Intervene when the toddler is doing something dangerous or inappropriate (for

	<ul style="list-style-type: none"> • Come when their name is called • Say "no no" as they throw Cheerios on the floor • Stop stamping their feet in a puddle when asked • May be able to wait for a few moments after asking for something, but quickly becomes impatient • May use special objects (for example, a stuffed toy or blanket) to soothe themselves at naptime or in times of mild distress 	<p>example, removing the toddler from a situation and redirecting their attention)</p> <ul style="list-style-type: none"> • Set clear and firm limits and enforce them consistently, without shaming the child • Encourage friendly interactions with others by verbally acknowledging when toddlers are touching each other gently and using positive phrases such as, "let's use gentle hands with our friends" when they are not • Encourage the toddler's actions with phrases such as, "good job for listening"
II. Language Development		
Communicating and understanding		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Begins to develop listening and speaking skills:</i></p> <ul style="list-style-type: none"> ◆ <i>Understands the meaning of words and gestures</i> ◆ <i>Uses conventions of speech</i> ◆ <i>Listens to stories, directions and conversations</i> ◆ <i>Communicates using sounds, words and gestures</i> 	<ul style="list-style-type: none"> • Continue to understand more words than they are able to say • Go to the climber when asked if they want to play on the climber • Follow a simple direction such as "Kick the ball" or "Wash your hands" • Use simple gestures such as pointing to objects, shaking their head for "no," or waving "bye bye" • Use inflection when babbling • Use exclamations, such as "uh oh!" when dropping something • Say "mama" and "dada" • Try to imitate words • Listen to simple stories, rhymes and songs • Respond to simple yes and no questions • Use single words such as "no" or "bye" • Try to say long words by stringing sounds together • Learn new words daily 	<ul style="list-style-type: none"> • Talk to the toddler in clear, simplified language • Get down on the floor and play with the toddler • Correct behavior face to face on the child's level • Ask questions and extend the toddler's vocabulary by naming objects that the toddler is looking at or pointing to and describing objects and actions • Speak to the toddler using more adult language and less "baby talk" • Repeat and extend the toddler's words and phrases using correct conventions of speech • Sing and say nursery rhymes such as "this little piggy" when changing, putting down to a nap, riding in the car and other times • Frequently name environmental sounds through play • Show your delight when the toddler starts to use words
Pre-reading and Pre-writing		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Begins to develop skills that will</i></p>	<ul style="list-style-type: none"> • Enjoy, and occasionally join in "singing" simple songs 	<ul style="list-style-type: none"> • Use intonation when reading

<p><i>lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ <i>Recognizes and reacts to sounds</i> ◆ <i>Increases vocabulary</i> ◆ <i>Increases comprehension</i> ◆ <i>Develops book handling skills</i> 	<ul style="list-style-type: none"> • Move rhythmically to familiar songs • Begin to identify familiar environmental sounds, (animals and emergency vehicles) • Point or make sounds when looking at books • Turn pages of a book one at a time 	<ul style="list-style-type: none"> • Frequently read repetitive text • Have a variety of durable books available including homemade books and photo albums • Read to the toddler several times each day • Repeatedly sing familiar songs • Frequently say rhymes and finger plays • Talk to the toddler using consistent language • Frequently repeat nursery rhymes • Read repetitive books multiple times • Re-read favorite stories when asked • Ask the toddler to say the repetitive phrases in books with you • Ask simple questions about obvious detail • Describe pictures to the toddler when you read to him
<p><i>Begins to develop skills that will lead to writing</i></p>	<ul style="list-style-type: none"> • Scribble spontaneously • Explore using different writing materials 	<ul style="list-style-type: none"> • Give the toddler drawing, painting, and writing materials to explore • Praise and display the toddler's drawings, paintings, and writing • Label pictures that the toddler tells you about and write their name on their work
<p>III. Cognitive Development</p>		
<p>Discovering the world</p>		
<p>Guideline</p>	<p>For example the toddler may:</p>	<p>The Supportive Practitioner/caregiver can:</p>
<p><i>Explores and experiments with objects in the environment</i></p>	<ul style="list-style-type: none"> • Push and pull a wagon, watching the wheels turn as they try different tactics to move it • Touch a bug that they find on the playground and squeal when it moves away quickly • Push, poke, squeeze, pat and sniff the play-dough as they explore how it feels and smells • Stack and knock down big blocks • Experiment with different ways of using a toy or object 	<ul style="list-style-type: none"> • Provide materials, equipment and experiences for sensory exploration (for example, toys with wheels, musical instruments, play dough and sand and water). • Ask guiding questions to extend their experiences, such as, "How does the bug feel?" • Show a sense of wonder and provide time and opportunities to explore the natural world alongside the toddler
<p><i>Begins to develop skills that lead to Math concepts such as:</i></p>	<ul style="list-style-type: none"> • Imitate the actions of an adult such as turning a steering wheel in a play car 	<ul style="list-style-type: none"> • Describe to the toddler his actions and extend through conversation, for example, "I
<p style="text-align: right;">29</p>		

<ul style="list-style-type: none"> ◆ <i>Problems Solving</i> ◆ <i>Communication</i> ◆ <i>Reasoning</i> ◆ <i>Memory</i> 	<ul style="list-style-type: none"> • Recognize his image in the mirror or in a photograph • Remember the usual sequence of events and go to get his toothbrush after getting into pajamas 	<p>see you are driving the car. Where are you going?"</p> <ul style="list-style-type: none"> • Maintain consistent routines • Avoid exposure to television
<p><i>Begins to develop skills that lead to Science Concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> ◆ <i>Imitations of gestures and use of objects</i> ◆ <i>Identify body parts</i> 	<ul style="list-style-type: none"> • Choose a favorite book from the shelf and turn the pages more carefully, perhaps moving the pages from left to right, with the book turned right-side-up • Put round shapes into the round holes more accurately • Bounce a ball and try to catch it after watching an older child do it 	<ul style="list-style-type: none"> • Give the toddler access to and choices about books and toys • Talk about the shapes, colors and attributes of toys as you play with the toddler
<p>IV. Physical Development</p>		
<p>Coordinate Movements</p>		
<p>Guideline</p>	<p>For example the toddler may:</p>	<p>The Supportive Practitioner/caregiver can:</p>
<p><i>Large Motor Development:</i></p> <ul style="list-style-type: none"> ◆ <i>Moves constantly, showing increasing large muscle control</i> 	<ul style="list-style-type: none"> • Walk more than they crawl • Stop and start movements with more control • Sit in a chair independently • Go from sitting to standing more easily • Climb the stairs on their hands and knees or stand and hold onto a railing, putting both feet on each step • Crawl up into a chair and turn around to sit • Go from a squat to standing with ease • Pull a toy behind him as they walk, or push a toy in front of them • Carry a large toy or several smaller ones while walking • Begin to run • Kick a ball forward 	<ul style="list-style-type: none"> • Give the toddler push and pull toys and balls to play with • Provide many opportunities for the toddler to practice movement in a safe environment • Play outside often where the toddler can run, play with a ball, and climb
<p><i>Continues to refine Fine Motor Development:</i></p> <ul style="list-style-type: none"> ◆ <i>Begins to develop manipulative skills</i> 	<ul style="list-style-type: none"> • Put together several nesting cups, or stacking rings on a ring tree • Drop wooden beads into a bottle, dump them out and start again • Build a tower of four or more blocks 	<ul style="list-style-type: none"> • Give the toddler board books and other opportunities to practice page turning • Give the toddler shape sorting cubes, smaller objects and containers, and blocks of various sizes
<p style="text-align: right;">30</p>		

	<ul style="list-style-type: none"> • Scribble, if given a crayon and paper • Start to use one hand more often than the other • Take apart, then put together large links or pop beads • Hold an object in one hand and do something to it with the other hand • Hold a cup and drink, sometimes spilling • Feed themselves applesauce or yogurt with a spoon 	<ul style="list-style-type: none"> • Give the toddler large links or pop beads to put together and take apart • Give the toddler opportunities to feed themselves, even if there are spills • Give toddler opportunities to scribble, encouraging and praising the toddler's efforts
V. Creative Expression		
Creativity & Critical Thinking		
Guideline	For example the toddler might:	The Supportive Practitioner/caregiver can:
<p><i>Begins to develop creative thinking:</i></p> <ul style="list-style-type: none"> • <i>Explores the arts</i> • <i>Appreciates music</i> • <i>Participates in creative movement</i> • <i>Begins to participate in Dramatic Play</i> 	<ul style="list-style-type: none"> • Gather information about environment through senses • Ask for help through gestures or words • Use toys and objects in an intentional way • Show pleasure in new accomplishments • Apply persistence to learning about new objects • Recognize some basic shapes and objects • Respond to a variety of songs, music and finger plays • Experiment with objects that make sounds • Demonstrate enjoyment in music • Move to musical sounds • Explore musical props • Show awareness to changes in tempo • Follow simple one word directions and copy adult actions • Select dress-up clothes and attempt to put them on • Put things in containers • Work with zippers and large snaps • Imitate others in dramatic play • Explore objects in water play • Use dramatic play props in pretend play • Point to body parts • Take off shoes & socks 	<ul style="list-style-type: none"> • Provide a variety of materials that are accessible to the toddler • Be available to the toddler if they indicate a need for help • Provide mildly challenging experiences so that toddlers are able to try out new skills • Use music, singing and finger plays as an integral part of your curriculum • Have a variety of props and instruments toddlers can use • Identify different tempos and different types of music • Provide a wide variety of music • Have a dramatic play area that has accessible items for dramatic play
31		

<h2 style="margin: 0;">Nineteen to Twenty Four Months</h2>		
<h3 style="margin: 0;">I. Social & Emotional Development</h3>		
<h4 style="margin: 0;">Developing a sense of self and others</h4>		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Expresses feelings</i></p>	<ul style="list-style-type: none"> • Demonstrate appropriate affection and interaction with extended family members and playmates • Engages others by expressing feelings, needs or wants verbally and/or non-verbally • Attempts to comfort others, often with objects that she finds comforting • Angrily refuse help with putting on their coat, then cry and ask for help if they can't do it themselves • Show awareness of differences between themselves and others • Cry, yell, hit, kick their feet and refuse to stop doing something when they are angry • By 24 months, begin to express the emotions of guilt, shame, and pride 	<ul style="list-style-type: none"> • Understand and encourage their autonomy but help when needed • Say "yes" instead of "no" whenever possible, providing choices that are both acceptable to you • Celebrate their culture and the cultures of others • Help the child to attempt to solve the problem themselves • Reinforce the child's positive behavior • Model appropriate behavior • Coach the child to resolve conflicts using words
<p><i>Continues to develop self-regulation</i></p>	<ul style="list-style-type: none"> • Cry and cling to a parent before s/he leaves, but calm down quickly when s/he has left • Play calmly near another child, but cry and hit if that child tries to use something they are playing with • Take a toy from another child, and not return it when asked to by an adult • Begin to understand the concept of taking turns in a simple game • Begin to understand the concept of "his" and "mine" • Stop what they are doing and come when a caregiver calls their name and starts to move away • Separate from significant others with minimal distress • Initiate independent play • Participate in self-help routines with assistance • May use an object (such as a stuffed toy or blanket) to comfort themselves in times of mild distress 	<ul style="list-style-type: none"> • Be confident, calm and understanding when leaving the crying child, reassuring her that you will be back later, and coming back when you say you will • Give comfort briefly, then redirect the child's attention and confidently help them to move on • Practice sharing with the child, using the word and praising her for sharing with you or another child • Play simple games with the child where you practice taking turns • Expect the child to follow your directions and reward them with praise and extra fun time together, rather than material rewards • Give choices, both of which are acceptable to you • Stay calm and recognize that anger is a normal emotion

		<ul style="list-style-type: none"> • Acknowledge their feelings and encourage them to talk about how they feel, helping her to find the words they need • Let them know that hitting or any other hurting behavior will not be tolerated (for example, by removing them from a situation and using words that express your displeasure: "It's not ok to hit our friends. That hurts <child's name>. You may come back when you're ready to be gentle.")
<p><i>Interacts with adults and other children</i></p>	<ul style="list-style-type: none"> • Say please or thank you with modeling and repetition • Seek assistance from others to solve problems • Respond to first name • Start across the playground to where other children are, but return to the caregiver several times before playing there • Sit in the sandbox playing alongside several other children, but get up frequently to show the caregiver what they are making • Look up at the caregiver for a wave while playing with toys in a new room full of children • Stop playing and come to the caregiver when a new adult enters the room • Go over to watch an adult making cookies, but not want to talk or help • Say "hi" to store personnel, from the safety of their shopping cart seat • Hold the caregiver's hand (or hide behind a caregiver) as a new person asks them about their toy • Begin to engage in pretend play with realistic objects 	<ul style="list-style-type: none"> • Be matter of fact about responding to the child's need to check in, confident that they will venture forth when they are ready • Provide consistent routines • Understand, and share with other adults, that caution with unfamiliar adults is normal • Be reassuring • Express the child's feelings in words • Gently encourage the child to respond to unfamiliar adults, but speak for them if they declines, without shaming the child
<p><i>Begins to develop a sense of self confidence</i></p>	<ul style="list-style-type: none"> • Display preference for one option over another when given a choice • Use facial expressions, gestures and verbalizations to acknowledge her actions and accomplishments with peers and adults • Re-engage when faced with frustration, failure or disappointment in self-directed activities with adult support • Ask for help, if needed, in verbal and nonverbal ways 	<ul style="list-style-type: none"> • Give toddlers acceptable choices so that they have experience making simple decisions on their own. • Provide opportunities for the child to help with simple tasks such as wiping down the table after lunch or putting her own trash into the trashcan. • Ask the child for help so that they begin to develop a deeper sense of self.

	<ul style="list-style-type: none"> • Come to the caregiver and point to where the ball has rolled under the shelf, saying, "ball" • Bring their coat with the sleeve inside out to a caregiver for help 	<ul style="list-style-type: none"> • Encourage the child to solve a problem. • Provide two choices and let the child pick the type of clothing that they want to wear.
<i>Begins to develop pro-social behaviors</i>	<ul style="list-style-type: none"> • Play by themselves; initiates own play • Hug another child who is sad because his mom just left • Imitate adult behavior in play such as cooking, sweeping, etc. • Participate with adult in a joint task (for example, cleaning up) • Begin to have an awareness of unacceptable behavior • Watch the children on the slide intently for several minutes before asking to try going down • Play near several other children, talking to them only when they want a toy that they have • Go to their hook to hang up their coat when they come in from outside without a reminder • Get down from a standing position on a chair when you remind them that chairs are for sitting, because they might fall 	<ul style="list-style-type: none"> • Expect the child to follow routines that you establish • Encourage toddlers to play together and solve problems together • Establish a few simple rules and remind the child about these rules • Make sure each rule has a good reason behind it. If it doesn't, reconsider the rule. • Talk to the child about the reasons behind the rules • Enforce rules consistently using rewards and praise for responsible behavior, and mild consequences that fit the situation • Model pro-social behaviors such as speaking kindly to others, using gentle hands, and respecting individual children
<i>Begin to develop attending & focusing skills</i>	<ul style="list-style-type: none"> • Attend to a task of interest for several minutes • Engage in verbal and/or non-verbal turn taking with adult support • Begin to develop some tolerance for delay 	<ul style="list-style-type: none"> • Have specific places for toys and books, and encourage the child to put things away where they belong when they have finished playing with them. • Help the toddler to put items back where they belong after play
II. Language Development		
Understand and Communicate		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<i>Continue to develop listening and speaking skills</i>	<ul style="list-style-type: none"> • Answer a simple question with a nod of their head • Go to get the towel, bring it back and clean up the spill when asked by their caregiver • Understand the names of several body parts and point to them when asked • Go to wash their hands when a caregiver says, "Get ready for lunch" 	<ul style="list-style-type: none"> • Ask simple questions, and give directions with just one or two familiar steps • Positively acknowledge and praise the child when they follow directions • Carry on conversations with toddlers individually • Provide a variety of ways to tell stories and

	<ul style="list-style-type: none"> • Show attention to another speaker for brief periods of time • Spontaneously repeat familiar words from a story • Follows a one step direction • Maintain conversation topic with adult support • Participate verbally in songs and books with key words or phrases • Use words to request wants and needs • Participate in brief communication exchanges using verbalizations and/or gestures • Answer simple questions • Communicate about favorite items or toys to others • Imitate adult behavior in play • Explore and display interest in a variety of people, places and things • Begin to label objects, and put words together to make simple sentences • Put a few words together into a sentence, leaving out small connecting words (for example, "Talk Daddy?" or "Go bye-bye now?") • Ask simple questions such as, "What that?" • Ask for what they want using increasingly specific words • Repeat some of the funny sounding words they hear in conversations • Participate in simple group discussions 	<ul style="list-style-type: none"> re-tell stories • Provide interesting materials and activities that provoke conversation • Have short, optional circle times where children can interact • Introduce new words in conversation • Read books and ask questions about the book • Sing songs and rhymes • Accept the child's level of verbalization, not comparing them to other children, and keeping in mind that language development is highly variable • Have frequent conversations, using simple adult language • Encourage the use of social words in context, such as "please", and "thank you" • Identify pictures with the child • Use positive reinforcement when the child uses appropriate language • Include each child in group discussions • Participate and guide children in pretend play
Pre-Reading and Pre-writing		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Begins to develop skills that will lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ <i>Recognizes and reacts to sounds</i> ◆ <i>Increases vocabulary</i> ◆ <i>Increases comprehension</i> ◆ <i>Shows interest in book reading</i> 	<ul style="list-style-type: none"> • Enjoy simple songs and occasionally join in • Move rhythmically to familiar songs • Identify familiar sounds such as animal sounds and emergency vehicles • Enjoy being read to if allowed to participate • Enjoy stories with riddles, guessing and suspense • Turn pages in a book • Recognize familiar pictures • Fill in words in a familiar book • Match shapes • Show attention in rhyme games or songs 	<ul style="list-style-type: none"> • Frequently sing familiar songs • Frequently say rhymes and finger plays • Frequently name environmental sounds through play • Use varying intonations when reading • Read to children individually and in small groups • Begin to read more books with simple stories • Repeatedly read good quality children's literature, especially those with repetitive text and rhyming words.
35		

	<ul style="list-style-type: none"> ▪ Bring a book to a caregiver to have read • Identify basic pictures by naming or pointing • Respond to basic "wh" questions (what, where etc) ▪ Identify a favorite book by its cover • Repeat familiar phrases from a book or rhyme • Identify pictures of characters from favorite book • Participate in motor imitation • Point to elements in a picture ▪ Show interest in books and other written materials • Show preference for a favorite page in a book by searching for it ▪ Follow simple directions ▪ Perform an action shown in a book • Answer simple questions based on a story ▪ Show empathy for situations shown in a book • Verbally label pictures in a familiar book 	<ul style="list-style-type: none"> ▪ Have photo albums with pictures of the child available for examining ▪ Have other written materials available • Respond to a child who shows interest in a book by reading aloud ▪ Ask simple questions while reading • Talk about events and characters in story books • Name pictures and describe actions when looking at books
Continue to develop pre-writing skills	<ul style="list-style-type: none"> ▪ Scribble spontaneously • Explore using different writing materials ▪ Intentionally make a mark on a piece of paper ▪ Indicate when a drawing is finished or complete • Draw vertical and horizontal strokes when shown how to do so by an adult • Hold a writing instrument with fingers and scribble 	<ul style="list-style-type: none"> ▪ Provide a variety of drawing and writing materials, and opportunities for open exploration of these ▪ Model drawing and writing • Label the pictures that the child draws with your writing • Display children's drawings and writings, with names attached
III. Cognition Development		
Mathematical Exploration and Learning		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p>Begin to develop math skills such as:</p> <ul style="list-style-type: none"> ◆ Identify body parts ◆ Problem solving ◆ Communication ◆ Reasoning ◆ Memory 	<ul style="list-style-type: none"> ▪ Build a tower with the red blocks only, leaving the blue and yellow ones to the side • Pick out and eat only the whole animal crackers • Nest several cups together accurately and discover how to hide a smaller cup under a larger one ▪ Turn one piece of a puzzle to fit it into a space the right way • Pick up 2 items with similar attributes upon request • Give 2 objects upon request, and verify by counting ("1, 2") • Manipulate a number inset puzzle with the numbers 0-5 	<ul style="list-style-type: none"> • Praise the toddler's efforts to sort, and point out what she has done • Let the toddler struggle to solve size and position problems for themselves, stepping in and talking about what you are doing if they show frustration • Sing favorite songs and say nursery rhymes often • Read favorite books many times • Read and discuss factual books as well as fiction
36		

	<ul style="list-style-type: none"> ▪ Differentiate their own items vs. others' items • Imitate patterns such as clapping, tapping, signing ▪ Point to a set of objects that contains more than another set ▪ Anticipate daily routines associated with day or night • Place 1-3 shapes in a form board • Demonstrate an understanding of 1-3 prepositions such as up, down, in, out • Match object with a picture of that object • Sing songs and say nursery rhymes after hearing them many times • Help their caregiver retell a favorite story after hearing it many times • Repeat actions at a later time that they have observed before 	
Scientific Exploration and Learning		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Identify body part</i> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identification of body parts</i> 	<ul style="list-style-type: none"> • Put a doll on the roof of the dollhouse and watch it slide off over and over again • Fill a bucket with sand and watch as it pours over the side when it is full • Explore and attempt different ways to make objects move ▪ Splash in water • Explore objects using advanced schemas • React physically to differences in water/food temperatures • Integrate use of 5 senses to explore natural world • Demonstrate own need for food and water ▪ Show awareness of other children/animals and respond accordingly ▪ Recognize familiar faces • Respond to indoor and outdoor world conditions such as sunshine and wind ▪ Notice changes in the environment of the classroom or home • Demonstrate use of objects • Increase attention span when exploring something 	<ul style="list-style-type: none"> • Play with the child and provide toys that can be used in pretend play • Provide sand or water, rice, etc. and something to fill, dump and pour • Get down on the child's level to explore and talk about the natural world ▪ Let the toddler try to solve problems for herself before jumping in to tell her how to do something • Provide a variety of materials and activities • Go on walks to explore the natural world in person (for example, collecting leaves, small rocks, looking at bugs, exploring the snow, etc.)
37		

	interesting, especially with an interested adult	
IV. Physical Development		
Coordinate Movements		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<i>Physical Development:</i> <ul style="list-style-type: none"> • Large motor development 	<ul style="list-style-type: none"> • Enjoy pulling or pushing a toy that makes noise as they walk with it • Climb up the ladder on a low to medium-sized slide and slide down • Turn backwards and sit on the rocking chair • Go up the stairs putting both feet on each step • Throw a ball and put hands together to try to catch it • Kick a ball forward • Go over, under, around & through objects on an obstacle course • Engage in physical activities such as dancing, climbing, running, throwing, hopping, etc. • Begin to participate in group physical activities, such as "ring around the rosey" • Engage in simple games with an adult or another child • Show interest in differences in people • Participate in multi-cultural activities 	<ul style="list-style-type: none"> • Give the toddler outside times each day and let them experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys • Play with the child outside (simple physical games, throwing and catching a ball, kicking a ball back and forth, hopping together, etc.) • Take the child on walks, where there are different physical challenges than in the back yard or playground (such as walking on a short wall, navigating through a grouping of large rocks, etc.)
<i>Fine Motor Development</i>	<ul style="list-style-type: none"> • String beads on a string or some fish tank tubing • Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub or sensory bin • Use hands for simple finger plays such as "The Itsy Bitsy Spider" • Attempt to put together pop beads after pulling them apart, sometimes succeeding • Put the correct shapes through the holes in a shape sorter • Pull off their own clothes at bedtime • Drink from a cup with few spills 	<ul style="list-style-type: none"> • Provide a funnel, sieve and many cups of various sizes for water and sand play • Give the child a safe hammering toy • Sing songs with hand motions, or do simple finger plays with the toddler • Provide appropriate materials such as pop beads, pegboards, string or chenille sticks and large beads, shape sorter and puzzles • Encourage the toddler to do as many things for themselves as they can • Let the toddler help with simple chores after

	<ul style="list-style-type: none"> • Use a spoon for eating most of the time • Attempt to brush their own hair and teeth • Attempt to put on their own shirt and help you with their pants by picking up one leg at a time • Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket 	you have shown them how to do them
<i>Develop skills that lead to good health practices</i>	<ul style="list-style-type: none"> • Identify 3-4 body parts • Identify foods vs. non-foods • Respond to "no"; may stop ongoing action when told "no" • Communicate basic needs through speech • Seek adult assistance when injured 	<ul style="list-style-type: none"> • Ask the toddler to identify increasingly difficult body parts (for example, "where is your ankle? Wrist? Shoulder? Etc.") • Encourage child's attempts to communicate basic needs through speech
V. Creative Expression		
Creativity and critical thinking		
Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop creative thinking:</i> <ul style="list-style-type: none"> ◆ <i>Explores the arts</i> ◆ <i>Appreciates music</i> ◆ <i>Participates in creative movement</i> ◆ <i>Beings to participate in dramatic play</i> 	<ul style="list-style-type: none"> • Observe and imitate others' successful behavior in solving simple problems • Use facial expression, body movements and vocalization to make social contact and express needs and emotions • Practices independence while staying connected to caregiver • Expresses ownership and desire to control self • Shows enjoyment in interaction with others • Recognizes own accomplishments • Engage in behavior to investigate consequences • Ask for help from other sources when faced with challenges • Match objects; recognize patterns • Initiate social contact and expresses emotion toward familiar persons, pets or possessions • Shows enjoyment of books and stories. Looks at picture books with interest. Imitates sounds in a book; selects a book and gives to an adult to read • Make musical sounds along with simple chants and songs 	<ul style="list-style-type: none"> • Provide activities that promote problem solving opportunities i.e., puzzles, sorting, and simple games. Giving them many opportunities to engage in open-ended and free choice activities. • Provide many opportunities for children to explore and experiment with non-toxic materials, play dough and other materials that will promote creative expression. • Make music and singing activities an integral part of the curriculum. Dance and sing with the children on a daily basis. • Attend child friendly performances. • Recreate the children's favorite stories. • Visit children's museums and age appropriate exhibits. • Play different types of music for the children to listen to everyday. • Have simple musical instruments available for the children to play with. • Play simple movement games with the

	<ul style="list-style-type: none">• Recognize and respond to a variety of simple songs, finger plays showing preference and asking for repetition• Experiment with rhythm instruments individually or with others• Accompany simple music with rhythm instruments or clapping• Enjoy a variety of types of music• Use musical experiences as a way to explore emerging language skills and cognitive concepts• Experiment with a variety of props such as scarves, ribbons and hoops (with or without music)• Respond rhythmically to music tempos• Copy adults' actions and play simple pretend games• Put on and take off easy clothing; copies grownup work• Understands the use of different clothes• Push a wheel toy and roll a ball• Pour from a pitcher• Enjoy water play• Tell clothing of different people• Do simple make believe• Dress with help	<p>children</p> <ul style="list-style-type: none">• Make simple puppets for the children to play with.• Provide simple costumes for the children to wear and play with.• Provide dramatic play props, furniture, and clothing for the children to engage in pretend role play.
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Twenty Four to Thirty Months		
I. Social & Emotional Development		
Developing a sense of self and others		
Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Expresses feelings</i>	<ul style="list-style-type: none"> Express more complex emotions such as guilt, shame, embarrassment, and pride. For example: <ul style="list-style-type: none"> Showing signs of guilt or shame and emotional distress when he causes damage to objects or harms another person Showing signs of embarrassment when they realize they are the focus of attention Showing signs of pride at an accomplishment 	<ul style="list-style-type: none"> Recognize that self-conscious emotions are the result of the child's cognitive ability to compare his actions with the standards or expectations of others Help the child work through negative self-conscious emotions (for example, by explaining to them that everyone makes mistakes) Remain empathetic to the child as they experiences these new emotions Point out the child's specific accomplishments with encouraging words Label the emotion that you see the child expressing (for example, "Wow! You look so proud of your block tower. Look at how many blocks you stacked up!")
<i>Continues to develop self-regulation</i>	<ul style="list-style-type: none"> Show more awareness of expectations both at childcare and at home Begin to understand the expectations of others and comply with these expectations on their own (for example, by picking up toys after they have finished playing with them) Start to be interested in toilet training Comfort themselves quickly after being dropped off at childcare and a few initial tears Use a special object (blanket, stuffed animal) to comfort themselves when distressed Be able to wait slightly longer for things they want Occasionally engage in a fit of temper Express strong negative emotions about any change in their routine 	<ul style="list-style-type: none"> Be clear and consistent about limits and expectations Help the child to develop committed compliance by praising their attempts to meet your expectations (for example, noting when they spontaneously helps to clean up) Communicate with parents about childcare expectations and how they may be alike or different from home Communicate with parents about toilet training strategies and signs of readiness Recognize that the child will still need assistance working through intense emotions; a consistent, empathetic response will help them to develop self-regulation skills Provide privacy and time, under adult supervision, for the child to gain control Support the child's attempts to use the toilet

		<ul style="list-style-type: none"> with encouragement, praise and accessibility Provide predictable routines for the child's sense of security and comfort Keep routines consistent and communicate changes in advance Model appropriate self-regulation of emotions, and help children to calm down and talk through conflicts with their peers
<i>Interacts with adults and other children</i>	<ul style="list-style-type: none"> Ask for help if needed, and say "no" to peers Withdraw from activities for a short time Be more interested in unfamiliar adults Move toward a familiar caregiver (or check in with eye contact) before accepting a ball from a new person Let Grandma help them with their shoes, even though they haven't seen her for a while Rush to answer the door when the postal worker knocks, but act shy when she speaks to them Not speak to an unfamiliar adult when he is spoken to Show more awareness of other children Ask for help when another child takes something that belongs to them Help another child to pick up the beads after he dumped them out of the container Feel and express remorse after accidentally knocking another child down in a rush to the door to go out Comfort another child who may be upset 	<ul style="list-style-type: none"> Continue to consistently enforce a small number of limits and routines Model appropriate coping and problem solving skills Allow the child to attempt to solve their own conflicts (if no one is getting hurt) before stepping in Coach the child with words to resolve conflicts; help to mediate conflicts between two children Minimize the time that children wait during routines Encourage the child to speak for themselves, but if they are unwilling, speak for them Understand, and share with other adults, that caution with unfamiliar adults is normal Refrain from pushing or shaming the child when meeting unfamiliar adults Make pro-social comments such as what a good thing it is to be kind to others Help the child to identify his feelings and verbalize them Model empathetic behavior, such as comforting a child who is sad Use puppets and stories to teach kindness to others
<i>Begins to develop a sense of self confidence</i>	<ul style="list-style-type: none"> Need reassurance about his attempts to try something new Put on his own coat, but get it upside down and refuse help to fix it 	<ul style="list-style-type: none"> Praise their efforts, even if they are unsuccessful in what they are trying to do Be ready to help, but not too quickly. Encourage them to try for themselves first

	<ul style="list-style-type: none"> • Get on a new riding toy and refuse to get off when asked to come to breakfast • Put together a puzzle with several pieces, not wanting help and then asking for it when they have trouble • Climb to the top of the climber and then call for their caregiver to watch before they slides down • Get up from the lunch table after a few bites, following mom as she leaves the room, then return when they know what she is doing 	<ul style="list-style-type: none"> • Ask for his opinions when you are doing something "for" your toddler that they think they can't do for themselves • Describe the steps you are taking in performing a new task. • Ask them to help you in some way (for example, wiping down the table or putting items in the recycling bin) • Let the child know when you are leaving, where you are going, and that you will be back • Encourage, and allow sufficient time for independent activities • Allow the child to do more things on their own, such as climb to the top of a climber in the company of an attentive adult
<p><i>Begins to develop pro-social behaviors</i></p> <ul style="list-style-type: none"> • <i>Have beginning understanding of consequences when following routines and recreating familiar events</i> 	<ul style="list-style-type: none"> • Use imagination, memory and reasoning to plan and make things happen • Have short periods of play with other children, but mostly play beside them • Need adult help to resolve conflicts with peers • Pretend to feed a baby doll • Put on dress-up clothes, and pretend to be a dad or mom • Tell their caregiver that they are going to be a firefighter or a nurse • Use the toy mixer the way they have seen dad do it • Bring a play dough cake with pretend candles to their caregiver • Participate in creating class rules, understanding the reasons behind the basic rules • Accept the consequences of their actions, and say, 'I'm sorry' when prompted 	<ul style="list-style-type: none"> • Engage in simple pretend scenarios with a few children, helping them to take on roles • Model for the child words to help them resolve conflicts, such as, "May I have a turn?" • Encourage and model cooperative play • Look for opportunities to encourage pretend play scenarios by joining in the play • Ask the child about their plan before they go to play • Provide costumes and props for pretend play and role playing • Point out and describe cause and effect in daily routines • Remind the child about the rules that have been established with their input • Talk to the child about the reasons behind the rules • Enforce rules consistently using rewards and praise for responsible behavior, and consequences that are appropriate for the situation

II. Language Development		
Understand and Communicate		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Continue to develop listening and speaking skills</i></p>	<ul style="list-style-type: none"> • Understand and respond to questions • Get their coat, and put it on when asked by a teacher • Answer when asked, "Do you want a cracker or a cookie?" • Ask another child to sit next to them • Understand and use some positional words • Demonstrate active listening skills • Retell and relate what has been heard • Begin to ask questions • Enter into a conversation that lasts for several turns • Want to talk when the family is talking in the car, but is not on the topic • Ask questions about concepts they don't understand • Try to initiate conversations with others about objects • Repeat what has just been said, or make up a story to be part of the conversation • Take cues from others (laughs when others laugh) • Indicate an understanding of grammar by putting words in the correct order (for example, "Eat cookie" rather than "cookie eat") • Indicate an understanding of grammar by using the correct rule but with irregular words (for example, adding an "s" to make something plural like "foots" or adding an "-ed" to make the past tense like "goed") • Use words to tell about objects and actions of self and others • Recite familiar nursery rhymes, songs, or short stories • Sing simple songs with the teacher and later sing parts of them to himself • While reading a book, ask questions about the story as well as name objects • Use more descriptive language to tell you what they want • Use action words to describe what they are doing • Put together three or four word sentences 	<ul style="list-style-type: none"> • Ask simple questions and give two-step directions, checking for comprehension • Begin to build multi-step tasks into daily routines • Listen to and answer the child's questions • Model the directions for a task before expecting them to be followed • Use, practice and play games like Simon says, involving positional words, such as behind, in front of, beside and under • Sing songs for children to follow along with, such as the hokey pokey • Remember to not talk about the child as if they aren't there • Include the child in the conversation as often as possible with peers and adults • Remember that children are listening to adult conversations • Ask open ended questions to encourage and extend the conversation • Repeat what the child says, and extend it • When the child uses a word such as "foots," repeat the utterance with the correct word inserted (For example, "My foots hurt!" "Oh no! Your feet hurt? Why do you think they hurt?") • Sing with the child, and continue to recite nursery rhymes • Engage in conversation throughout the day, using clear adult language • Ask, "What is he doing?" when looking at pictures with the toddler • Describe your actions out loud as you do them • Encourage the child to use words

	<ul style="list-style-type: none"> • Use the words I, we, he, and she in sentences • Speak clearly enough to be understood by familiar caregivers without mumbling or running sounds together 	<ul style="list-style-type: none"> • Listen and restate using clear language when speaking to children • Use the child's primary language when possible
Pre-Reading/Pre-Writing		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Begins to develop skills that will lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ <i>Identify body parts</i> ◆ <i>Recognizes and reacts to sounds</i> ◆ <i>Increases vocabulary</i> ◆ <i>Increases comprehension</i> ◆ <i>Show interest in book reading</i> ◆ <i>Recognize symbols have corresponding meaning</i> 	<ul style="list-style-type: none"> • Sing simple songs that they have heard many times with a group or on their own • Say a simple rhyme that they have heard frequently, with a group or alone • Know that their name starts with an M sound, like mom • Identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving to the beat • Know that the McDonalds sign means that a McDonalds is near • Find his favorite cereal by the picture or color on the box • Use the stop sign in play with his car set • Put toys away in bins or shelves with pictures • Turn the pages of a favorite book from left to right, holding the book upright • Ask for the same favorite book over and over again • Listen to engaging stories • Recite a familiar nursery rhyme, poem or finger play with expression • Use words to describe the purpose and function of objects, such as go, stop and play • Learn the names of objects new to him • Repeat words heard in the environment • Name an increasing number of objects in the books • Listen to fiction and non-fiction books • Ask and answer questions about the story while his caregiver is reading • Answer questions about the story, such as, "Who was in 	<ul style="list-style-type: none"> • Sing the same simple songs repeatedly • Say rhymes and finger plays frequently with the child • Play listening games that include animal or environmental sounds • Point out the symbols that naturally occur in the environment, and symbols that designate some of his favorite places, foods or toys • Label the places where toys belong with simple signs that also have pictures • Read with the child several times each day • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different books, including those with rhyme and repetition • Make books using pictures from real life sequences or familiar routines • Have a variety of age appropriate books from which children can select independently • Use concept and positional words in daily conversation • Model fluent reading • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words in real contexts (for example, when visiting a farm, talk about different animals such as a llama or baby calf)
45		

	the story?" "Where did he go?" "What did he do?" and "Why was he sad?"	<ul style="list-style-type: none"> Engage in conversation with the child on a regular basis Name objects and describe actions Give opportunities to respond, retell, and/or reenact stories (for example, with puppets) Ask about connections between the book and the child's personal experiences (For example, "these guys went to the zoo. Have you ever been to the zoo?") Provide and use a variety of fiction and non-fiction books
<p>Continue to develop pre-writing skills:</p> <ul style="list-style-type: none"> Use writing utensils for scribbles and drawings 	<ul style="list-style-type: none"> Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it them Paint some lines across paper with broad strokes and movements, using a few different colors, and tell the caregiver that it is a rainbow Recognize that drawings, paintings, and writing are meaningful representations Hold a crayon marker or pencil with a whole fist grasp, and scribble with a little more control compared to earlier ages 	<ul style="list-style-type: none"> Enter into pretend play with the child, modeling writing for real purposes Ask the child to tell you about their drawing, and ask if you can write their words on the paper Have plenty of large paper and large crayons, paintbrushes and pencils available Display the child's writing and drawings with his name attached Make paper and large crayons and pencils available to children throughout the day Provide an easel and paints plus a variety of surfaces on which to paint and tools with which to paint Provide opportunities for expressive writing and drawing throughout the day Encourage appropriate use and care of materials (for example, putting materials back where they belong, washing paint brushes and placing them on a rack to dry, and treating materials with respect)
III. Cognitive Development		
Mathematical Exploration and Learning		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p>Begin to develop math skills such as:</p> <ul style="list-style-type: none"> Problem solving Communication 	<p>Show interest in concepts, such as matching and sorting according to color, shape and size:</p> <ul style="list-style-type: none"> Name at least one color 	<ul style="list-style-type: none"> Play with the color names of objects as you pick the objects up to put them away. (For example, "I will pick up all of the green ones; you pick up the red ones".
46		

<ul style="list-style-type: none"> ◆ Reasoning ◆ Memory ◆ Quantity and number relationships 	<ul style="list-style-type: none"> • Compare the color of his toy car to that of another child • Match the colors and shapes in a matching puzzle • Sing songs and say nursery rhymes after hearing them many times • Help their caregiver retell a favorite story after hearing it many times • Discuss important events that occurred in the past, such as meeting a new animal or going on vacation • Help to put away the toys, putting the blocks away with the blocks and the vehicles away together • Confuse similar colors • Try to get all of the big blocks to make their tower • Fill a balance scale with beads, making one side go down, then the other • Fill large and small containers with sand or water 	<ul style="list-style-type: none"> • Give the toddler matching and sorting chores such as putting toys away with similar toys • Use comparative words in every day conversation (For example, "These blocks are smaller than those blocks") • Sing favorite songs and say nursery rhymes often • Read a favorite book many times • Read and discuss factual books as well as fiction • Model and describe sorting methods • Count and use numbers when talking about objects, going on walks, and while completing everyday tasks • Use words such as more and less when talking about comparisons of quantity • Provide appropriate materials that allow children to experiment with numbers such as large beads, blocks, and a sand and water table
Scientific Exploration and Learning		
<p>Guideline</p> <p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ Cause and effect ◆ Daily routines ◆ Imitation of gestures and use of objects ◆ Identification of body parts ◆ Observation of the world and nature 	<p>For example the toddler may:</p> <ul style="list-style-type: none"> • Want to pick up and bring home interesting things they find on a walk • Use senses to observe and gather information • Use tools for investigation (such as a magnifying glass) • Get a stool and try to reach something put up on a high shelf • Try to put on their own coat, but get frustrated when their sleeve is inside out, and finally ask a teacher for help • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead if pushing doesn't work • Use a spoon or other tool to dig in the garden 	<p>The Supportive Practitioner/caregiver can:</p> <ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open-ended materials for exploration • Encourage exploration of the environment • Talk about what they are seeing hearing, and touching • Talk about trying new ways to do things yourself • Encourage use of items in a new way • Respect the child's creative use of materials • Take the child on walks to explore the natural world and collect interesting objects along the way
47		

IV. Physical Development		
Coordinate Large and Small Muscles to Move and Play		
Guideline	For example the toddler may:	The Supportive Practitioner/caregiver can:
<p><i>Large motor development: Perform more complex movements with his arms and legs</i></p>	<ul style="list-style-type: none"> ▪ March around the room, walk on tiptoe and jump off the bottom of the slide or the last step of a staircase ▪ Try to throw a ball to you ▪ Jump in and out of a hula hoop ▪ Walk on a wide balance beam sideways at first, but forward when you hold his hand ▪ Use their whole body to develop spatial awareness ▪ Move through a simple obstacle course after a teacher has modeled what to do ▪ Walk around in a circle with other children, playing ring around the rosie ▪ Move to music, including songs that direct movement ▪ Climb stairs with alternating feet ▪ Build more complex block structures 	<ul style="list-style-type: none"> ▪ Incorporate gross motor activities during transitions between quieter activities ▪ Provide a variety of interesting activities and equipment such as balls, balance beams, and hoops ▪ Provide space for movement ▪ Provide both indoor and outdoor activities to promote large motor skills ▪ Provide guidance and modeling for more purposeful movement ▪ Use words such as up, down, over, under, around and through with the movements he is performing ▪ Provide a variety of activities and materials that support awareness of space, such as scarves or streamers, hula hoops, and climbers
<p><i>Fine Motor Development:</i> ♦ <i>Use improved eye-hand coordination to explore and manipulate objects</i></p>	<ul style="list-style-type: none"> • Continue to use both hands together and show no strong preference for a dominant hand ▪ Put together a puzzle with several pieces • Use their hands to pound, poke and build with the play dough • Continue to perform complex finger plays more accurately, such as "The Itsy Bitsy Spider" • Place large pegs in a peg board • Imitate circular, vertical, and horizontal strokes with a writing implement or paint brush 	<ul style="list-style-type: none"> • Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk, and puppets • Do finger plays ▪ Provide play dough without tools at first • Provide sand and water table activities • Provide snacks served family style and allow children to serve themselves using a large spoon ▪ Provide a wide variety of writing implements for the child to use freely throughout the day
<p><i>Develop skills that lead to good Health practices</i></p>	<ul style="list-style-type: none"> • Feed themselves with a spoon 	<ul style="list-style-type: none"> • Encourage the child's independence and be patient with his efforts

	<ul style="list-style-type: none"> • Drink from a cup using both hands, spilling little • Pour liquid from a large container into a smaller container, with spills • Try to brush their own teeth and comb their hair • Show interest in using the toilet, trying to wipe, and pulling up and down their own pants with some help • Wash their hands and use a towel to dry them • Take off his clothes • Identify 8 body parts • Demonstrate basic disease prevention skills when prompted • Follow home, school and community safety rules (hold hands crossing street, avoids hot surfaces etc.) 	<ul style="list-style-type: none"> • Offer assistance if they become overly frustrated and truly cannot do it for themselves (for example, by unbuttoning the shirt button that is preventing them from being able to pull his shirt over their head) • Set up the environment so the child can reach items and put them away when finished • Provide stepstools and coat hooks • Praise the child's efforts to do things for himself
V. Creative Expression		
Creativity & Critical Thinking		
Guideline	<ul style="list-style-type: none"> • For example the toddler may: 	<ul style="list-style-type: none"> • The Supportive Practitioner/caregiver can:
<p><i>Begins to develop creative thinking</i></p> <ul style="list-style-type: none"> ◆ <i>Explores the Arts</i> ◆ <i>Appreciates Music</i> ◆ <i>Participates in Creative Movement</i> ◆ <i>Begins to participate in Dramatic Play</i> 	<ul style="list-style-type: none"> • Develop symbolic thought (For example, shown by engaging in more complex forms of pretend play) • Begin to connect symbols with concepts (For example, a stop sign with the octagon shape). • Begin to match and sort items into groups and learn where objects belong. • Demonstrate vocabulary growth and use more descriptive words. • Complete an assortment of simple puzzles • Enjoy different drawing and painting activities. • Begin to make drawings which represent things in their world • Play games and sing songs that promote different concepts such as light and dark, soft and hard, loud and quiet. • Repeat simple motions and gestures from favorite songs and finger plays. • Begin to engage in self-directed pretend play. • Begin to act out his favorite characters from story books. 	<ul style="list-style-type: none"> • Promote problem solving skills by asking the child to predict what will happen next in a story. • Show and tell stories using photographs of familiar people. • Provide activities that include non-toxic paint, brushes and paper, clay, and play dough. Encourage children to explore and experiment with the materials with adult supervision. • Include music, drama, dance and art on a daily basis. Make them an integral part of the curriculum and the daily schedule. • Incorporate singing and movement activities throughout the daily schedule (for example, dance to the circle rug; sing everyone's name at circle time). • Provide accessible musical instrument for children to use. • Play a wide variety of appropriate music in the classroom everyday.
49		

		<ul style="list-style-type: none">• Provide simple costumes for the dramatic play area and for reenactment of stories.

<h2 style="margin: 0;">Thirty Months to Three Years</h2>		
<h3 style="margin: 0;">I. Social & Emotional Development</h3>		
<h4 style="margin: 0;">Developing a Sense of Self and Others</h4>		
Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<p><i>Identifies and expresses feelings</i></p>	<ul style="list-style-type: none"> • Imitate appropriate expression of feelings, needs, wants • Identify the basic emotions of others • Protest when a friend grabs a toy away from them, but give the toy when the friend is helped by a teacher to ask for a turn with it • Raise their hand and say "I do!" with enthusiasm when their caregiver asks who wants to have a turn to hold the door open • Show alarm when the Gingerbread Boy is eaten at the end of the story, but agree that cookies are for eating • Show great excitement about finding a ladybug on the playground • Continue to express a wide range of emotions, including pride, shame, embarrassment, and guilt 	<ul style="list-style-type: none"> • Acknowledge the child's feelings and model empathy • Accept and welcome the child's imaginary friend, listening for clues about the child's feelings and needs • Sit with the child, rub their back, and provide a soothing environment • Ask open ended questions • Make time for one to one conversations regularly • Share in the child's excitement about trying new skills and activities • Encourage them to help others • Recognize that children this age may be more fearful
<p><i>Continues to develop self-regulation</i></p>	<ul style="list-style-type: none"> • Have difficulty taking turns on their own, but willingly do it when a teacher helps her to talk about it with another child • Share one of the several dolls that they have with a friend who has none • Pay attention during large group activities for slightly longer periods of time • Demonstrate positive coping strategies such as using her words or asking for help • Have difficulty transitioning from one activity to another • Separate easily from parents/caregivers in familiar surroundings • Follow routines and familiar activities with adult/teacher direction • Demonstrate more self help skills • Continue to use a special object to soothe themselves during times of distress 	<ul style="list-style-type: none"> • Praise and encourage the child when they use their words or shows other signs of self control • Have duplicate materials available to minimize fighting over prized objects • Minimize the time that children wait during routines • Be clear and consistent about limits and expectations • Communicate with parents about childcare expectations and how they may be alike or different from home • Coach the child with words to use to resolve conflicts with peers • Give a warning before transitioning to a new activity • Make sure the consequences for inappropriate behaviors fit the situation

<p><i>Interacts with adults and other children</i></p>	<ul style="list-style-type: none"> • Demonstrate appropriate affection/interaction with family members and selected friends • Say please and thank you with prompting and modeling • Continue to need reassurance from their caregiver after mom has left for a few minutes, but be easily calmed and distracted • Repeat words they have heard adults use to tell another child to stop running (for example, "Use walking feet!") • Imitate both courteous words and expletives that they have heard from adults in their pretend play • Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves • Empathize with the feelings of other children • Continue to have a hard time sharing, but look to an adult for help • Have a concerned look on their face when another child falls and gets hurt on the playground • Engage in play with others for longer periods of time and in more complex scenarios 	<ul style="list-style-type: none"> • Give reassurance to the child as they transition into the classroom and show them the activities available to them • Provide a consistent routine for arrival time that helps the child make a smooth transition • Encourage the child when they use words appropriately • When inappropriate words are used, stay calm and remain matter-of-fact in your explanation that those words are not ok to use in this classroom. • Model empathy for others' feelings • Provide large blocks of free play time so that children have the opportunity to engage deeply in their play alone and with others • Encourage children to work together to complete activities or tasks • Encourage cooperation by asking children to use their peers for assistance rather than always going to an adult (for example, "Sally is really good at opening juice box straws. Let's ask her if she'll help you.")
<p><i>Continues to develop a sense of self confidence</i></p>	<ul style="list-style-type: none"> • Ask a new caregiver to help her complete the puzzle she has selected • Ask the custodian what she is doing when she comes in to fix the broken sink faucet • Show the greeter in the store her new shoes from the safety of the shopping cart • Make independent choices from diverse interest centers or activities with teacher support • Acknowledge actions and accomplishments verbally and nonverbally with minimal adult prompting • Re-engage in a task or activity after experiencing disappointment, frustration or failure with adult help 	<ul style="list-style-type: none"> • Talk with the child about new situations before and after they happen if possible • Allow the child to interact with new people while supervising • Encourage the child to discuss their accomplishments
<p><i>Continues to develop pro-social behaviors</i></p>	<ul style="list-style-type: none"> • Talk to another child as they play together • Watch other children play with a ball, then join in doing 	<ul style="list-style-type: none"> • Provide ample time and materials for children to play together

	<p>the same actions</p> <ul style="list-style-type: none"> • Look for their special friend to play with at center time • Choose to participate in group activities • Help another child to pick up the blocks after he dumped them out of the container • Feel and express remorse after accidentally knocking another child down in a rush to get out the door • Give a hug to another child • Ask for help when another child takes something that belongs to her • Play near and watch other children in play • Join in play with other children • Demonstrate some skills in problem solving with adult support • Follow classroom rules with consistent teacher support 	<ul style="list-style-type: none"> • Encourage and model cooperative play • Coach the child to use words to resolve conflicts about sharing and taking turns • Show the child the face of the child who is sad because of her behavior and express how she appears to be feeling • Use puppets and stories to teach pro-social behavior
<p><i>Begins to develop attending and focusing skills</i></p>	<ul style="list-style-type: none"> • Attend to a task of interest for longer periods of time • Move onto a new activity with minimal stress when prepared for the transition • Increase tolerance for brief delays of gratification 	<ul style="list-style-type: none"> • Schedule large blocks of time for children to freely choose their activities • Provide a wide variety of open-ended materials that promote sustained engagement (such as blocks, an increasing variety of open-ended art materials, and the like) • Encourage the child to persist with a task that is somewhat challenging by providing just enough support or prompting without taking over • Help the child stay engaged with an activity for longer periods of time by supporting or extending it or by providing a new challenge for them (For example, "You've built a big tower with the blocks. I wonder if you could build a house for this little dog?" or "I wonder if you could draw this tower now?") • Prepare the child for transitions by giving a warning before the transition occurs
<p>II. Language Development</p>		
<p>Communicating and Understanding</p>		
<p>Guideline</p>	<p>For example the child may:</p>	<p>The Supportive Practitioner/caregiver can:</p>
<p>53</p>		

<p><i>Continue to develop skills in listening and speaking</i></p>	<ul style="list-style-type: none"> • Listen to spoken language or song for enjoyment • Comment on familiar aspects of a story or common event • Follow 2-step directions (For example, put your shoes on and then get your coat.) • Converse in short sentences using a variety of nouns and verbs • Engage in and maintain a conversation topic with adult support • Relate personal experiences verbally using sentences with adult prompting • Give simple commands to get needs met • Use 3 different sentence types (requesting, questions, negation) • Ask and answer simple questions using short phrases • Share information on what he/she is currently doing • Imitate familiar roles • Use the same tone of voice they hear mom using when talking to their little brother • Repeat adult questions that they have heard the teacher ask to start discussions, such as "What do you think will happen next?" • Expand vocabulary with many more connecting and describing words • Use many words to express their feelings, tell about their ideas, and respond to the ideas of others • Use personal pronouns such as he, she, we and they more easily and appropriately • Continue to use some familiar "shorthand" expressions such as "we go" or "all gone" • Tell about what is happening in a book using action words • Ask "why" and other questions frequently to keep a conversation going 	<ul style="list-style-type: none"> • Give simple, clear instructions, with no more than two steps • Give the child real responsibilities that matter, such as feeding the fish, setting up for the day or for snack, or putting away laundry or silverware at home • Give a few minutes warning before a transition • Provide a predictable schedule, and consistent routines • Provide graphic organizers for schedule and class jobs • Frequently use words that describe the relative positions of objects and people, such as next to, behind, under, and over • Model good listening skills • Ask the child to retell what they have just heard • Ask the child about their real life experiences • Correct grammar without drawing attention to it, for example, by rephrasing the child's sentence with proper grammar, emphasizing the correct word(s). • Ask about the actions the child sees being performed in a book • Repeat what the child says, and extend it • Ask open ended questions to extend the conversation • Include the child in as many conversations as possible • Remember that the child is listening to adult conversations • Give children many opportunities to have conversations with each other
<p>Pre-reading and Pre-writing</p>		
<p>Guideline</p>	<p>For example the child may:</p>	<p>The Supportive Practitioner/caregiver can:</p>
<p><i>Continues to develop skills that will lead to reading readiness:</i></p>	<ul style="list-style-type: none"> • Sing simple songs that they have heard many times with a group or on their own 	<ul style="list-style-type: none"> • Sing the same simple songs over and over

<ul style="list-style-type: none"> ◆ <i>Increases vocabulary</i> ◆ <i>Increases comprehension</i> ◆ <i>Shows interest in book reading</i> 	<ul style="list-style-type: none"> ▪ Say a simple rhyme that they have heard many times, with a group or alone • Know that her name starts with a G sound, like green ▪ Identify farm animals by the sounds they make ▪ Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving to the beat • Begin to understand that written words stand for a certain meaning ▪ Know that the McDonalds sign means that a McDonalds is near ▪ Find their favorite cereal by the picture or color on the box • Put toys away in correctly labeled bins or shelves ▪ Precisely turn the pages of a book one at a time, and from left to right ▪ Ask for the same favorite book over and over again ▪ Recite a familiar nursery rhyme, poem or finger play with expression • Want you to read the story the way they have heard it many times before, not leaving any parts out (and know when you skip a page or paragraph) • Choose to look at a favorite book at rest time, retelling parts of the story softly to herself • Recognize some common symbols • Identify basic shapes ▪ Repeat portions of a story that they have heard ▪ Respond to basic "wh" questions (what, where, why) • Know when a book is upside down and/or backwards and can correct it • Use elements in pictures to tell, in simple phrases, what is happening • Talk about what they see in pictures • Participate in rhythm and rhyme games and songs • Tell 1-2 events from personal experience ▪ Respond to a basic question about a picture ▪ Attend to pictorial directions but need teacher direction 	<ul style="list-style-type: none"> • Frequently say rhymes and perform finger plays with the child • Point out the sound at the beginning of their first name and other words starting with the same sound • Play listening games that include animal or environmental sounds • Point out the symbols that naturally occur in the environment, and symbols that designate some of her favorite places, foods, or toys • Label the places where toys belong with simple signs with pictures • Point out letters as they are encountered in real situations, especially those in their name • Read with the child several times each day • Reread a child's favorite book over and over again and introduce different books, including those with rhyme and repetition • Connect examples from stories to real life • Make books from real life sequences, such as buying postcards (or taking your own photos) and making them into a book after a visit to the zoo • Have a variety of age appropriate books for children to select ▪ Point out reading conventions as you read books, such as starting at the top and moving down and reading from left to right • Discuss new words and their meanings daily as they are encountered in books and conversations • Use descriptive and specific language • Engage in conversation on a regular basis • Give opportunities to respond, retell, reenact stories from popular books • Provide a variety of non-fiction and fiction materials • Follow up on children's interests with more books, pictures, and magazines about a
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	<ul style="list-style-type: none"> • Listen to fiction and non-fiction materials • Ask and answer questions about the story while the caregiver is reading • Answer questions about the story, such as, "Who was in the story?" "Where did he go?" "What did he do?" and "Why was he sad?" • Tell you what will happen next in a story that has been read before • Answer questions about the story that has just been read 	given topic
<i>Continues to develop writing skills</i>	<ul style="list-style-type: none"> • Use crayons on a large piece of paper and scribble, telling the caretaker that it is her • Take the caretaker's pen and scribble, saying that they are writing • Find a card with their name on it on a table with several others • Point to the rule sign about using "listening ears" when asked what we do at circle time • Hold smaller writing implements (skinny markers, normal-sized crayons, etc.) with their fingers rather than their entire fist to scribble with more control • Respond to simple questions for adult recording on paper • Respond to questions about drawing • Copy a horizontal line, vertical line and circle with a model • Imitate simple shapes and lines 	<ul style="list-style-type: none"> • Allow the child to see you writing with a purpose on a daily basis (for example, a message on the white board). • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about their drawing, and if they would like you to write what it says on their paper • Have plenty of different kinds of paper, crayons, paintbrushes, pencils, and other writing implements freely available • Post signs at the children's eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make signs for the classroom with the children's help. • Provide an easel and paints plus a variety of surfaces on which to paint and tools with which to paint • Display the child's writing and drawings in the classroom • Model the correct grasp of a pencil and help the child to use a correct grasp
III. Cognitive Development		
Mathematical Exploration and Learning		
Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Continue to develop math skills such as:</i> <ul style="list-style-type: none"> ◆ <i>Problem solving</i> 	<ul style="list-style-type: none"> • Hold up two fingers when asked how old they are • Ask a teacher to help them see if there is room in the 	<ul style="list-style-type: none"> • Set up the environment so that mathematical problem solving happens daily
56		

<ul style="list-style-type: none"> ◆ <i>Communication</i> ◆ <i>Reasoning</i> ◆ <i>Memory</i> 	<p>play dough center and count the children with the teacher, deciding that there is room for her</p> <ul style="list-style-type: none"> • Complain to mom that their sister has more cookies than they do • Tell a friend that they are bigger, so they should go first up the climber • Match and sort objects according to color, size, shape or use when playing or putting away toys • Take two crackers out of the snack basket when it is passed, after hearing the teacher say, "Take two crackers" • Name at least one color • Compare the color of their toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the silverware, matching the large spoons with the other large spoons • Fill a balance scale with beads, making one side go down, then the other • Sort 3 to 5 objects by color • Recognize and read numerals 0 to 5 • Identify the number of objects in a set up to 3 and verify by counting 1,2,3 • Match the correct numeral 0-3 to the number of objects • Sort objects by similar attributes in familiar routines (big, little) • Sort a set of objects into more; then into less • Put objects in order by size when asked • Identify routines carried out during day or night. • Match and sort shapes • Demonstrate understanding of 3 to 5 prepositions: up, down, in, out, under, on top 	<ul style="list-style-type: none"> • Note the color names of objects as you pick the objects up to put them away. "I will pick up all of the green ones; you pick up the red ones". • Give the child "matching chores" such as sorting socks and silverware • Use comparative words in play • Use number words when talking about objects • Use words such as more and less when talking about comparisons of quantity • Integrate mathematical concepts into clean-up time by asking the child to help you sort the toys, by counting the number of balls as they are thrown into the storage bin, etc. • Ask the child to help you set the table for snack time with enough napkins for everyone (Help the child count, then count with her as you set the table together.)
Scientific Exploration and Learning		
Guideline	For example the preschooler may:	The Supportive Practitioner/caregiver can:
<p><i>Develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> 	<ul style="list-style-type: none"> • Explore and use cognitive strategies to attempt to make objects move 	<ul style="list-style-type: none"> • Ask the child to make a plan, but let her explore and change her mind

<ul style="list-style-type: none"> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identification of body parts</i> 	<ul style="list-style-type: none"> • Use tools to explore properties water • Match simple properties (color, size, shape) • Respond verbally to differences in water/food temperature • Demonstrate verbal differences of humans and animal • Indicate own thirst or hunger and that of others • Show awareness of the functions of people/animals in their world • Know night and day and various expectations in routines • Show active interest in the environment • Identify familiar functions of their environment • Want to pick up and bring home interesting things they find on a walk • Use tools for investigation • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom • Try to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand • Get a stool and try to reach something put up on a high shelf 	<ul style="list-style-type: none"> • Get down on the child's level and extend their thinking by asking open ended questions to get them to talk about what they are doing and why • Model a sense of exploration and wonder • Provide a variety of open ended materials • Encourage exploration of the environment • Talk about what they are seeing, hearing, and touching • Encourage use of items in a new way • Respect the child's creative use of materials • Encourage the exploration of new or different natural items (like a collection of leaves, river rocks, pinecones, gourds, etc.) • Provide tools for investigating items in more detail (such as a variety of magnifying glasses, tweezers, and mirrors) • Go on nature walks where the child is encouraged to collect natural items, or notice interesting sounds, colors, or textures in the environment • Take advantage of the child's natural curiosity in the environment and reflect this wonder by joining the child in her investigations
<p>IV. Physical Development</p>		
<p>Combine Several Large Muscle Skills When Playing</p>		
<p>Guideline</p> <p><i>Develop large motor skills</i></p>	<p>For example the child may:</p> <ul style="list-style-type: none"> • Pedal and turn the handle bars on a low three wheeled riding toy, going with the traffic around and around a track • Climb on the rocking horse and push their feet to make it go • Run, jump up with both feet, walk down stairs without assistance, walk on tiptoe, walk backward and sideways, crawl under an object, and twirl • Walk sideways and forward on a wide balance beam • Perform the motions to the "Chicken Dance" with a 	<p>The Supportive Practitioner/caregiver can:</p> <ul style="list-style-type: none"> • Provide different kinds of riding toys, and a safe, supervised, place to ride them • Provide opportunities for dancing, marching and moving around the room to music, as well as running and climbing outside • Use rhythm instruments, thigh slapping, and clapping to encourage children to keep a beat • Provide opportunities for the child to work with a set of high quality large blocks in the
<p>58</p>		

	<ul style="list-style-type: none"> circle of friends Run across the playground, starting and stopping easily Play rhythm sticks in time to music with a simple beat Throw a ball overhand (with forearm extension) in the forward direction Attempt to catch a large ball, but often miss Climb stairs with alternating feet, without assistance Kick a stationary ball in a forward motion Follow simple movements to music Build more complex large block structures 	<ul style="list-style-type: none"> classroom Provide large balls for the child to work on throwing, catching, and kicking skills
<i>Develop fine motor skills</i>	<ul style="list-style-type: none"> Use smaller manipulatives such as stringing smaller beads or working with pattern blocks Use one inch cubes and small blocks to build String large beads on a shoelace with a knot at the bottom Wind the jumping mouse with a pincer grasp on the small key Arrange small counting objects in a line on the table Use tweezers to pick up cotton balls and put them in a container Put a hand inside a puppet and make it talk by moving her hand inside Make more refined marks on paper Pour liquids from a larger container into a smaller container with fewer spills 	<ul style="list-style-type: none"> Give the child regular access to finger paint, collage materials, play dough and tools, markers, crayons, pencils, paint, chalk, safety scissors, and paper Provide access to manipulatives (beads, small blocks, counting objects, etc.) and allow children to experiment with them. Continue to use finger plays and encourage the child to join you in making the motions
<i>Develop skills that lead to good health practices</i>	<ul style="list-style-type: none"> Feed themselves using a fork or spoon, and hold a cup with one hand to drink Help with simple chores such as setting the table with a napkin and plate for each person Want to help bathing herself, but still needs assistance Dress themselves with some assistance Wash and dry their own hands 	<ul style="list-style-type: none"> Allow the child to do anything for themselves that they are able to do Get them started with a difficult task, and let them finish it themselves
V. Creative Expression		
Creativity and creative expression		
Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop creative thinking:</i> <ul style="list-style-type: none"> Explores the Arts Appreciates Music 	<ul style="list-style-type: none"> Predict what will happen next in a story book. Listen, repeat, and experiment with words. Begin to make representational drawings. 	<ul style="list-style-type: none"> Help to promote problem solving by asking the children to predict what will happen next in a story.

<ul style="list-style-type: none">◆ <i>Participates in Creative Movement</i>◆ <i>Begins to participate in Dramatic Explore art materials</i>	<ul style="list-style-type: none">• Use writing tools to create and experiment with.• Match shapes, colors, patterns and objects together.• Draw faces with more detail.• Enjoy swirling and squishing the finger paint as they move it around on the paper• Tear paper to make a collage• Start to use tools with the play dough such as a rolling pin or a cookie cutter• Paint at the easel, not wanting to stop until the paper is filled with color, with every white spot covered• Enjoy participating in singing and movement activities	<ul style="list-style-type: none">• Provide materials that promote and foster creative thinking skills such as puzzles, sorting, counting, classifying, construction, building blocks, and spatial awareness games.• Take children to child friendly libraries, community performances, and introduce them to the arts community.• Invite local artists to visit and share their expertise with the children.
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Three Years

I. Social & Emotional Development

Developing a Sense of Self and Others

Guideline	For example the preschooler may:	The Supportive Practitioner/caregiver can:
<i>Identifies and expresses feelings</i>	<ul style="list-style-type: none"> • Tell their caregiver what they like and don't like • Begin to solve conflicts using their words rather than hitting • Tell their caregiver how they feel after they have been noticed looking sad because of someone else's actions • Proudly show the finger play he learned in school to dad • Ask for help with putting paper on the easel • Express disappointment, but choose another center when their first choice is full • Express feelings, needs, or wants appropriately with adult guidance • Demonstrate awareness of the feelings of others 	<ul style="list-style-type: none"> • Encourage the child to use their words to express their needs, wants and feelings • Actively listen to the child, repeating and extending what they have said • Give the child choices whenever possible

<p><i>Continues to develop self-regulation</i></p>	<ul style="list-style-type: none"> • Ask a teacher for help when another child grabs a ball away from them • Proudly tell the teacher that they used the toilet all by themselves • Remind other children of the rules (For example, "We go down the slide only") • Sit at circle time listening to a story for 5-10 minutes before needing to get up and do something more active • Sometimes remember to raise their hand as they ask the teacher a question at circle time • Use classroom materials respectfully • Separate easily from parents/caregivers/significant adults • Move through routines and activities with some adult teacher direction • Demonstrate self help skills with some demonstration and direction • Play independently for longer periods of time • Join in play with other children, interacting and beginning to share and take turns • Begin dramatic play by acting out whole scenes (playing house, pretending to be animals, etc) • Jointly participate in goal setting and problem solving • Follow classroom rules with minimal teacher assistance • May continue to use a special object for comfort 	<ul style="list-style-type: none"> • Limit circle time to 10 minutes, unless the group has indicated they are interested and capable of attending for a longer period of time. • Remind children of the classroom rules, and be consistent in enforcing them • Remind children to use their words or get help from an adult if they can't resolve a conflict • Let children know that they are in charge of their hands, bodies and voices, and need to make good choices • Give a five minute warning and reminders to help with transitions • Model and remind children about how to treat books, toys, materials, and pets with respect
<p><i>Interacts with adults and other children</i></p>	<ul style="list-style-type: none"> • Have an easier time separating from their parents • Continue to push the large jeep after their caregiver has said, "Those stay still" but pause and move to another toy after hearing their name • Go willingly with a neighbor family to the park even though mom is not going • Demonstrate appropriate affection/interaction for teachers and friends • Say please, thank you, and excuse me where appropriate and with reminders • Seek input/help from others in problem solving • Respond to first name and say both first and last name • Play for longer periods of time with other children, instead of mostly beside them 	<ul style="list-style-type: none"> • Encourage parents to prepare the child for leave-taking • Have a consistent routine for arrival time • Have clear rules with picture clues that have been created with the children, frequently discussed and posted • Respect the child's need for attention, and their attempts to please, listening sincerely • Bring interesting objects to share with the child • Understand the child's caution, and give space and time to adjust

<p><i>Continues to develop pro-social behaviors</i></p>	<ul style="list-style-type: none"> • Look for a favorite friend to play with on the playground • Offer to share the markers with another child who comes to the art center • Show his play dough monster to the girl sitting next to them • Decide with other children to play something specific and then execute this play • Need adult help to resolve a conflict with a peer, and agree to take turns • Work with a friend to find the flannel board pieces to go with the story they have just heard • Begin to understand that their actions can cause feelings in other children • Begin to use some simple techniques for preventing or resolving their own conflicts • Share a toy car with a child who cries because he has none • Express regret and ask the child if he is ok when they have accidentally knocked another child down in a rush up the steps of the climber • Agree to let a friend help them feed the fish even though it is their job • Show concern when another child has fallen and is crying • Tell a friend that they want to be a daddy when they grow up and that only boys can be the daddies • Pretend to be a firefighter and spray the Pretend Play Center with a play hose, telling everyone to get out • Use the blocks as garages and houses that the cars and trucks drive to • Have strong negative feelings about any change in the routine • Try to follow the rules of a simple board game • Participate in creating rules for the class • Help to clean up, saying, "we are a team" 	<ul style="list-style-type: none"> ▪ Intervene when it seems apparent that the children can not resolve a conflict themselves and offer suggestions if they can't think of ways to cooperate ▪ Model cooperative play, entering in and helping to choose roles in pretend play, for example ▪ Mediate and coach the child with appropriate words to use to resolve conflicts if he needs help • Draw attention to the face and emotions of the other child if he has hurt someone ▪ Use puppets, role play and stories to teach empathy and appropriate conflict resolution skills ▪ Model respect for the feelings of others • Provide ample time, a specific place, and props to encourage pretend play • Set up more complex pretend play situations for the children to participate in ▪ Help a hesitant child to enter into play with a small group of other children ▪ Talk about and model caring for the classroom materials and the playground ▪ Provide predictable routines and communicate any changes in advance • Point out and describe cause and effect in daily routines • Refer to the few class rules often, and have consistent consequences for not following them
<p><i>Continue to develop a sense of self confidence</i></p>	<ul style="list-style-type: none"> • Make independent choices from diverse interest centers or activities • Acknowledge own actions and accomplishments verbally • Re-engage in a task or activity after experiencing disappointment, frustration, or failure 	<ul style="list-style-type: none"> ▪ Give support and encouragement as they try new skills, praising the effort rather than the success • Give opportunities for exercising more independence in a supervised setting

	<ul style="list-style-type: none"> • Enthusiastically try new activities and delight when he learns something new • Wait patiently for a short time, knowing that they will get a turn • Laugh easily at any silly words or ideas • Follow the big boys around and try to enter into their conversations • Attempt to build a bridge out of the unit blocks after watching another child do it • Ask the caregiver to watch as they walk on a wide balance beam and jumps off • Choose to go to the block area rather than the art center • Use the box that a new car came in as a garage for it 	<ul style="list-style-type: none"> • Allow some risk taking as long as the child will be safe • Encourage the child to try new tasks, or to work with you do them together at first
<i>Continue to develop attending and skills</i>	<ul style="list-style-type: none"> • Attend to a task for longer periods of time • Move on to a new activity with occasional or minimal distress • Use verbal and non-verbal conversational skills with modeling and prompting • Demonstrate ability to delay gratification to complete a larger task with adult guidance 	<ul style="list-style-type: none"> • Provide time and ample opportunities for children to make choices and engage in play that interests them • Allot sufficient time for children to become truly engaged and invested in their work • Support children's engagement by commenting on their work, asking questions, and/or providing a new challenge to spur a deeper investigation • When possible, give the child an opportunity to save their work if it's time to clean up, and allow them to come back to their work at a later time or day if it is not complete or if they would like to continue to work on it. • Expect the child to be able to wait for short amounts of time before a request is satisfied.
II. Language Development		
Communicating and Understanding		
Guideline	For example the preschooler may:	The Supportive Practitioner/caregiver can:
<i>Continue to develop skills in listening and speaking</i>	<ul style="list-style-type: none"> • Follow two-step directions, especially if they are part of a familiar routine or have been demonstrated 	<ul style="list-style-type: none"> • Give simple, clear, two step directions • Establish daily routines which include
64		

<p><i>Use more conventions of speech</i></p> <p><i>Have more meaningful conversations with peers and adults</i></p>	<ul style="list-style-type: none"> ▪ Get their coats and start putting it on when told it is time to get ready to go outside ▪ Provide a wet paper towel to a hurt friend after being asked by their caregiver ▪ Take a napkin from the pile and pass the pile to the next person at the table after being asked to ▪ Listen more attentively to a story than to a group discussion ▪ Listen more easily in a one on one conversation than in a group setting ▪ Remember events from the past, as well as where objects have been put ▪ Stop pushing anxiously to see them, when they hear that the caterpillars will be there tomorrow and for "many days" ▪ Use and understand more directional words such as around, backward and forward ▪ Understand and start to use some positional words such as behind, in front of, next to, under, and over ▪ Name or point to many body parts ▪ Tell their name when asked ▪ Match the picture cards in a simple game of concentration ▪ Recognize their name in print and the first letter of their name out of context ▪ Not pronounce all of their words correctly, but be easily understood most of the time ▪ Use longer sentences and more grown up words ▪ Use plurals, pronouns and possessive words such as "my" and "his" ▪ Use contractions such as "won't" and "can't" ▪ Use words that describe the size and function of objects ▪ Use words that tell about time such as after and before ▪ Tell a story with many details about a trip they went on ▪ Take their turn in a group discussion ▪ Talk with the boy they are building with about a new toy they have at home ▪ Offer their own information in a group story about a visit by the firefighters ▪ Produce complete sentences using an expanded vocabulary 	<ul style="list-style-type: none"> ▪ doing two things in a row, such as, "Hang up your coat and find your name card" ▪ Have many one on one conversations with the child, and limit group discussion to brief periods ▪ Talk about what happened in the past, and prepare the child for future events by talking about what will happen ▪ Frequently use words and play games that tell the position of an object or person ▪ Play games that name body parts, such as Simon Says ▪ Use the child's name in written form for many uses throughout the day ▪ Use correct speech and repeat a misspoken word or phrase by your preschooler correctly without drawing a lot of attention to it, unless he is in speech therapy and working on specific speech goals ▪ Have lengthy conversations with the child, listening to and repeating some of what the child has said ▪ Ask questions that call for answering with describing words, and provide some if necessary ▪ Enter into many conversations with the preschooler, ask them to join you in your conversations and play pretend together, both of you talking to the dolls ▪ Ask open ended questions such as "What did you do this morning" or "What will you do after school?" ▪ Write group stories after a field trip or a visit from interesting people ▪ visit from interesting people ▪ Model a sense of wonder by asking
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	<ul style="list-style-type: none"> • Initiate and maintain conversations • Change tone of voice and sentence structure depending on the listener • Use past tense verbs and the -ing ending • Ask and answer simple "wh" questions • Answer questions about hypothetical events (What do you do when you are tired) • Name 3 items from a common category • Answer questions about stories • Speak with increasing clarity, ease, and accuracy • Use language to re[re]at simple stories, songs, rhymes, or to relate experiences • Give simple 1 to 2 step directions 	<p>questions about interesting things</p> <ul style="list-style-type: none"> • Model good listening skills • Ask about real life experiences
Pre- Reading and Pre-writing		
Guideline	For example the preschooler may:	The Supportive Practitioner/caregiver can:
<p><i>Continues to develop skills that will lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ <i>Recognizes and reacts to sounds</i> ◆ <i>Increases vocabulary</i> ◆ <i>Increases comprehension</i> ◆ <i>Shows interest in book reading</i> ◆ <i>Recognize that symbols have corresponding meaning</i> 	<ul style="list-style-type: none"> • Start to recognize some environmental print • Identify some letters, especially those in their first name • Identify words that rhyme • Identify what is happening in a picture • Answer inferential questions about a story • Know the front of a book and how to turn the pages in correct order • Retell some elements of a story with the aid of pictures • Respond to questions about a story • Listen and respond to rhythm and rhyme • Follow with teacher assistance a simple pictorial direction • Sing simple songs that they have heard many times with a group or on their own • Say a simple rhyme that they have heard many times, with a group or alone • Begin to identify rhyming words when they hear them • Begin to supply the rhyming words in a familiar poem or song • Know that their name starts with an M sound, like mom • Draw attention to parts of words such as syllables by moving or clapping to the beat 	<ul style="list-style-type: none"> • Sing the same songs over and over, and introduce new songs for the child to learn • Say rhymes and finger plays frequently with the child • Point out the sound at the beginning of their first name and other words starting with the same sound • Play listening games that include animal or environmental sounds • Play with words, changing the beginning or ending to make a word sound silly • Point out the symbols that naturally occur in the environment, and symbols that designate some of their favorite places, foods or toys • Label the places where toys belong with simple picture signs • Point out the letters that are in their name when seeing them in the environment • Use the child's name in written form
66		

	<ul style="list-style-type: none"> ▪ Know that the McDonalds sign means that a McDonalds is near ▪ Find their favorite cereal by the picture or color on the box ▪ Use the stop sign in play with the car set or point out stop signs in the natural environment ▪ Put toys away in labeled bins or shelves ▪ Find their name card on the carpet square and sit there ▪ See a letter from their name on a sign and point it out to a familiar caregiver ▪ Ask what a card says after receiving it in the mail • Sing the alphabet song ▪ Ask for the same favorite book over and over again ▪ Recite a familiar nursery rhyme, poem or finger play with expression • Ask to re-read a favorite story, remembering the funny ending and telling it as you start to read ▪ Sing along with the Gingerbread Boy's song after hearing it several times • Retell a story they have heard a few times recently using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!" • Use words to describe the purpose and function of objects • Learn the names of objects new to them • Use words learned through books in their own conversation • Discover the meaning of new words from the context or the pictures ▪ Make up a story to go with the clothes they are wearing in the Pretend Play center 	<ul style="list-style-type: none"> many times during the day • Sing the alphabet song • Read with the child several times each day ▪ Ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different versions, including books with rhyming and repetition • Connect examples from the story to real life • Make books from real life sequences of events • Have a variety of age appropriate books for children to select • Point out reading conventions such as reading front to back, top to bottom, left to right, sweeping back for the next line, and that the print tells the story, not the pictures • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis
<p><i>Continues to develop writing skills</i></p>	<ul style="list-style-type: none"> ▪ Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil ▪ Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it is them • Paint some broad strokes across the paper with a few different colors, and tell the caregiver that it is a rainbow ▪ Begin to control scribbles, perhaps telling their caregiver 	<ul style="list-style-type: none"> • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about their drawing, and if they would like you to write what they say on their paper • Have plenty of paper, crayons, markers, paintbrushes and pencils available

	<p>what they say</p> <ul style="list-style-type: none"> • Show a friend their work on the wall, and "read" the teacher writing about it • Dictate a thank you note to go with their picture for the firefighters after their visit • Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and draw with increasing control • Begin to draw representations of people and objects • Experiment with writing tools and materials to communicate in pretend play • Draw simple pictures representing an experience • Dictate words or simple phrases to an adult recording on paper with adult prompting • Share drawings with others • Trace simple letters and shapes 	<ul style="list-style-type: none"> • Include signs in the room on the children's eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make these signs with the children's help • Use sign up sheets, and sign in sheets for attendance • Display the child's writing and drawings with their name attached • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Help the child to use a correct grasp when holding a pencil • Provide opportunities for the child to cut paper, which will enhance his fine motor control
<p>III. Cognitive Development</p>		
<p>Mathematical Exploration and Learning</p>		
<p>Guideline</p>	<p>For example the preschooler may:</p>	<p>The Supportive Practitioner/caregiver can:</p>
<p>Continue to develop math skills such as:</p> <ul style="list-style-type: none"> ◆ Problem solving ◆ Communication ◆ Reasoning ◆ Memory 	<ul style="list-style-type: none"> • Count out three crackers from the snack basket when it is passed to him • Tell on a friend who has come into the block center when it is already full • Tell the teacher that his cup is full of sand and theirs is empty • Build a tall tower and stand next to it to see if it is as tall as they are • Sort objects by color or shape • Name several colors • Compare the color of their toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the silverware, matching the large spoons with the other large spoons • Sort objects by similar attributes • Recognize and replicate simple patterns 	<ul style="list-style-type: none"> • Use size, shape and color words as they come up naturally rather than in structured lessons • Model using mathematical thinking to solve real problems, such as, "are there enough cookies for everyone to have another one?" • Use comparative words, and ask them to help you compare objects • Have specific, labeled places where materials belong to encourage sorting as the children clean up • Play with the color names of objects as you pick the objects up to put them away, such as, "I will pick up all of the green ones, you pick up the red ones". • Use numbers when talking about the
<p>68</p>		

	<ul style="list-style-type: none"> • Use concrete objects to combine and separate groups up to 5 • Count to 10 • Recognize and read numerals 0-5 • Estimate the number of objects in a set to 5 and verify by counting • Match the number of objects to the correct numerals 0-5 • Compare sets of objects and determine which set has more or less • Compare objects by size to determine smaller and larger • Correctly identify circles and triangles • Find examples of shapes in the environment • Play a shape matching game • Draw and name a circle for his head • Make symmetrical designs with shape blocks 	<p>quantity of objects</p> <ul style="list-style-type: none"> • Use words such as more, less and the same when talking about comparisons of quantity • Start to use words such as heavier, lighter, bigger, smaller, taller, shorter • Ask questions about comparisons during everyday activities • Provide measuring cups and spoons, and a balance scale for the child's experimentation • Measure the children a few times during the year • Provide small shape and pattern blocks • Use the names of shapes when cleaning up the blocks or other shape toys • Count with the child when pushing on the swing, taking cookies from the snack basket, or figuring out how many napkins needed for himself and a friend • Use the numeral when writing the snack menu to tell the children how many items they may take • Give the child matching chores such as sorting socks and silverware • Offer cooking activities regularly where the child helps you to measure and add ingredients
Scientific Exploration and Learning		
Guideline	For example the preschooler may:	The Supportive Practitioner/caregiver can:
<p><i>Develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> • <i>Cause and effect</i> • <i>Daily routines</i> • <i>Imitation of gestures and use of objects</i> • <i>Identification of parts of the body</i> 	<ul style="list-style-type: none"> • Explore how objects move • Explore the properties of objects when placed in water • Appropriately respond to caregiver's description of hot/cold items • Identify differences between humans and animals • Use 5 senses to explore the natural world • Demonstrate the need for food /water/air 	<ul style="list-style-type: none"> • Provide many opportunities for exploration and experimentation with the natural world and other science materials • Encourage the child to experiment and investigate to find out answers to questions (and provide the materials
69		

	<ul style="list-style-type: none"> • Be interested in animals and their offspring (for example, geese and goslings, cows and calves, etc.) • Explore and identify a variety of animals and plants • Identify different types of weather • Identify animals and their homes • Be a careful observer, asking questions about everything he sees • Enthusiastically check their seed cup to see if there have been any changes overnight since the first seed started to sprout • Put colored modeling clay in water and find out that it starts melting color all over their hands and arms, then paint up their arms and try different colors • Watch the fish and tell which one they like the best • Want to pick up and bring home interesting things they find on a walk • Use tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays for investigation • Have an improved memory for details • Make and check predictions before and after an investigation 	<p>for them to do so), rather than giving answers immediately</p> <ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open-ended materials • Encourage supervised exploration of the environment, both inside and outside of the classroom • Ask the child to make and check predictions before and after an investigation • Talk about what they are seeing hearing, and touching • Encourage use of items in a new way • Respect the child's creative use of materials • Resist the urge to jump in and provide solutions to problems too quickly • Regularly take walks to explore the natural world and collect interesting objects for the classroom
	<ul style="list-style-type: none"> • Count how many boys are in the group they are playing with, but still get confused by the question of whether there are more children or boys in the group • Go to the table when the teacher says that everyone who has brown hair may go • Draw a picture of his dad with very long legs 	<ul style="list-style-type: none"> • Discuss physical differences and preferences of individuals, as well as similarities • Let children describe their families and compare them with others
IV. Physical Development		
Coordinate Movements		
Guideline	For example the preschooler may:	The Supportive Practitioner/caregiver can:
<i>Develop large motor skills</i>	<ul style="list-style-type: none"> • Catch a large ball that is thrown directly to them (but may turn head away) • Combine a sequence of several motor skills with control and balance • Balance on one foot for a few seconds • Follow simple routine movements to music, such as Hokey 	<ul style="list-style-type: none"> • Provide daily, extended outdoor play opportunities with appropriate supervision • Encourage large muscle play by providing riding toys, climbers, a balance beam, swings, balls, obstacle
70		

	<p>Pokey, Head, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> • Climb the stairs on the climber with alternating feet, without holding on • Push their feet and bend their knees to make the see saw work • Walk forward on a wide balance beam • Hop across to the other side when playing Red Rover • Make the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast • Go over, under, around and through on a obstacle course • Begin to "pump" on the swings after someone has gotten them started • Stand and hop on their preferred foot at least 3 times • Begin to play games involving physical activity such as "Duck, Duck, Goose" • Participate in multi-cultural activities that enhance physical development (dance, games, activities etc.) • Begin to gallop (combining a walk with a leap, with the same foot leading each time) • Begin to rotate body when throwing an object • Begin to flex their lower leg when kicking a ball 	<ul style="list-style-type: none"> • course, and hula hoops • Play movement games such as the Hokey Pokey
<p><i>Develop fine motor skills</i></p>	<ul style="list-style-type: none"> • Begin to grasp a writing implement using fingers or a tripod grasp, but revert to a whole fist grasp at times • Stack the Lincoln Logs to make a house after observing it being done • Fill and dump several cups in the sand table using a shovel, then a smaller spoon • Make a snowman out of play dough after watching an older child make balls and put them together • Performs fine motor tasks using eye-hand coordination: stacking, lacing, stringing beads, reproducing basic patterns, completing a 6 piece puzzle, building with small-sized legos, and using peg boards • Demonstrate more muscle strength, dexterity, and control when manipulating items: scissors, writing utensils, paint brushes, play dough, buttons/snaps 	<ul style="list-style-type: none"> • Provide time daily for small muscle play to develop the tripod grasp, and gain strength and control • Correct an awkward pencil grasp • Provide materials for small muscle play and practice such as: smaller blocks and beads, other manipulatives, play dough, paint brushes, markers, pencils and crayons, blunt scissors, and a variety of different kinds of paper • Provide puppets • Frequently do more complex finger plays • Provide small snack items to serve and eat • Encourage the child's use of tweezers by making them available for use (for example, putting out tweezers, cotton

<p><i>Develop skills that lead to good health practices</i></p>	<ul style="list-style-type: none"> • Sort socks, putting together the ones that match • Take care of their own toileting needs, but still need help sometimes with difficult clothing and/or wiping • Put on their own coat, hat and mittens, but need help with gloves and getting a zipper started • Brush their own teeth and hair, but may need the help of an adult to make sure he has been thorough • Dress himself • Wash and dry their own hands • Begin to recognize their own physical and family characteristics and those of others • Demonstrate personal hygiene skills (hand washing, independent toileting, with assistance for clothing) • Identify basic anatomy (eyes, nose, arms, legs) • Identify health foods versus junk foods • Identify some safety rules (fire safety, traffic/pedestrian safety, dangerous objects, etc) • Demonstrate basic disease prevention skills (cover mouth/nose, hand washing) • Recognize community helpers 	<p>balls, and containers for filling)</p> <ul style="list-style-type: none"> • Let the child do for themselves anything that they are able to do • Praise the child's effort rather than the results • Remind the child of the health and safety rules, giving reasons behind them if appropriate • Help the child learn good hand-washing procedures (for example, singing a short song while washing hands with soap)
<p>V. Creative Expression</p>		
<p>Creativity & creative expression</p>		
<p>Guideline</p>	<ul style="list-style-type: none"> • For example the preschooler may: 	<ul style="list-style-type: none"> • The Supportive Practitioner/caregiver can:
<p><i>Continues to develop creative thinking</i> ♦ <i>Visual arts</i></p>	<ul style="list-style-type: none"> • Cooperates with others in implementing a plan to solve interpersonal problems • Asks questions, mainly those that begin with "why" • Coordinates eye and hand movements to reach a motor challenge • Select progressively more challenging tasks • Demonstrate an increasing ability to delay gratification • Persist in difficult tasks or new situations • Combine play objects in a variety of ways 	<ul style="list-style-type: none"> • Provide materials that promote and foster creative thinking such as puzzles, sorting, counting, classifying, construction, building blocks, and spatial awareness games. • Encourage language skills by engaging children in rhyming songs and finger plays. • Provide movement and singing activities that encourage creative thinking opportunities. • Give children opportunities to

		experiment with all sorts of age appropriate materials: Clay, play dough, oil pastels, a variety of different types of paint (watercolors, tempura, Bio-color), an assortment of different types of paper, markers, pencils, etc.
<i>Music and movement</i>	<ul style="list-style-type: none"> ▪ Make a variety of sounds with their voices • Sing a variety of songs • Participate in musical games • Listen and move to music from a variety of cultures ▪ Experiment with a variety of instruments • Demonstrate understanding of basic elements of music such as loud and soft, fast, slow • Use music and songs as a way to practice language and math concepts • Move with music using a variety of props (hoops, scarves, ribbons, etc.) ▪ Respond to changes in tempo (for example, by moving faster when the music speeds up and slower when it slows down) • Enjoy silly songs 	<ul style="list-style-type: none"> ▪ Encourage children to engage in music activities. • Sing or hum familiar tunes on a daily basis. Ask children to add or change lyrics to the familiar tunes. • Ask children to dance to their favorite music. Provide different types of appropriate music for the children to listen to. • Take children to appropriate child friendly performances and exhibits. • Provide a variety of instruments for children to use • Lead children in a march around the classroom to music, clapping along with the beat, and changing speed with changes in tempo • Introduce children to chants during circle time, where the children need to keep the beat by clapping or thigh slapping • Provide a variety of props to use with music activities (ribbons, scarves, hoops, etc.) • Use music as a way to change the mood of the classroom (for example, by playing calming music when the energy gets too high)
<i>Participates in more complex scenarios in dramatic play</i>	<ul style="list-style-type: none"> ▪ Cooperate with a small group of friends in pretend play • Enjoy playing dress up ▪ Use realistic props in pretend play • Copy adult work 	<ul style="list-style-type: none"> • Provide a variety of props for children to use to act out roles and create imaginative play experiences. ▪ Act out familiar stories with the

	<ul style="list-style-type: none">▪ Enjoy water play• Pretend about familiar experiences• Cooperate with friends	<p>children.</p> <ul style="list-style-type: none">▪ Periodically change the dramatic play area to reflect children's interests or to engage them with different props (for example, turning the area into a grocery store by adding a cash register, pads of paper and pencils for grocery lists, and empty food containers)• Let the children act out the parts of their favorite songs. Provide simple props to make the experience more concrete• Provide large blocks of time for children to engage in detailed pretend play in small groups
<p style="text-align: right;">74</p>		

Glossary of Terms

Acknowledge – To acknowledge, look at or speak to and show positive recognition or interest with facial expressions or words

Appropriate – Suitable for a particular person, condition, occasion, or place expected for the child's age and ability.

Attention Deficit Disorder – A condition with some or all of the following characteristics: high activity level, short attention span, inability to sit still or wait, impulsiveness, and distractibility

Autonomy – The sense of being self-directed

Cognition – The aspect of development dealing with thinking, problem solving, intelligence and language

Comprehension – The act of understanding, and making meaning out of what has been heard or read

Concept – Thought, notion or idea

Consequences – The naturally occurring results of an action

Consistent – Behavior which is always the same

Context – The words surrounding a word or group of words that help meaning to the word, also the circumstances surrounding an act or event

Cooing – Production of vowel sounds, often in response to a human face or voice, usually beginning around the second month of life

Criteria – A standard on which a judgment may be based

Demonstrate – To show clearly, or to explain with many examples

Empathy – Caring or concern

Empty calorie foods – Foods with little or no nutritional value and high sugar content

Environment – The area in which the baby/child is, inside or outside

Expose – To bring to light, or to give an experience to a child

Expressive language – Language that is spoken, rather than merely heard and understood

Extend – To make a longer sentence, or add a thought to what the child has said

Frequently – Quite often

Indicate – To show

Intervene – To step in to a situation to help

Interact – To have meaningful contact with another person

Initiate – To start or begin

Intonation – The rise and fall in pitch of the voice in speech

Label – To attach a word to a picture, either verbally or in writing

Minimize – To make as small as possible

Model – To show or give an example; or a copy of an object

Non-verbal – Without words

Phonemic Awareness – A special kind of phonological awareness involving the smallest units of oral language, phonemes or sounds

Phonological Awareness – Knowing that oral language has a structure that is separate from its meaning

Phonetic – Having to do with the systematic association between letters and the sounds in spelling words

Positive reinforcement – The practice of giving some type of reward for behavior that is desired

Prompted – Asked a question or given a reminder

Prosocial behavior – Behavior intended to enhance the welfare of another person

“Rake” – The physical stage when babies cannot grasp objects, but reach for them, and with a raking grasp move the object closer to them

Reassurance – Comfort, usually with words that the child understands

Receptive language – Accurately understanding the meaning of words or phrases spoken to them

Re-direct – To turn the child's attention to something different from what they are attending to

Reinforce – To strengthen the response with some type of reward, physical, emotional or verbal

Repetitions – Doing the same activity over and over again

Repetitive Books – Books having the same words or phrases over and over again

Resources – The objects available for the child to use or play with

Rhymes – Words that sound alike at the end, such as cat and bat

Rhythms – A regular rise and fall in the sound of speech; or the repetitive beat of a song

Self-regulation – The ability to control one's own behavior

Separation Anxiety – The stress experienced by a child when separated from his parent or primary caregiver

Show a preference – Like one object, song or story more than others

Stimulating – To excite or arouse the senses

Swaddling – To wrap a baby snugly to give comfort and security

Text – The written words that are read in a book

Transitioning – Moving and changing activities

Vocabulary – The collection of words that a child understands and/ or can speak

Wariness – The act of being very cautious or untrusting of unfamiliar people or situations

Resource List

The resources listed below are only a sampling of programs, services, books and internet sites that you may find helpful and is not intended to be a complete list.

Programs and Services

Child & Adult Care Food Program - provides recipes, resources, and information on preparing nutritious meals and food safety. www.nal.usda.gov/childcare

Consumer Product Safety Commission - committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard or can injure children. Phone: (800) 638-2772, www.cpsc.gov

Friends of the Family - sponsors seminars and workshops that feature experts in various aspects of family or infant development; provides a toll-free help-line service for child care providers; and operates a lending library for early childhood practitioners and those working with young families. Phone: (410) 659-7701, www.friendsofthefamily.org

Kennedy-Krieger Institute - provides evaluation, rehabilitation, educational services and cutting edge research on behalf of children with brain related disabilities, also provides professional training by renowned experts dedicated to increasing the number of qualified specialists in the United States and abroad. Phone: 443-923-9200, Toll Free: 800-873-3377, www.kennedykrieger.org

Maryland Cooperative Extension Service (MCE) - a statewide, non-formal education system within the college of Agriculture and Natural Resources and the University of Maryland Eastern Shore. MCE educational programs and problem-solving assistance are available to citizens and are based on the research and experience of land grant universities such as the University of Maryland, College Park. Phone: (301) 405-6339, www.agnr.umd.edu/MCE

Maryland Infant and Toddlers Program - a system of early intervention and supports, offered by public and private agencies throughout the state to young children with developmental delays and their families. Phone: 1-800-535-0182 (MD Relay for persons with hearing impairments 1-800-735-2258), www.msde.state.md.us/programs/infantsandtoddlers

Maryland State Department of Health and Mental Hygiene – provides a wide range of information and services for the citizens of Maryland, including immunizations, communicable diseases, nutrition, environmental issues, and maternal and child health. Children's Health Resource Line 1-800-638-8864, www.dhmh.state.md.us

Project ACT - assists individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential. Provides one-on-one, individually tailored services to people throughout Maryland and Washington D.C., Phone: 410-828-7700, 1-800-492-2523, www.abilitiesnetwork.org

Zero to Three - a national organization whose goal is to provide families, providers and communities with support and to promote the healthy development of babies and toddlers. Provides information, resources, and publications for both parents and providers. Phone: (202) 638-1144, www.zerotothree.org

Books:

- Acredolo, L. & Goodwyn, S. *Baby Minds: Brain Building Games Your Baby Will Love*. New York: Bantam Books, 2000
- Dombro, A.L., Colker, L.J., Trister Dodge, D. *The Creative Curriculum® for Infants & Toddlers, Rev. Edition*. Teaching Strategies, Inc., 1999
- Herr, J. & Swim, T. *Creative Resources for Infants and Toddlers*. New York: Delmar-Thompson Learning, Inc., 2002
- Isbell, R. *The Complete Learning Spaces Book for Infants and Toddlers*. Gryphon House, 2003
- Schiller, P. *The Complete Resource Book for Toddlers and Twos*. Gryphon House, 2003
- Silberg, J. *125 Brain Games for Babies: Simple Games to Promote Early Brain Development*. MJF Books, 2001
- Silberg, J. & D'Argo, L. *125 Brain Games for Toddlers and Twos*. Gryphon House, 2000
- Trister Dodge, D. & Heroman, C. *Building Your Baby's Brain*. Teaching Strategies, Inc., 1999

Web-based Information and Links:

- www.collingsm.freemove.co.uk - **My Collection of Nursery Rhymes** - a collection of over 500 nursery rhymes.
- www.countdownMD.org - **Countdown to Kindergarten** - Provides information on the concept of school readiness, alerts parents to the existence of the kindergarten assessment and gives caregivers activity ideas build skills in the seven domains of learning.
- www.edpsych.com - **Early Childhood Educator** - news, information, and articles for parents and early childhood professionals.
- www.familyeducation.com - **Family Education Network** - a consumer network of learning and information resources, personalized to help parents, teachers, and students of all ages take control of their learning and make it part of their everyday lives.
- www.healthyweightforkids.org - **Way to Go, Weigh to Grow** - a guide to healthy weight in infants, toddlers and preschoolers information and activities.
- www.mdchildcare.org - **Maryland Committee for Children** - works with parents, child care providers, advocates, employers, and policymakers to expand and enhance the early childhood education and child care available to Maryland's children.
- www.naeyc.org - **National Association of the Education of Young Children** - an organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade.
- www.nccic.org - **National Child Care Information Center (NCCIC)** - a service of the Child Care Bureau, a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information.
- www.preschoolrainbow.org/preschool-rhymes - **Gayle's Preschool Rainbow - Activity Central** - a variety of poems, rhymes and activities for young children.

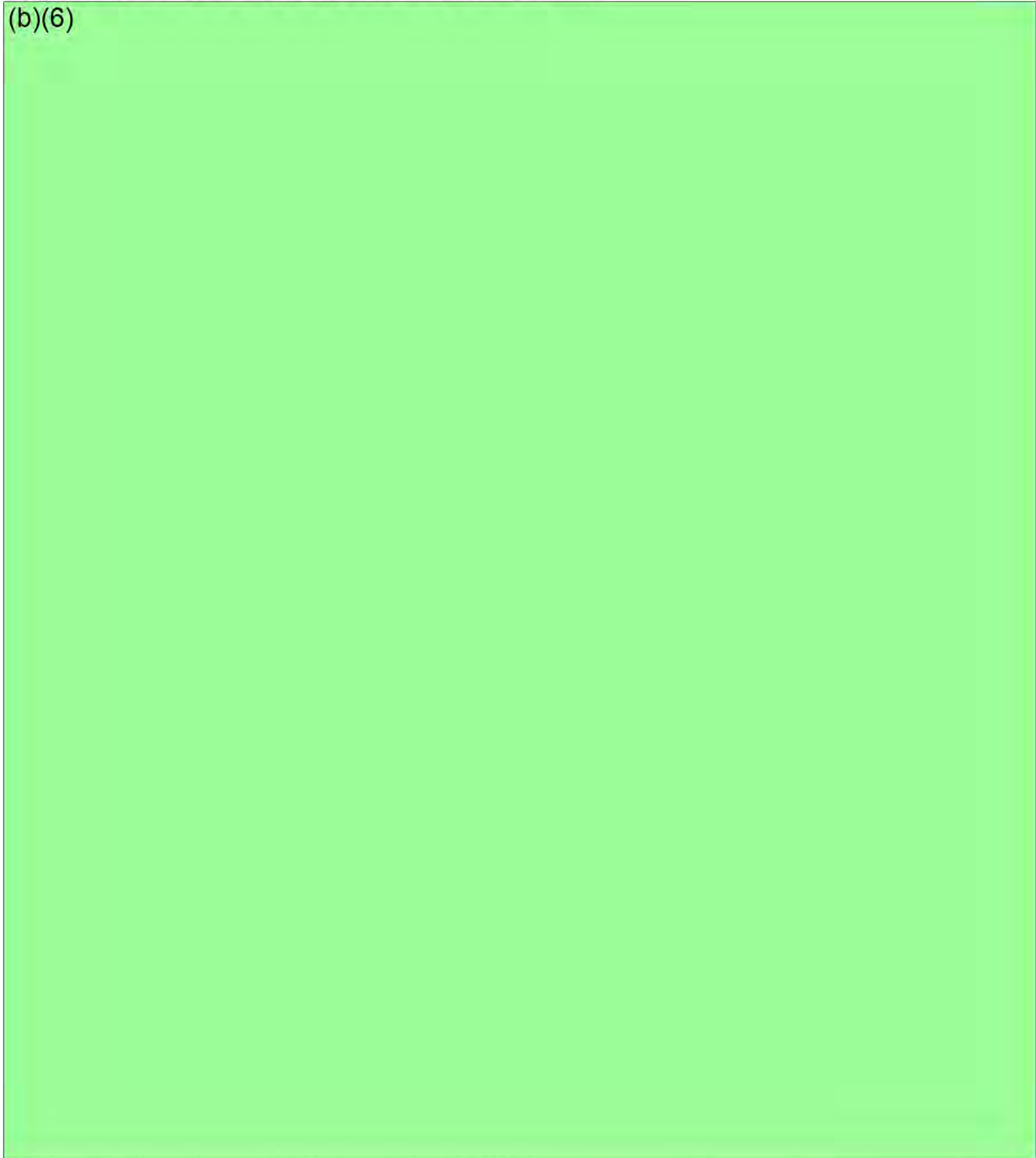
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Appendix B: Let's Move child Care Checklist

(b)(6)



Let's Move! Child Care Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

Let's Move! Child Care Checklist Quiz

Water				
Drinking water is available:	<input type="checkbox"/> Upon request	<input type="checkbox"/> Upon request or during designated water breaks	<input type="checkbox"/> Inside only, where it is visible and freely available	<input type="checkbox"/> Inside and outside, where it is visible and available for self-serve
Fruit Juice				
100% fruit juice is offered:	<input type="checkbox"/> In unlimited portions more than once a day	<input type="checkbox"/> 2 or more times per day, but limited to 4-6 oz. each occasion	<input type="checkbox"/> No more than 4-6 oz. per day provided at child care	<input type="checkbox"/> No more than 4-6 oz. per day and parents are encouraged to support this limit
Sugary drinks (Kool-Aid™, fruit drinks, sports drinks, sweet tea, soda) are offered:	<input type="checkbox"/> More than once a month	<input type="checkbox"/> Less than 1 time per month	<input type="checkbox"/> Rarely, 1-2 times per year	<input type="checkbox"/> Never
Milk				
Milk served to children ages 2 years and older is:	<input type="checkbox"/> Whole or regular	<input type="checkbox"/> Only 2% reduced fat	<input type="checkbox"/> Always 1-2% low-fat	<input type="checkbox"/> Always 1% or skim/ non-fat
Fruits and Vegetables Provisions				
Fruit (not juice) and/ or a vegetable (not including French fries, tater tots, hash browns, or dried beans) is offered to toddlers and preschoolers at every meal:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
Meats and Fats Provisions				
Fried or pre-fried potatoes (French fries, tater tots, hash browns) are offered to toddlers and preschoolers :	<input type="checkbox"/> 2 or more times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than 1 time a week	<input type="checkbox"/> Never
Fried or pre-fried (frozen and breaded) meats (chicken nuggets) or fish (fish sticks) are offered to toddlers and preschoolers:	<input type="checkbox"/> 2 or more times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than 1 time a week	<input type="checkbox"/> Never
Feeding Environment				
Preschooler meals are served family style (children are encouraged to serve themselves with limited help):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

Active Play Time Provisions				
Active play time (indoor and outdoor) is provided to all preschool children, including children with special needs:	<input type="checkbox"/> 45 minutes or less each day	<input type="checkbox"/> 46-90 minutes each day	<input type="checkbox"/> 91-120 minutes each day	<input type="checkbox"/> More than 120 minutes each day
Active play time (indoor and outdoor) is provided to all toddlers , including children with special needs:	<input type="checkbox"/> 15-30 minutes each day	<input type="checkbox"/> 31-45 minutes each day	<input type="checkbox"/> 46-60 minutes each day	<input type="checkbox"/> 60-90 minutes each day
Screen Time Provisions				
For preschool children, the amount of screen time allowed is:	<input type="checkbox"/> More than 2 hours per week of total screen time at child care	<input type="checkbox"/> 2 hours or less per week of total screen time at child care	<input type="checkbox"/> 1 hour or less per week for total screen time at child care	<input type="checkbox"/> 30 minutes per week or less for total screen time at child care
Screen Time Provisions				
Toddlers and infants are allowed to watch television/videos:	<input type="checkbox"/> 1 or more times each day	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> Never
Screen Time Education				
Parents of preschool children are offered screen time reduction and/or media literacy education (e.g., special programs, newsletters, or information sheets):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
Infant Feeding Environment				
A designated area for mothers to breastfeed their infants, other than a bathroom, is:	<input type="checkbox"/> Not available	<input type="checkbox"/> Only available upon request	<input type="checkbox"/> Always available, has appropriate seating, but lacks either privacy or an electrical outlet	<input type="checkbox"/> Always available, has appropriate seating, provides complete privacy, and has an electrical outlet

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(b)(6)

Let's Move! Child Care

Physical Activity Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

Recommendations for Physical Activity for Preschoolers:

1) Preschool children should receive be offered at least 120 minutes of active time each day

Active Play Time Provisions				
A. Active play time (indoor and outdoor) is provided to all preschool children, including children with special needs:	<input type="checkbox"/> 45 minutes or less each day	<input type="checkbox"/> 46-90 minutes each day	<input type="checkbox"/> 91-120 minutes each day	<input type="checkbox"/> More than 120 minutes each day
B. In preschool classrooms, structured (or teacher-led) activities are provided to all children, including children with special needs:	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day
C. Outdoor active play time is provided to all preschool children, including children with special needs:	<input type="checkbox"/> 1 time a day for 30 minutes or less	<input type="checkbox"/> 1 or more times a day for a total of 30-45 minutes	<input type="checkbox"/> 1 or more times a day for a total of 45-60 minutes or more	<input type="checkbox"/> 2 or more times each day for a total of 60 minutes or more
D. During a typical day, excluding naps and meals, preschool children are expected to remain seated:	<input type="checkbox"/> More than 30 minutes at a time, or 15-30 minutes on 3 or more occasions	<input type="checkbox"/> 15-30 minutes on 2 occasions	<input type="checkbox"/> 15-30 minutes but only 1 occasion	<input type="checkbox"/> No more than 15 minutes at a time
Environment				
A. Indoor gross motor play area for preschool children, including those with special needs, consists of:	<input type="checkbox"/> Space only suitable for quiet play	<input type="checkbox"/> Space for limited movement (jumping and rolling)	<input type="checkbox"/> Ample space for some active play (jumping, rolling, and skipping)	<input type="checkbox"/> Space for all activities, including running
B. Outdoor play areas for preschool children including those with special needs, consists of:	<input type="checkbox"/> 1-2 different play areas (e.g., sandbox, swing set) but no open space for running or track/path for wheeled toys	<input type="checkbox"/> 2-3 different play areas, but limited space for running and use of wheeled toys	<input type="checkbox"/> Multiple play areas, and either an open space for running or a track/path for wheeled toys	<input type="checkbox"/> Multiple play areas, open space for running, and a track/path for wheeled toys
C. Portable play equipment (e.g., wheel toys, balls, hoops, ribbons) for preschool children consists of:	<input type="checkbox"/> Limited variety and children must take turns	<input type="checkbox"/> Some variety but children must take turns	<input type="checkbox"/> Good variety both indoors and outdoors but children must take turns	<input type="checkbox"/> Lots of variety both indoors and outdoors for children to use at the same time

Provider Behaviors				
A. In preschool classrooms, active play time is:	<input type="checkbox"/> Often withheld for misbehavior	<input type="checkbox"/> Sometimes withheld for misbehavior	<input type="checkbox"/> Never withheld for misbehavior	<input type="checkbox"/> Never withheld for misbehavior and we have a written policy
B. During preschool children's active play time, providers:	<input type="checkbox"/> Supervise play only (mostly sit or stand)	<input type="checkbox"/> Sometimes encourage children to be active	<input type="checkbox"/> Sometimes encourage children to be active and join children in active play	<input type="checkbox"/> Often encourage children to be active and join children in active play
Education				
A. Training opportunities in physical activity for preschool children (not including playground safety) are offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Parents of preschool children are offered physical activity education (e.g., special programs, newsletters, information sheets):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
Policy				
A. At our child care facility, a policy on physical activity for preschool children addressing provider behaviors, education, and active play opportunities:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Is generally followed but is not written	<input type="checkbox"/> Is written, generally followed, and sometimes shared with parents	<input type="checkbox"/> Is written, available, followed, and always shared with parents

Recommendations for Physical Activity for Infant/Toddlers:

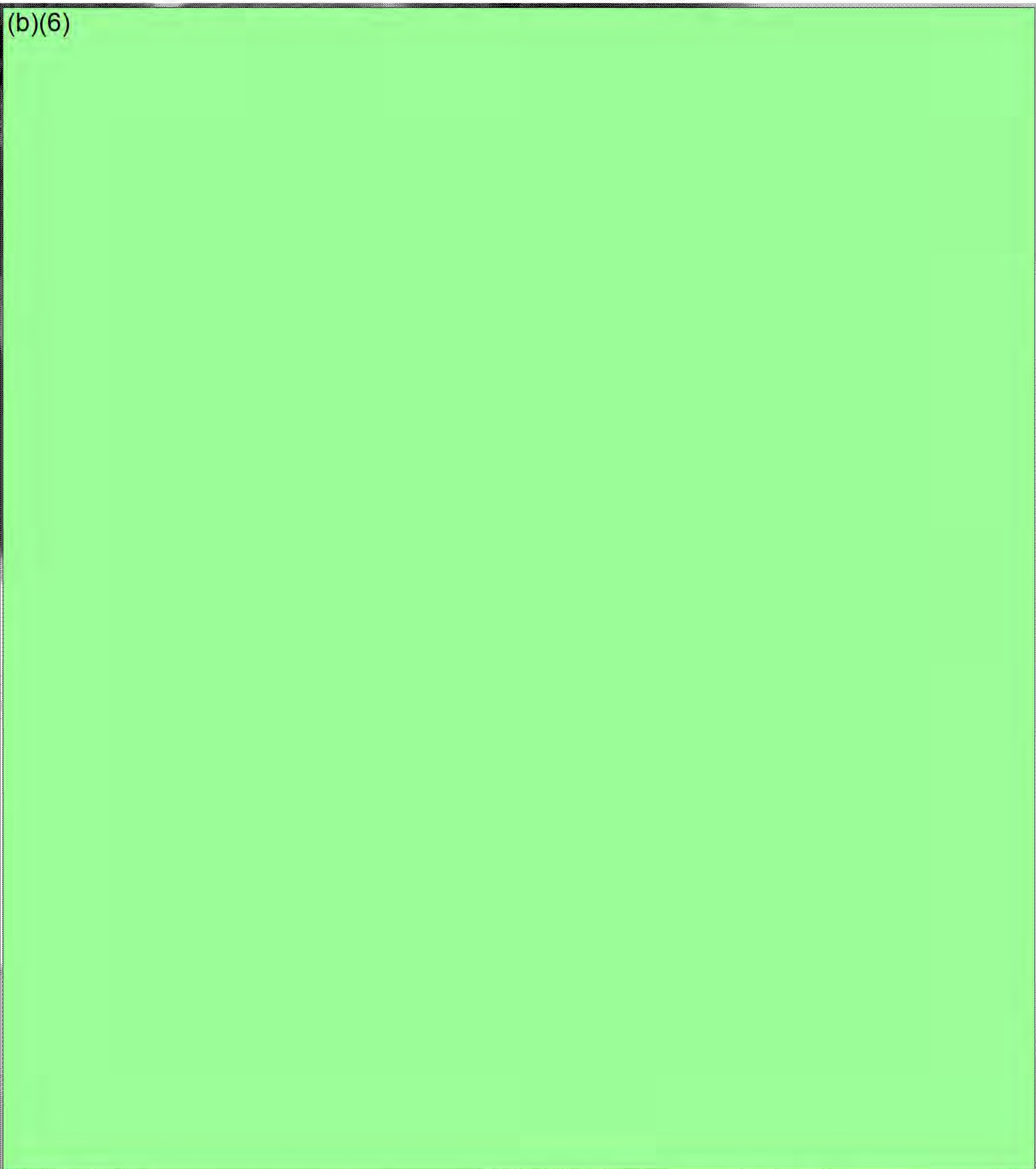
1) Toddlers should be offered at least 60 minutes of active time each day

Active Play Time Provisions				
A. Short supervised periods of tummy time are provided for all infants, including those with special needs:	<input type="checkbox"/> Less than once per day	<input type="checkbox"/> Once per day, everyday	<input type="checkbox"/> 2 times per day, most days	<input type="checkbox"/> Several times each day
B. Use of swings, infants seats (e.g., exersaucers, car seats, molded seats) is limited to 15 minutes (or less):	<input type="checkbox"/> More than 4 times per day per child, or used for more than 15 minutes at a time	<input type="checkbox"/> 3-4 times per day per child	<input type="checkbox"/> 2-3 times per day per child	<input type="checkbox"/> 1-2 times per day per child
C. Infants , including those with special needs, are taken outside:	<input type="checkbox"/> Less than 1 time per day	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 1-2 times per day	<input type="checkbox"/> 2-3 times per day
D. When outdoors, infants are provided opportunities for exploration (e.g., rolling, scooting, crawling, walking):	<input type="checkbox"/> Less than 1 time per week or never	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 or more times each day
E. Active play time (indoor and outdoor) is provided to all toddlers , including children with special needs:	<input type="checkbox"/> 15-30 minutes each day	<input type="checkbox"/> 31-45 minutes each day	<input type="checkbox"/> 46-60 minutes each day	<input type="checkbox"/> 60-90 minutes each day
F. Outdoor active play time is provided to all toddlers , including children with special needs:	<input type="checkbox"/> 1 time a day for 30 minutes or less	<input type="checkbox"/> 1 or more times a day for a total of 30-45 minutes	<input type="checkbox"/> 1 or more times a day for a total of 45-60 minutes or more	<input type="checkbox"/> 2 or more times each day for a total of 60 minutes or more
Environment				
A. For infants , including those with special needs, indoor and outdoor play spaces consist of:	<input type="checkbox"/> Space only suitable for quiet play	<input type="checkbox"/> Space is available, but allows for only limited types of activities	<input type="checkbox"/> Areas separate from preschoolers that provides space for exploration and skill building	<input type="checkbox"/> Areas separate from preschooler with space available for all types of activities
B. Play equipment for infants (small push toys, balls, ramps for crawling, outdoor pad or blanket) are age appropriate and consist of:	<input type="checkbox"/> Limited variety and children must take turns	<input type="checkbox"/> Some variety but children must take turns	<input type="checkbox"/> Good variety both indoors and outdoors but children must take turns	<input type="checkbox"/> Lots of variety both indoors and outdoors for children to use at the same time

<p>C. For toddlers, including those with special needs, indoor and outdoor play spaces consist of:</p>	<input type="checkbox"/> Space only suitable for quiet play	<input type="checkbox"/> Space is available, but allows for only limited types of activities	<input type="checkbox"/> Areas separate from preschoolers that provides space for exploration and skill building	<input type="checkbox"/> Areas separate from preschooler with space available for all types of activities
<p>D. For toddlers, portable play equipment (e.g., wheeled toys, balls, hoops, ribbons) are age-appropriate and consist of:</p>	<input type="checkbox"/> Limited variety and children must take turns	<input type="checkbox"/> Some variety but children must take turns	<input type="checkbox"/> Good variety both indoors and outdoors but children must take turns	<input type="checkbox"/> Lots of variety both indoors and outdoors for children to use at the same time
Provider Behaviors				
<p>A. Providers engage with infants to encourage development of gross motor skills (e.g., reaching, sitting, standing, crawling, walking):</p>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
<p>B. During toddlers' active play time, staff:</p>	<input type="checkbox"/> Supervise play only (mostly sit or stand)	<input type="checkbox"/> Sometimes encourage children to be active	<input type="checkbox"/> Sometimes encourage children to be active and join children in active play	<input type="checkbox"/> Often encourage children to be active and join children in active play
Education				
<p>A. Providers are provided training opportunities in physical activity for infants and toddlers (not including playground safety):</p>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
<p>B. Parents of infants and toddlers are offered physical activity education (e.g., special programs, newsletters, information sheets):</p>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
Policy				
<p>B. At our child care facility, a policy on physical activity for infant and toddlers addressing provider behaviors, education, and active play opportunities:</p>	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Is generally followed but is not written	<input type="checkbox"/> Is written, generally followed, and sometimes shared with parents	<input type="checkbox"/> Is written, available, followed, and always shared with parents

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Let's Move! Child Care

Screen Time Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

Recommendations for Screen Time for Preschoolers:

- 1) Screen time should be limited to 30 minutes a week for preschool children in child care
- 2) Screen time at home for preschool children should be limited to 1-2 hours of quality viewing

Screen Time Provisions				
A. In preschool classrooms, televisions are:	<input type="checkbox"/> Located in every classroom	<input type="checkbox"/> Located in most classrooms	<input type="checkbox"/> Located in some classrooms	<input type="checkbox"/> Stored outside of classrooms, except for occasional use
B. For preschool children, the amount of screen time allowed is:	<input type="checkbox"/> More than 2 hours per week of total screen time at child care.	<input type="checkbox"/> 2 hours or less per week of total screen time at child care.	<input type="checkbox"/> 1 hour or less per week for total screen time at child care.	<input type="checkbox"/> 30 minutes per week or less for total screen time at child care.
C. For preschool children, television/DVD viewing includes:	<input type="checkbox"/> All types of programming and videos; with limited coordination with the curriculum	<input type="checkbox"/> Educational and some commercial programming and videos, some of which are integrated with the curriculum	<input type="checkbox"/> Mostly educational, age-appropriate programming and videos, many of which are integrated with the curriculum	<input type="checkbox"/> Only commercial-free, age-appropriate, educational programming that is integrated with the curriculum
D. For preschool children, television/DVD viewing during meals or snack time occurs:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never
E. Television/video viewing is used as a reward in preschool children's classrooms:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never
F. Among preschool children, computers are:	<input type="checkbox"/> Available for use all of the time, and time allowed per child is unlimited	<input type="checkbox"/> Available several times during the day, and each child is allowed between 30 and 45 minutes per day	<input type="checkbox"/> Available only during a set time of day, and each child is allowed between 15 and 30 minutes per day	<input type="checkbox"/> Available only during a set time of day, and each child is limited to 15 minutes per day
Provider Behaviors				
A. During screen time activities with preschool children, providers supervise and watch with the children:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

Education				
A. Providers are offered training opportunities on screen time reduction and/or media literacy for preschool children:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Parents of preschool children are offered screen time reduction and/or media literacy education (e.g., special programs, newsletters, or information sheets):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
Policy				
A. At our child care facility, a written policy on screen time in preschool classrooms that includes provider behaviors, education, and screen time use:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Is generally followed but is not written	<input type="checkbox"/> Is written, generally followed, and sometimes shared with parents	<input type="checkbox"/> Is written, available, followed, and always shared with parents

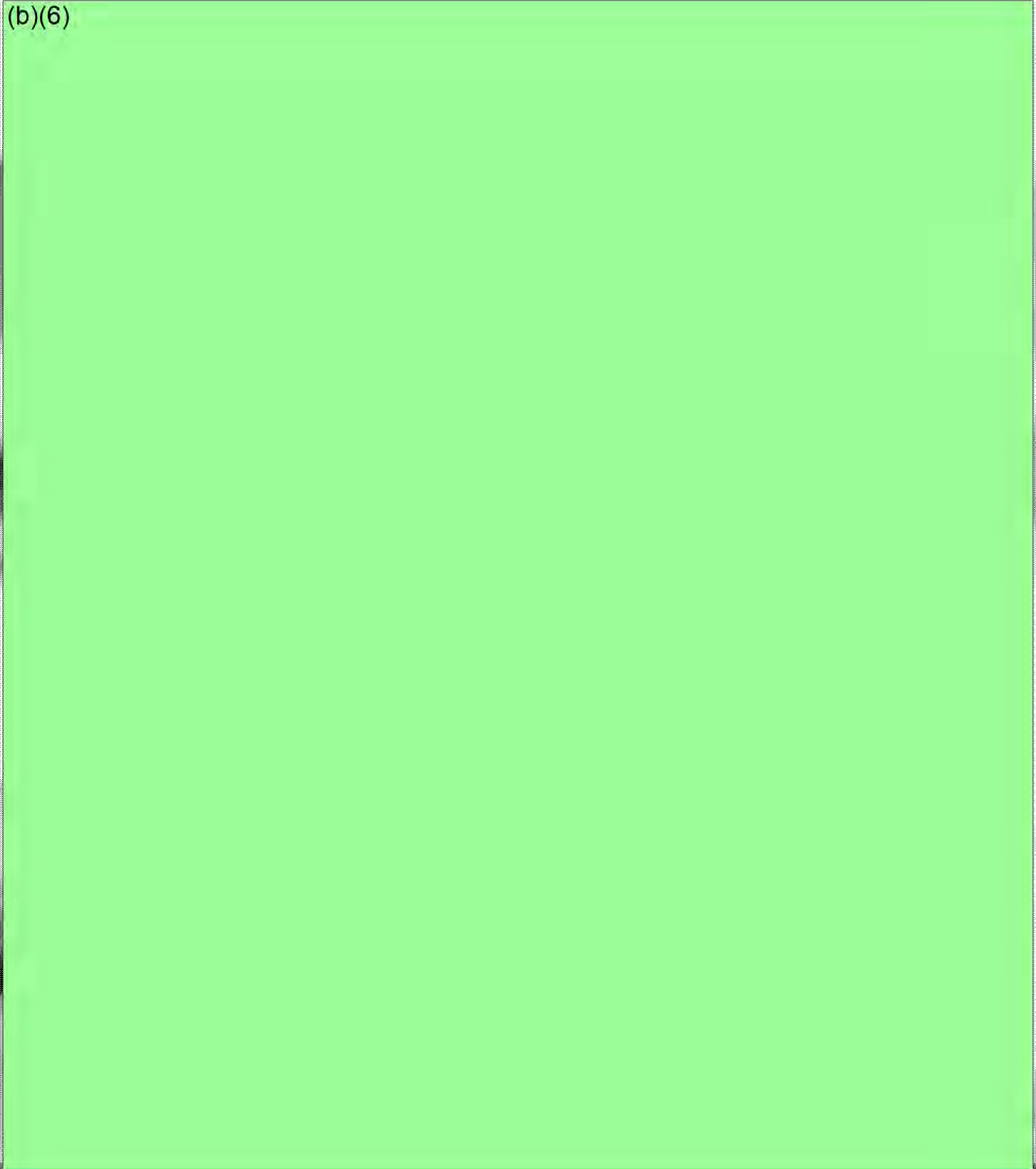
Recommendations for Screen Time for Infants and Toddlers:

1) No screen time for 0-2 year olds

Screen Time Provisions				
A. Toddlers and infants are allowed to watch television/videos:	<input type="checkbox"/> 1 or more times each day	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> Never
Education				
A. Training opportunities on screen time reduction and/or media literacy for infants and toddlers are offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Parents of infants and toddlers are offered screen time reduction and/or media literacy (e.g., special programs, newsletters, or information sheets):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
Media Policy				
A. At our child care facility, a written policy on screen time for infants and toddlers that includes provider behaviors, education, and screen time use:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Is generally followed but is not written	<input type="checkbox"/> Is written, generally followed, and sometimes shared with parents	<input type="checkbox"/> Is written, available, followed, and always shared with parents

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(b)(6)



Let's Move! Child Care

Food Served At Child Care Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

Recommendations for Food Served to Toddlers and Preschoolers at Child Care:

- 1) Serve a fruit (no juice) and/or a vegetable at every meal
- 2) Serve all meals family style
- 3) Never serve fried foods

Fruits and Vegetables Provisions				
A. Fruit (not juice) and/ or a vegetable (not including French fries, tater tots, hash browns, or dried beans) is offered to toddlers and preschoolers at every meal:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
B. Toddlers and preschoolers are offered fruit that is fresh, frozen or canned in juice (not syrup):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Toddlers and preschoolers are offered a variety of vegetables, such as dark green, orange, red, and deep yellow vegetables (not including potatoes, corn, and green beans) :	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 or more times per day
D. Cooked vegetables are prepared with added meat fat, margarine or butter:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never
Meats and Fats Provisions				
A. Fried or pre-fried potatoes (French fries, tater tots, hash browns) are offered to toddlers and preschoolers :	<input type="checkbox"/> 2 or more times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than 1 time a week	<input type="checkbox"/> Never
B. Fried or pre-fried (frozen and breaded) meats (chicken nuggets) or fish (fish sticks) are offered to toddlers and preschoolers:	<input type="checkbox"/> 2 or more times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than 1 time a week	<input type="checkbox"/> Never
C. Beans or lean meats (baked or broiled chicken, turkey, or fish) are offered toddlers and preschoolers:	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 or more times per day
Feeding Environment				
A. Preschooler meals are served family style (children are encouraged to serve themselves with limited help):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
B. For infants and toddlers, providers support self-feeding skills (infant/toddler encouraged to finger-feed self; fork and spoon introduced when ready) and transition to family style meals provided when appropriate:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

06.01.11

C. Visual exposure and prompts to eat healthy foods (e.g. books, posters, fruit bowls, gardens) for toddlers and preschoolers occur through: :	<input type="checkbox"/> Few to no exposures or prompts	<input type="checkbox"/> Some exposures and/or prompts, but limited variety	<input type="checkbox"/> A large variety of exposures and prompts	<input type="checkbox"/> A large variety of exposures and prompts, with new opportunities introduced regularly
Provider Behaviors				
A. Providers join children at the table for meals and talk informally about trying and enjoying healthy food:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
B. In front of the children, providers consume the same food and drinks as children, and avoid unhealthy foods (e.g., soda, sweets, and fast food):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Providers teach toddlers and preschool children about healthy foods and the pleasure of eating using both formal (e.g. circle time lessons) and informal (e.g. mealtime conversations) opportunities:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
Education				
A. Training opportunities on nutrition (other than food safety and food program guidelines) are offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Parents of toddlers and preschool children are offered nutrition education (workshops, activities, and/or take home materials):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 or more times per year
Policy				
A. At our child care facility, a written policy on nutrition and food service that includes foods offered, the food environment, provider behaviors, and education:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Is generally followed but is not written	<input type="checkbox"/> Is written, generally followed, and sometimes shared with parents	<input type="checkbox"/> Is written, available, followed, and always shared with parents

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(b)(6)

Let's Move! Child Care

Beverages Served at Child Care Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

Recommendations for Beverages served at Child Care for Toddlers and Preschoolers 1-5 years:

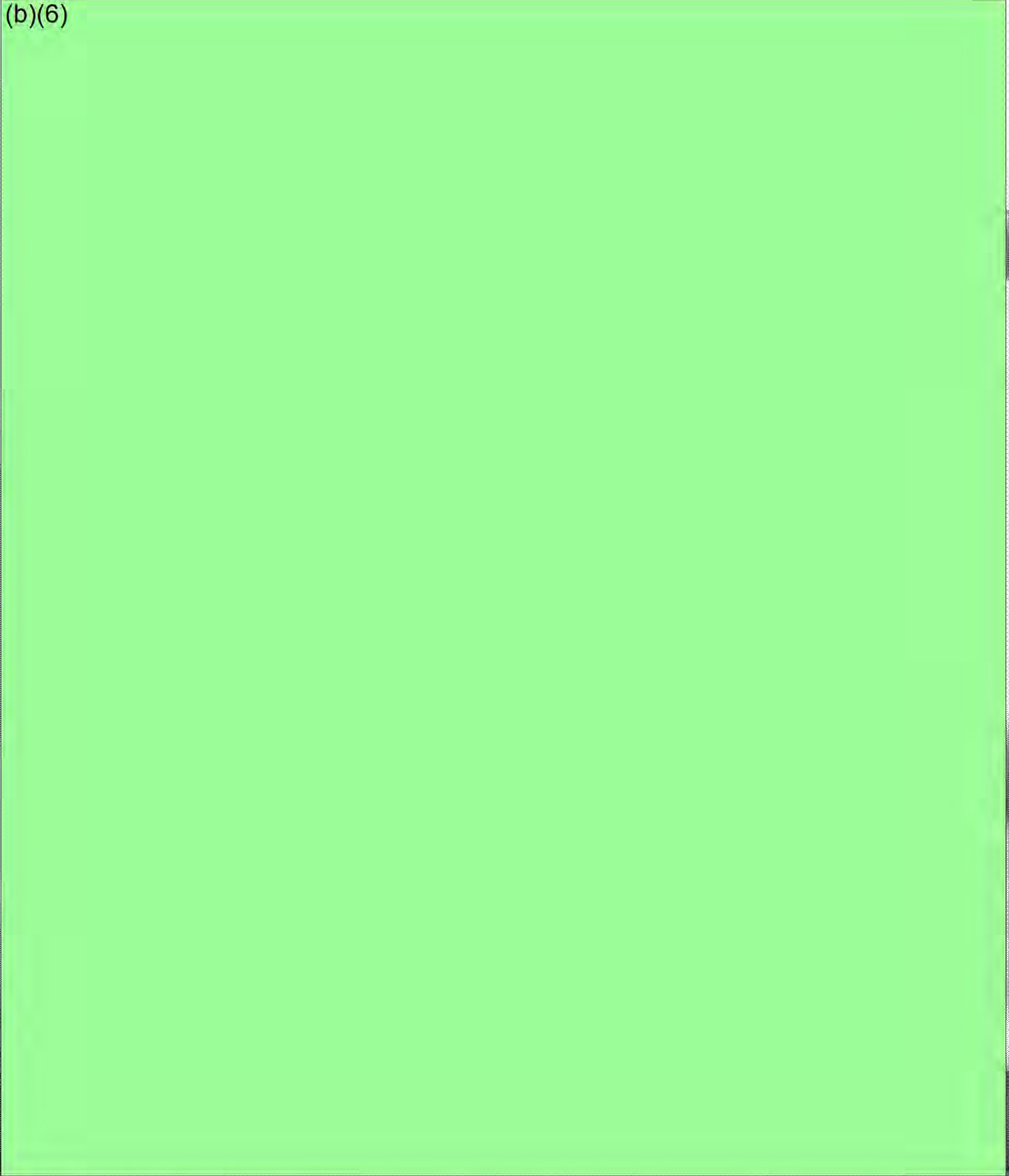
- 1) Water is freely accessible both indoors and outdoors
- 2) 100% juice is limited to 4-6 oz. daily
- 3) Sugar-sweetened beverages are never served
- 4) Milk served to children over the age of 2 is low-fat or nonfat milk

Water				
A. Drinking water is available:	<input type="checkbox"/> Upon request	<input type="checkbox"/> Upon request or during designated water breaks	<input type="checkbox"/> Inside only, where it is visible and freely available	<input type="checkbox"/> Inside and outside, where it is visible and available for self-serve
B. During indoor and outdoor play, providers prompt children to drink water:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Water is offered to children over the age of 1 year, but not as a substitute for milk when it is a required food component:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per day or more
Fruit Juice				
A. <u>100%</u> fruit juice is offered:	<input type="checkbox"/> In unlimited portions more than once a day	<input type="checkbox"/> 2 or more times per day, but limited to 4-6 oz. each occasion	<input type="checkbox"/> No more than 4-6 oz. per day provided at child care	<input type="checkbox"/> No more than 4-6 oz. per day and parents are encouraged to support this limit.
B. Sugary drinks (Kool-Aid™, fruit drinks, sports drinks, sweet tea, soda) are offered:	<input type="checkbox"/> More than once a month	<input type="checkbox"/> Less than 1 time per month	<input type="checkbox"/> Rarely, 1-2 times per year	<input type="checkbox"/> Never
Milk				
A. Milk served to children ages 2 years and older is:	<input type="checkbox"/> Whole or regular	<input type="checkbox"/> Only 2% reduced fat	<input type="checkbox"/> Always 1-2% low-fat	<input type="checkbox"/> Always 1% or skim/non-fat
B. Flavored milk is served to children:	<input type="checkbox"/> More than once a month	<input type="checkbox"/> Less than 1 time per month	<input type="checkbox"/> Rarely, 1-2 times per year	<input type="checkbox"/> Never
Provider Behaviors				
A. Beverages offered to toddlers over 1 year are offered in a bottle:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never

Education				
A. Training opportunities on juice and other beverage recommendations for toddlers and preschoolers are offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Parents of toddlers and preschoolers are offered education on juice and other beverages recommendations (e.g., special programs, newsletters, information sheets):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
Policy				
A. At our child care facility, a written policy on beverages for toddlers and preschoolers that includes staff behaviors, education, and beverage use:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Exists informally, but is not written or followed	<input type="checkbox"/> Is written, but not always followed	<input type="checkbox"/> Is written, available, followed, and shared with parents and staff

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(b)(6)



Let's Move! Child Care

Infant Feeding at Child Care Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

Recommendations for Breastfeeding at Child Care:

1) The child care facility supports breastfeeding

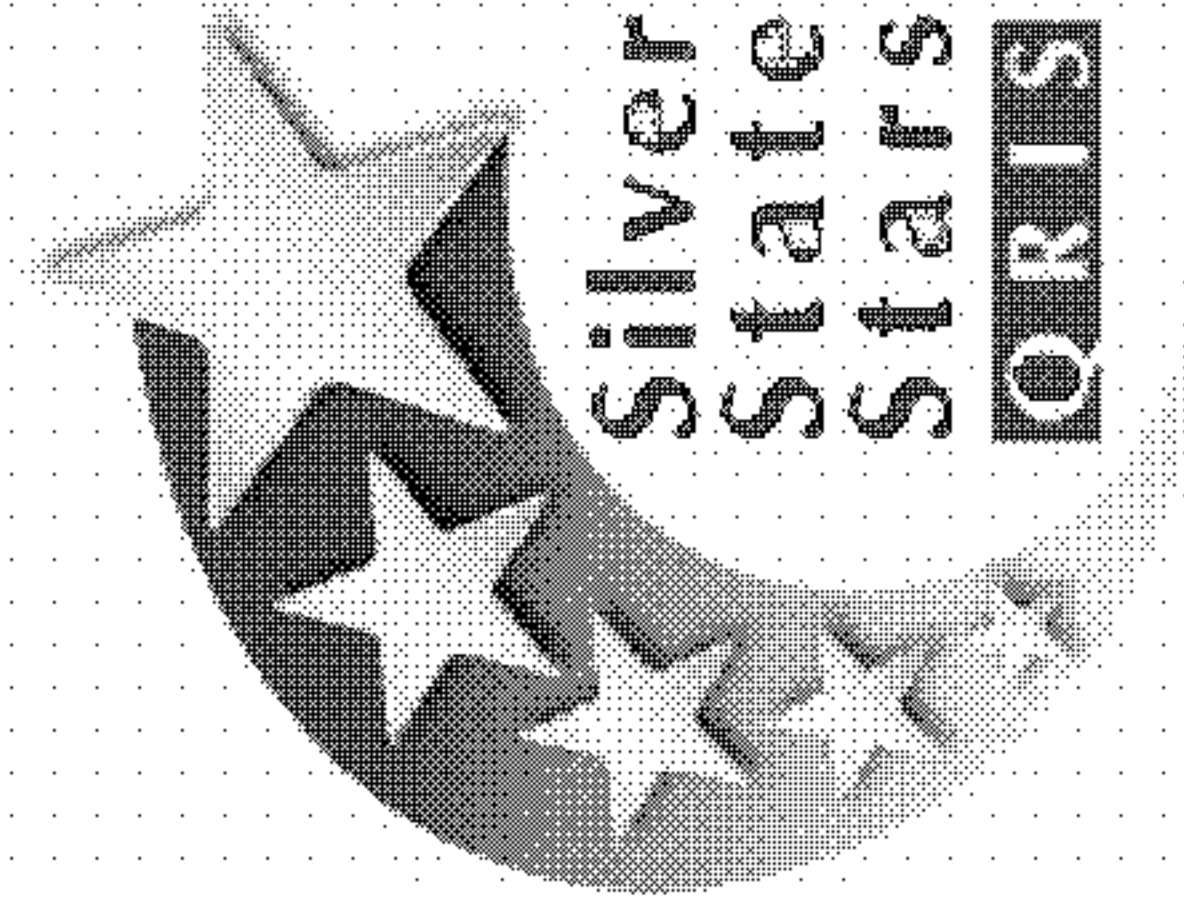
Breastfeeding Environment				
A. A designated area for mothers to breastfeed their infants, other than a bathroom, is:	<input type="checkbox"/> Not available	<input type="checkbox"/> Only available upon request	<input type="checkbox"/> Always available, has appropriate seating, but lacks either privacy or an electrical outlet	<input type="checkbox"/> Always available, has appropriate seating, provides complete privacy, and has an electrical outlet
B. Culturally appropriate breastfeeding support materials (e.g., pictures, posters brochures, pamphlets), not including those produced or supplied by commercial entities and/or manufacturers of infant formula, are:	<input type="checkbox"/> Not displayed	<input type="checkbox"/> Displayed, but are limited	<input type="checkbox"/> Displayed and include multiple types of materials	<input type="checkbox"/> Displayed in several areas of the facility and include pictures, posters, brochures, pamphlets, and other resources
C. For breastfeeding mothers needing to store expressed milk, the facility provides:	<input type="checkbox"/> No refrigerator or freezer space	<input type="checkbox"/> Limited refrigerator and freezer space, but it is not consistently available	<input type="checkbox"/> Sufficient refrigerator and freezer space that is available most of the time	<input type="checkbox"/> Sufficient refrigerator and freezer space that is always available
D. Learning and play materials for children which normalize breastfeeding (e.g., books that contain pictures of breastfeeding, baby dolls that are nursing), include:	<input type="checkbox"/> No toys and books portraying breastfeeding are available	<input type="checkbox"/> A few toys and books portraying breastfeeding	<input type="checkbox"/> Toys and books portraying breastfeeding in most classrooms	<input type="checkbox"/> Toys and books portraying breastfeeding in all classrooms
E. A feeding plan filled out by a parent/guardian and/or healthcare provider is:	<input type="checkbox"/> Posted	<input type="checkbox"/> Posted, but not updated regularly	<input type="checkbox"/> Posted and updated regularly	<input type="checkbox"/> Posted, updated regularly, and is used to provide a daily report to parents
F. As part of the feeding plan, support for breastfeeding is:	<input type="checkbox"/> Not explicitly included	<input type="checkbox"/> Sometimes included, but relies on the provider to add additional information to standard form	<input type="checkbox"/> Usually included, and part of the standard form to be filled in by parents	<input type="checkbox"/> Always included, and covers age-appropriate introduction of solid food, feeding in response to baby's cues, and inviting the mother to come to the facility to nurse

06.02.11

Education				
A. Training on age-appropriate infant feeding practices, including safe storage/handling of human milk, is offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Only as a part of new staff orientation	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 or more times per year
B. Training on promoting and supporting breastfeeding, including, exclusive breastfeeding, is offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Only as a part of new staff orientation	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 or more times per year
C. Breastfeeding families are instructed on how to properly label and store human milk for use in the child care facility:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Informally, but not in writing	<input type="checkbox"/> In writing	<input type="checkbox"/> In writing, and providers check to make sure all milk provided are properly labeled
Policy				
A. At our child care facility, a written and explicit policy for promoting and supporting breastfeeding families:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Is generally followed but is not written	<input type="checkbox"/> Is written, generally followed, and sometimes shared with parents	<input type="checkbox"/> Is written, available, followed, and always shared with parents
B. The facility's breastfeeding-friendly policy is communicated to expectant mothers, families with infants, and visitors:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes, if asked	<input type="checkbox"/> Usually	<input type="checkbox"/> Always

The Let's Move! Child Care Checklist Quiz is based on the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program. Quiz development was led by Dr. Dianne S. Ward, with the assistance of her research team, including Temitope Erinsho, Christina McWilliams, Amber Vaughn, Chris Ford, and Phil Hanson; and in consultation with the Centers for Disease Control and Prevention and expert reviewers, including (in alphabetical order) the Carolina Global Breast Feeding Institute, Marsha Dowda, Sybille Kranz, Sara Switzer, Stewart Trost, and Heather Wasser.

Appendix C: Quality Rating Improvement System



Silver State Stars Quality Rating Improvement System (QRIS)

Procedures –

1. Complete enrollment form
2. Administrators receive an ERS and CLASS orientation
3. Receive pre ITERS/ECERS and CLASS scores (average score for center is based on 50% of classrooms for each age group)
4. Develop a program improvement plan
5. Receive technical assistance
6. Develop a plan for program improvement grant spending
7. Receive post ITERS/ECERS and CLASS scores
8. Complete application + documentation = Star Rating






Please direct any questions, comments, and/or concerns to Patti Oya

Office of Early Care and Education

702-486-1432

poya@dwss.nv.gov

SILVER STATE STARS QRIS REQUIRED CRITERIA

				
<ul style="list-style-type: none"> ▪ Center has current child care license 	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 50% of all teaching staff members have written Nevada Registry professional development plans ▪ 25% of classrooms meet QRIS group sizes ▪ 25% of classrooms meet QRIS ratios 	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 60% of all teaching staff members have written Nevada Registry professional development plans ▪ 50% of classrooms meet QRIS group sizes ▪ 50% of classrooms meet QRIS ratios ▪ Center has a minimum average ERS score of 3.5, with no classroom score under 3.0 ▪ Program has an average CLASS score of 3.0 or higher ▪ Director has a minimum placement on the career ladder of 3.1 	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 70% of all teaching staff members have written Nevada Registry professional development plans ▪ 75% of classrooms meet QRIS group sizes ▪ 75% of classrooms meet QRIS ratios ▪ Center has a minimum average ERS score of 4.5, with no classroom score under 4.0 ▪ Program has an average CLASS score of 4.0 or higher ▪ Director has a minimum placement on the career ladder of 4.2 	<ul style="list-style-type: none"> ▪ Center has current child care license ▪ Center is currently registered with the Child Care Subsidy Program ▪ All administrators and 80% of all teaching staff members have written Nevada Registry professional development plans ▪ 100% of classrooms meet QRIS group sizes ▪ 100% of classrooms meet QRIS ratios ▪ Center has a minimum average ERS score of 5.0, with no classroom score under 4.5 ▪ Program has an average CLASS score of 5.0 or higher ▪ Director has a minimum placement on the career ladder of 5.2
	Centers must meet a minimum of four (4) Quality Indicators from	Centers must meet a minimum of eight (8) Quality Indicators from	Centers must meet a minimum of twelve (12) Quality Indicators from	NAEYC Accredited Centers <i>(Note: NAEYC accredited centers do</i>

Nevada's Promise: Race to the Top-Early Learning Challenge Application

	each of the four categories listed below.	each of the four categories listed below.	each of the four categories listed below.	<i>not have to provide additional documentation for the Quality Indicators listed below.)</i>
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QUALITY INDICATORS

There are four categories of quality indicators:

- 1. Policies & Procedures**
- 2. Administration & Staff Development**
- 3. Health & Safety**
- 4. Family & Community Partners**

ENVIRONMENTAL RATING SCALES (ERS)

Each center will be assessed using the following ERS tools:

- **Infant Toddler Environmental Rating Scales (ITERS)**
- **Early Childhood Environmental Rating Scales (ECERS)**

An ERS score for each center will be determined based on the scores from 50% of the classrooms for each age group.

Classroom Assessment Scoring System (CLASS)

Each center will be assessed using the CLASS. A CLASS score for each center will be determined based on the scores from 50% of the classrooms for each age group.

SILVER STATE STARS QRIS RATING

A center's star rating will be based on a combination of meeting the required criteria which includes the ERS and CLASS scores and the number of quality indicators met.

QUALITY INDICATORS

1. Policies & Procedures				
<input type="checkbox"/> Center is accredited by an approved accrediting body	<input type="checkbox"/> Center has a compensation plan that provides for annual pay increases (i.e. cost of living raises) <input type="checkbox"/> Center reimburses professional development expenses incurred by teaching staff <input type="checkbox"/> Classrooms have weekly or monthly curriculum planning calendars	<input type="checkbox"/> Center has a compensation plan that provides for increases based on merit, education, or performance <input type="checkbox"/> Center holds monthly staff meetings	<input type="checkbox"/> Medical insurance is available to staff members <input type="checkbox"/> Center has a documented procedure to receive staff feedback on program quality	<input type="checkbox"/> Benefits (other than medical insurance) are provided to staff members <input type="checkbox"/> Staff feedback on program quality is used to develop a written plan for program improvement <input type="checkbox"/> Preschool lesson plans align with Nevada Pre-k Standards
<input type="checkbox"/> Supervisor provides teaching staff with an annual written performance evaluation	<input type="checkbox"/> On-going child assessment includes at least one formal method such as checklists, screening tools, or assessment tools <input type="checkbox"/> Center has a written policy for procedures on reporting child abuse & neglect included in their parent handbook	<input type="checkbox"/> Classrooms have written lesson plans for teacher-directed activities <input type="checkbox"/> Center has a documentation system in place to support collaboration with specialist working with identified children <input type="checkbox"/> Center has a written health & fitness statement included in their parent handbook	<input type="checkbox"/> Classrooms have written lesson plans for teacher-directed activities that include adaptations for children with special needs <input type="checkbox"/> Center has a written statement on the inclusion of children with special needs <input type="checkbox"/> Center obtains (with parental consent) an IFSP/IEP for each child enrolled with a diagnosed disability	<input type="checkbox"/> Infant/Toddler activities are planned based on Nevada Early Learning Guidelines
<input type="checkbox"/> On-going child assessment includes at least one informal method such as observations, portfolios, or teachers' anecdotal records <input type="checkbox"/> Center collaborates with outside agency and family before administrative withdrawal of any child with medical/behavioral issues				

2. Administration & Staff Development									
<input type="checkbox"/>	Minimum placement on the career ladder is 2.1 for 75% of teaching staff	<input type="checkbox"/>	Minimum placement on the career ladder is 4.1 for 50% of teaching staff	<input type="checkbox"/>	Work environment for staff includes a place for adults to take a break from children, an adult-sized bathroom, and a secure place for staff to secure their belongings	<input type="checkbox"/>	Work environment for staff includes a place for adults that is an administrative area for planning, separate from children's areas	<input type="checkbox"/>	Director is a current member of a national early childhood professional organization
<input type="checkbox"/>	50% of teaching staff are current members of a national early childhood professional organization	<input type="checkbox"/>	Supervisor completes observations of teaching staff at least three times a year	<input type="checkbox"/>	Supervisor provides teaching staff with written feedback based on observations of teacher's performance	<input type="checkbox"/>	Director has a minimum of 21 credits in management or business related courses	<input type="checkbox"/>	Director participates on an early childhood committee
<input type="checkbox"/>	Director has completed an approved ERS training	<input type="checkbox"/>	Center has a documented action plan based on their ERS scores	<input type="checkbox"/>	Director has taken Program Administration Scale (PAS) training	<input type="checkbox"/>	Center has a documented improvement plan based on the PAS score	<input type="checkbox"/>	Center is a T.E.A.C.H. Early Childhood Nevada site
<input type="checkbox"/>	Center offers quarterly staff development activities	<input type="checkbox"/>	Center requires teachers receive a minimum of five additional hours of annual training above licensing requirements	<input type="checkbox"/>	All administrators have two clock hours on the topic "early childhood mental health" received in the past two years	<input type="checkbox"/>	All administrators have two clock hours on the topic "inclusion" received in the past two years	<input type="checkbox"/>	All administrators have two clock hours on the topic "cultural competencies" received in the past two years
<input type="checkbox"/>	50% of all teaching staff have two clock hours on the topic "early childhood mental health" received in the past two years	<input type="checkbox"/>	50% of all teaching staff have two clock hours on the topic "inclusion" received in the past two years	<input type="checkbox"/>	50% of all teaching staff have two clock hours on the topic "cultural competencies" received in the past two years	<input type="checkbox"/>	50% of all teaching staff have two clock hours on "early learning guidelines/Pre-K Standards" received in the past two years	<input type="checkbox"/>	All administrators have two clock hours on "early learning guidelines/Pre-K Standards" received in the past two years

3. Health & Safety				
<input type="checkbox"/> Health and Safety Assessment is completed by a child care health consultant <input type="checkbox"/> Center supports breastfeeding by offering a designated location <input type="checkbox"/> Center has individualized health plans for children with medical concerns <input type="checkbox"/> Children in need of developmental services are referred to the appropriate agency <input type="checkbox"/> Infant's teeth and gums are wiped with a disposable tissue after each feeding	<input type="checkbox"/> Child Record Review is completed by a child care health consultant <input type="checkbox"/> All classrooms have a cleaning and sanitation schedule posted <input type="checkbox"/> Center has an emergency preparedness kit <input type="checkbox"/> Children in need of mental health services are referred to the appropriate agency <input type="checkbox"/> Preschool children receive annual oral health education	<input type="checkbox"/> Playground Safety Assessment is completed by certified playground safety inspector <input type="checkbox"/> Staff plan and implement daily developmental appropriate physical activities for all children <input type="checkbox"/> All administrators have advanced training for emergency medical response to threatening incidents <input type="checkbox"/> Center has a behavior support team	<input type="checkbox"/> Menus are evaluated by a nutritionist <input type="checkbox"/> Center has a documented improvement plan based on a nutrition and physical activity self-assessment checklist <input type="checkbox"/> 50% of all teaching staff have advanced training for emergency medical response to threatening incident <input type="checkbox"/> Center has a documented improvement plan based on the Inventory of Practices for Promoting Social Emotional Competence	<input type="checkbox"/> Center is a Child and Adult Care Food Program (CACFP) sponsored site <input type="checkbox"/> Center provides care for sick children in a separate location, supervised by a nurse <input type="checkbox"/> The ASQ:SE is used to screen children's social-emotional development <input type="checkbox"/> Center is a Nevada TACSEI Project demo site

4. Family & Community Partners	
<input type="checkbox"/> Families are encouraged to tour center before enrolling child	<input type="checkbox"/> Parent teacher conferences are scheduled on a regular basis <input type="checkbox"/> Parent teacher conferences are scheduled on an as needed basis <input type="checkbox"/> A written procedure is in place to help families transition children to the next classroom, other programs, or school <input type="checkbox"/> Staff is available to attend IEP/IFSP meetings with family and service providers
<input type="checkbox"/> Center has a documented procedure to receive family feedback on program quality	<input type="checkbox"/> Center has a written plan for family involvement <input type="checkbox"/> Center offers quarterly family involvement activities <input type="checkbox"/> Center offers quarterly classes or training opportunities for parents
<input type="checkbox"/> Center offers an annual class or training opportunity provided by an outside agency for parents	<input type="checkbox"/> Center collaborates with a community agency <input type="checkbox"/> Materials from community agencies are available for families at the center <input type="checkbox"/> Breastfeeding materials and information are available for families at the center
<input type="checkbox"/> Center has an advisory or governing board which includes at least one parent	<input type="checkbox"/> Program distributes a quarterly newsletter to families <input type="checkbox"/> Center compiles and provides written program information for families in their home language <input type="checkbox"/> Center has a communication form families can use to communicate with teachers

INCENTIVES FOR PARTICIPATION

	1	2	3	4	5
	Based on licensing capacity	Based on licensing capacity	Based on licensing capacity	Based on licensing capacity	Based on licensing capacity
One-time Initial Grant (\$4,000 - \$8,500)	\$50	\$100	\$200	\$300	\$500
One-time Initial Application Bonus		\$100	\$250	\$500	\$1000
Advancement Bonus at Renewal			6%	9%	12%
Tiered Reimbursement					

Definitions

Accreditation Facilitation Project

The Office of Early Care and Education (OECE) have child development specialists across the state to assist child care centers and family home providers with the process of accreditation. Technical assistance includes support navigating the accreditation process, classroom or home observation, and staff training. The OECE covers all costs for all accreditation materials and fees, provides quality improvement grants, and a one-time accreditation bonus. Grant and bonus amounts are based on the number of children served. To learn more about accreditation, feel free to contact the Office of Early Care and Education staff member in your area.

The six approved accrediting agencies are:

- The National Association for the Education of Young Children (NAEYC)
- The National Association for Family Child Care (NAFCC)
- The National Early Childhood Program Accreditation (NECPA)
- The National Accreditation Commission (NAC)
- The Association of Christian Schools International (ACSI)
- The National After-School Association (NAA)

<http://dwss.nv.gov/>

Ages and Stages Questionnaires: Social Emotional (ASQ:SE)

An easy-to-use screening tool with an exclusive focus on children's social and emotional behavior - it's cost-effective, parent-completed, photocopiable, and culturally sensitive. Field-tested by professionals with thousands of families and enriched by their feedback, this research-validated screening system helps home visitors, educators, caregivers, and service providers assess children's social-emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months. With the results, professionals can quickly recognize young children at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment.

<http://www.brookespublishing.com/store/books/squires-asqe/>

American with Disabilities Act (ADA)

The ADA says people with disabilities are entitled to "the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations" that a public accommodation provides to its customers. In other words, every type of good or service a business provides to customers is covered by the ADA. All businesses that serve the public must provide equal opportunity for customers with disabilities.

The ADA requires that child care providers not discriminate against persons with disabilities on the basis of disability, that is, that they provide children and parents with disabilities with an equal opportunity to participate in the child care center's programs and services.

Specifically:

- Centers cannot exclude children with disabilities from their programs unless their presence would pose a *direct threat* to the health or safety of others or require a *fundamental alteration* of the program.
- Centers have to make *reasonable modifications* to their policies and practices to integrate children, parents, and guardians with disabilities into their programs unless doing so would constitute a *fundamental alteration*.
- Centers must provide appropriate auxiliary aids and services needed for *effective communication* with children or adults with disabilities, when doing so would not constitute an *undue burden*.
- Centers must generally make their facilities accessible to persons with disabilities. Existing facilities are subject to the *readily achievable* standard for barrier removal, while newly constructed facilities and any altered portions of existing facilities must be *fully accessible*.

<http://www.ada.gov/>

Assistant Teacher

An assistant teacher is an adult who works under the direct supervision of a teacher. An assistant teacher can work independently in a teacher's absence, but for the vast majority of the time, the assistant teacher works directly with the teacher in the same space and with the same group of children. This would also include student workers in a college or university child care setting.

<http://www.naeyc.org/academy/>

Classroom Assessment Scoring System (CLASS™)

The CLASS™ observation tool is a measure of the effectiveness of teacher-child interactions in the classroom. Teacher-child interactions fall into three domains: Emotional Support, Instructional Support, and Organizational Support. Research has demonstrated that students in classrooms with higher CLASS™ scores make greater academic and social gains than those in classrooms with lower CLASS™ scores. The tool is valid across age-levels.

<http://www.teachstone.org/about-the-class/>

Division of Early Childhood of the Council for Exceptional Children (DEC)

DEC is one of seventeen divisions of the [Council for Exceptional Children \(CEC\)](#) - the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. DEC is especially for individuals who work with or on behalf of children with special needs, birth through age eight, and their families.

The mission of DEC is to promote policies and advance evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities.

<http://www.dec-spced.org/>

Early Childhood Environmental Rating Scale (ECERS)

ECERS is one of four environmental rating scales. It is a tool designed to assess and improve quality of group programs for children of preschool through kindergarten age, 2½ through 5.

<http://www.fpg.unc.edu/~ecers/>

Early Language & Literacy Classroom Observation (ELLCO) Pre-K Tool

The ELLCO Toolkit provides a means to identify the practices and environmental supports that nourish children's early literacy and language development in early childhood and early elementary classrooms.
<http://www.brookespublishing.com>

Environmental Rating Scales (ERS)

There are four environmental rating scales, each designed for a different segment of the early childhood field. Each one of the scales has items to evaluate: *Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.*

The scales are suitable for use in evaluating inclusive and culturally diverse programs.

The scales have proven reliability and validity.

<http://www.fpg.unc.edu/~ecers/>

Inclusion

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports. (*DEC/NAEYC Position on Early Childhood Inclusion, April 2009*)

<http://www.naeyc.org/positionstatements>

Individualized Educational Plan (IEP)

An education plan for children ages three to 21 receiving Special Education services from school districts. An IEP is similar to an IFSP, but more focused on the child's goals rather than the family goals.

<http://idea.ed.gov/>

Individualized Family Service Plan (IFSP)

An interagency document developed for a child ages birth to three years with special needs and his/her family. The IFSP is a single coordinated plan developed by the team, which includes parents and all providers who work with the child/family. The plan includes strengths, needs, outcomes/goals and services to be provided.

<http://idea.ed.gov/>

Individuals with Disabilities Education Act (IDEA)

IDEA is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.
<http://idea.ed.gov/>

Infant Toddler Environmental Rating Scale (ITERS)

ITERS is one of four environmental rating scales. It is a tool designed to assess and improve quality of group programs for children from birth to 2½ years of age.

<http://www.fpg.unc.edu/~ecers/>

National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization.

Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 100,000 members, a national network of over 300 local, state, and regional Affiliates, and a growing global alliance of like-minded organizations.

Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children.
<http://www.naeyc.org/>

National Association for the Education of Young Children (NAEYC) Accreditation

NAEYC Accreditation means that a program meets NAEYC's 10 standards of excellence in early childhood education. Programs that meet these standards provide a safe and healthy environment for children, have teachers who are well-trained, have access to excellent teaching materials, and work with curriculum that is appropriately challenging and developmentally sound. These programs are continuously improving themselves to provide the best possible educational opportunities for children.
<http://www.naeyc.org/academy/>

Nevada Infant Toddler Guidelines

The Nevada Infant and Toddler Early Learning Guidelines (ELG) have been developed for early childhood professionals as well as parents. This document was developed so that the adults who are caring for infants and toddlers can have a set of appropriate developmental guidelines that they can refer to for information and resources. The guidelines can be used as a frame of reference for children but it is important to remember that each child develops differently so the age ranges should be used as a suggestions. The activities that are recommended can be provided by the caregiver or parent to help support the learning. Infants and toddlers grow and develop rapidly so it is important to mention that different milestones can be

occur at different times and stages in a child's development can change quickly. The use of these guidelines will support the use of best practice approaches in infant and toddler programs.

<http://www.nevadaregistry.org/office-of-early-care-and-education/pre-k-standards.html>

Nevada Pre-Kindergarten Content Standards

For the first time in Nevada's history, content standards have been developed to describe appropriate outcomes for children at the end of their preschool experience and entering kindergarten. The standards have been developed based on the research that supports the significance of the early years in future student achievement and can be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool. The standards are a published list of descriptions of what most children should know and be able to do before they enter kindergarten.

The standards are focused on the following six areas:

- 1) Creative Arts (*visual arts, creative thinking, music and movement and dramatic play*)
- 2) Language/Literacy
- 3) Math
- 4) Physical Development/Health
- 5) Science
- 6) Social Studies/Social Emotional

<http://www.nevadaregistry.org/office-of-early-care-and-education/pre-k-standards.html>

The Nevada Registry

The Nevada Registry is a statewide system of career development and recognition created to acknowledge the dedicated professionals who work with Nevada's children. The Nevada Registry aims to support careers in Early Care and Education by validating the professional achievements of those working in the field and is one of the statewide efforts geared toward reducing staff turnover, increasing wages, heightening professionalism and increasing advancement opportunities for ECE practitioners. Serving as a clearinghouse of information for the field of ECE, The Nevada Registry offers Career Ladder placement, an online calendar of training, community resources/information and a statewide job board.

<http://www.nevadaregistry.org/index.shtml>

The Nevada Registry Training Approval

On October 1, 2004, the State of Nevada Bureau of Services for Child Care designated The Nevada Registry the official site to approve all informal (non-credit bearing) child care training for the State of Nevada. As a result of this new designation, all requests for child care training hours must be reviewed and approved by the Registry regardless of which licensing jurisdiction would have previously been responsible.

The purpose of establishing a system of approval is to promote quality training opportunities statewide and to increase the level of consistency within the approval process across the state. Previously, all informal, non-college training was approved through one of five different licensing entities. With the establishment of this new system, all trainers and corresponding informal training events will be subject to the same approval criteria and will be processed through the same approval process within The Nevada Registry.

<http://www.nevadaregistry.org/index.shtml>

Other Adult

Other adults not considered part of the teaching staff, include:

- Cook, bus driver, janitorial, or administrative support staff member
 - Foster grandparent or volunteer reading buddy
 - Parent participating in a parent cooperative program
 - Individual who supports the ongoing work of the teacher and assistant teacher by assisting with routine tasks such as room setup, cleaning, meals, transitions, and supervision of napping children
 - Special subject teacher (such as music or art) or other ancillary professional
- <http://www.naeyc.org/academy/>

Program Administration Scale (PAS)

The PAS is a reliable and easy-to-administer tool for measuring the overall quality of administrative practices of early care and education programs.

The PAS assesses quality in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

<http://cecl.nl.edu/evaluation/pas.htm>

Substitute

A substitute is an adult who replaces a specific teacher or teacher assistant on a temporary basis. A substitute who replaces a specific teacher or assistant teacher for 20 or more consecutive business days must be considered a member of the teaching staff.

<http://www.naeyc.org/academy/>

Teacher

A teacher is the adult with primary responsibility for a group of children. The teacher must spend the vast majority of time with one group of children who attend at the same time, rather than divide his or her time between classrooms or float between groups.

<http://www.naeyc.org/academy/>

T.E.A.C.H. Early Childhood® Nevada

T.E.A.C.H. is an acronym for Teacher Education and Compensation Helps. The program is designed to address a lack of early childhood education, poor compensation, high turnover, and the need for increased professional recognition for child care providers in Nevada. T.E.A.C.H. provides scholarships to any Family Child Care Provider, Center Teacher, or Center Director working in a licensed facility.

This scholarship is a partnership, sharing the responsibility of Education, Compensation, and Commitment of increased professional development for Nevada's child care workforce. The scholarship provides 80% of tuition, 80% of Books, \$50 per semester for travel, and \$250-400 bonus in conjunction with a 2% wage increase. Recipients of the scholarship commit to working with the sponsoring center for an additional year, following completion of the scholarship. Scholarship covers three semesters and is renewable each year.

<http://nevaeyc.org/teach/index.asp>

Teaching Staff

Teaching staff includes all adults working at a program who are assigned the role of teacher or assistant teacher.

<http://www.naeyc.org/academy/>

Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children

TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.

<http://www.challengingbehavior.org/index.htm>

Technical Assistance Center on Social Emotional Intervention (TACSEI) and Nevada

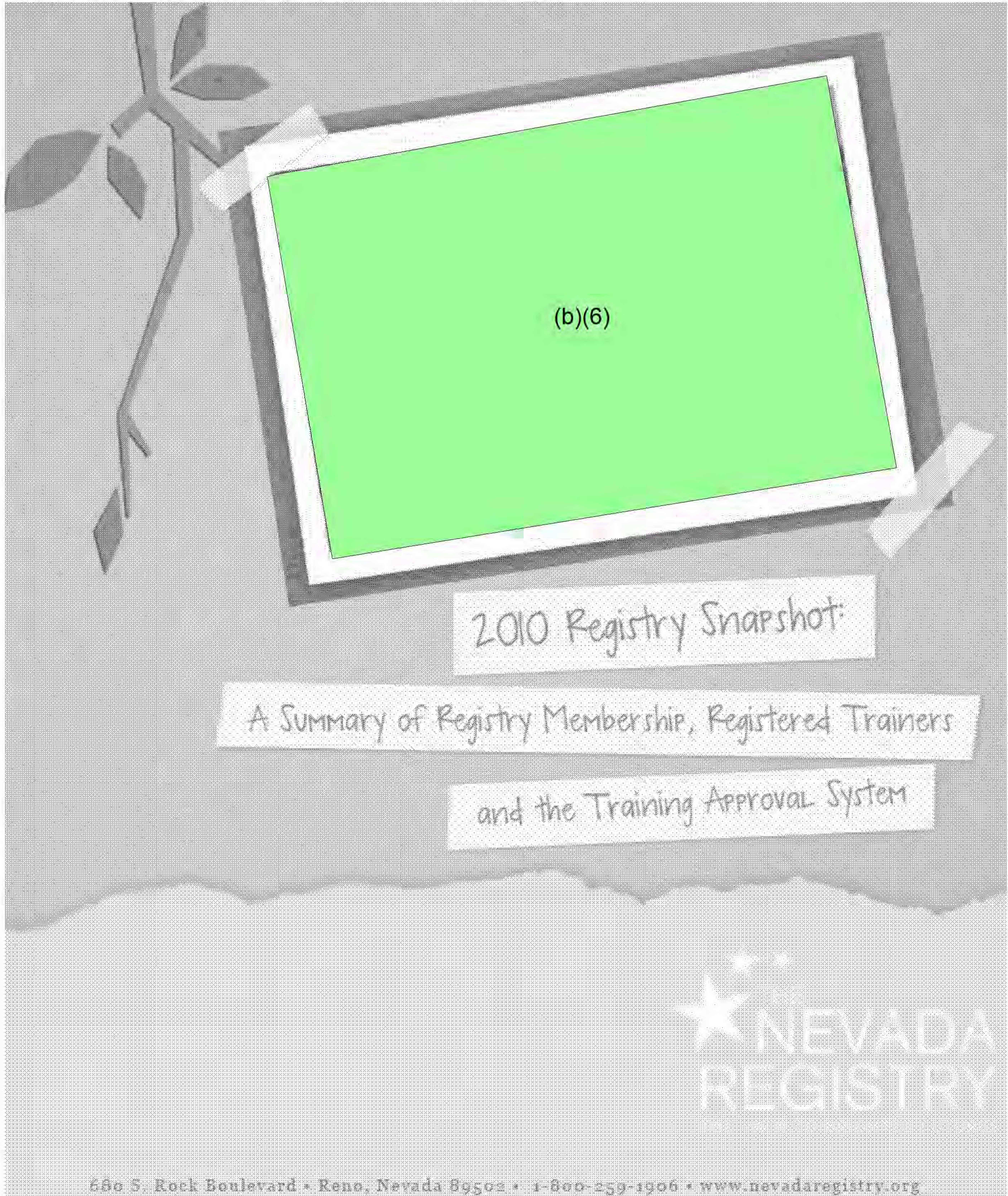
The goal of the TACSEI/Nevada Partnership is to plan, implement and sustain a professional development system to enhance the knowledge and skills of the early childhood work force in meeting the social emotional needs of young children, particularly those with or at risk for delays or disabilities in inclusive and natural environments.

To meet this goal, the specific objective of the TACSEI/Nevada Partnership is to build state capacity to foster professional development of the early care and education workforce that:

1. enhances knowledge and skills
2. supports the implementation and sustainability of evidence-based practices
3. increases the size of the workforce skilled in supporting the social-emotional development of young children (birth–5 years) in inclusive, natural environments

<http://www.challengingbehavior.org/communities/states/nevada.html>

Appendix D: Nevada Registry 2010 Annual Report



Welcome!

Thank you for your interest in The Nevada Registry's first annual program brief, "2010 Registry Snapshot: A Summary of Registry Membership, Registered Trainers and the Training Approval System". This is the first in a series of annual reports aimed at providing a picture of Registry membership at various points in time, and will help us track similarities and differences in member demographics at the beginning, during, and beyond, full implementation of mandatory participation. Each annual report will highlight the composition and characteristics of Nevada's Early Care and Education (ECE) workforce and will allow for comparison of how the membership population changes or stays the same as more of the workforce becomes active in the program. The information provided in this annual brief will also be used to help guide the development of future Registry programs and services.

History of The Nevada Registry

In April 2002, a voluntary* Career Ladder and a set of Core Knowledge Areas were formally adopted by the Nevada State Child Care Advisory Committee. Adoption of these systems was based on recommendations received from the Quality, Training and Licensing Sub-Committee and hundreds of ECE professionals from across the state. Development of the infrastructure necessary to implement the Career Ladder began at that time. The infrastructure was officially named and became what we now refer to as The Nevada Registry. The Nevada Registry officially launched in January 2004.

*In April of 2009, participation with the Registry was adopted into State Child Care Licensing regulations. All caregivers working in licensed child care settings are now required to apply to The Nevada Registry by December 31, 2012.

What is The Nevada Registry?

The Nevada Registry is a system of data collection, career development and recognition that supports professionals in the field of Early Care and Education by validating their professional and educational achievements. The program aims to help lessen the stigma and increase the status of the ECE profession by promoting a well-trained and skilled workforce and is one of the statewide efforts geared toward reducing staff turnover, increasing wages, heightening professionalism and increasing advancement opportunities for ECE practitioners. Serving the ECE community throughout Nevada, The Nevada Registry serves as a clearinghouse of information by offering Career Ladder placement, an online calendar of training, community resources/information, a statewide job board, professional development planning, a Trainer Directory (coming soon!) and more. The Nevada Registry is also responsible for the approval of all informal (not-for-college credit) training in the state of Nevada.

(b)(6)

Funding

The Nevada Registry is one of the various programs available through the State of Nevada, Office of Early Care and Education. The project is funded through the Federal Child Care and Development Block Grant - Quality Improvement Dollars and is administered through a contract with the Washoe County School District.

Guiding Principles of The Nevada Registry

Professional education and preparation is vitally important to providing quality experiences to children. Ensuring that ECE professionals are then recognized for their professional accomplishments, formal ECE education and specialized training is essential to the growth of the field and to the public understanding of Early Care and Education as a viable and critical profession in our society. These are the guiding principles that form the foundation of The Nevada Registry's Vision, Mission and Goals.

Vision: Nevada's Early Care and Education professionals are empowered, well-educated, highly-skilled, valued, respected, and equitably compensated.

Mission: The Nevada Registry supports and empowers Early Care and Education (ECE) professionals in Nevada to promote high quality Early Care and Education through recognition, professional development and educational growth.



Advisory Committee

In 2004, The Nevada Registry Advisory Committee was formed to help guide Nevada's professional development and training approval systems. The Committee is an advising body with a broad range of professional representation across the state and operates in accordance with The Nevada Registry's Vision, Mission and Goals.

Advisory Committee Members:

- Provide guidance to The Nevada Registry Program Director in accordance with the Member Agreement
- Serve as an advocate for The Nevada Registry within the ECE community and at public hearings for Child Care Licensing and other Boards, Committees, etc. where the Registry is being discussed
- Act as a sounding board during the planning stages for new programs, services and miscellaneous activities of the Registry
- Help create policies and procedures that govern specific aspects of The Nevada Registry's Training Approval and Career Development systems
- Participate on project-specific subcommittee(s) of interest
- Serve on appeals panels when applicable

For more information and/or for a complete listing of members, please visit our website at nevadaregistry.org.

The Nevada Early Care and Education Professional Career Ladder

The Career Ladder is the cornerstone of the Registry's recognition system. It is based on what research has shown about the importance of specialized training in ECE and the correlation between formal education and quality environments for children.

The ladder contains levels representing various combinations of formal education, training and direct experience (up to 4000 hours). The ladder views the field of Early Childhood Education as a distinct and separate body of knowledge.

Certificate of Participation (Pre-Level)

Individuals placed at this level have applied for Career Ladder placement and are active members of the Registry, but have not yet accumulated the 1000 hours of direct experience in the field of ECE necessary to place at a level.

Level 1

- 1.1 Meet Child Care Licensing requirements and a minimum of 1000 hrs. of direct experience
- 1.2 All of 1.1 plus a high school diploma/GED
- 1.3 All of 1.1, 1.2 and 1 ECE college credit or 12 hrs. approved training

Level 2

- 2.1 Current CDA or 6 ECE college credits and 2000 hrs. direct experience, or high school diploma/GED, 120 hrs. of approved CEA training, and 2000 hrs. direct experience
- 2.2 12 ECE college credits and 2000 hrs. direct experience

Level 3

- 3.1 Apprenticeship Certificate or 30 ECE college credits and 3000 hrs. direct experience
- 3.2 1 year ECE certificate or 30 college credits with 24 in ECE and 3500 hrs. direct experience

Level 4

- 4.1 Associate's degree in ECE or Associate's degree in another field with 30 or more ECE college credits
- 4.2 All of 4.1 and 3000 hrs. direct experience

Level 5

- 5.1 Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching license containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits
- 5.2 All of 5.1 and 3000 hrs. direct experience

Level 6

- 6.1 Master's degree in ECE or Master's degree in another field with a state teaching license containing an ECE endorsement or a Master's degree in another field with 30 or more ECE college credits
- 6.2 All of 6.1 and 3000 hrs. direct experience

Level 7

- 7.1 Doctorate in ECE or Doctorate in another field with a state teaching license containing an ECE endorsement or a Doctorate in another field with 30 or more ECE college credits
- 7.2 All of 7.1 and 3000 hrs. direct experience

Position Titles

Direct Service positions refer to the direct care of children, typically in a licensed child-care setting*. Up to 4000 hours of experience gained through direct service is used in the calculation of Career Ladder levels.

*Family, Friend & Neighbor (FFN) Care is direct care that is operating legally without a license, but meets the requirements outlined in county regulations.

Direct Service Positions

Center/Preschool Director/Administrator
 Assistant Director/Program Director
 Infant/Toddler Director
 Infant/Toddler Asst. Director
 Lead/Head Teacher
 Assistant Teacher/Aid
 Floater/Breaker/Substitute
 Pre-K - Grade 3 Teacher
 Special Education Teacher
 Before/After School Teacher
 Licensed Family Home Care Provider
 Licensed Group Home Care Provider
 Family, Friend & Neighbor Care (Unlicensed)

Indirect Service Positions

Early Childhood Trainer/Coordinator
 Early Intervention Provider
 CCR&R or other child/family agency
 Higher Education Faculty
 Program Administrator (Indirect)

Other

Unemployed
 Student/Not Currently Working in ECE

Data, Data, and More Data!

As mentioned previously, in addition to being a recognition system, The Nevada Registry is a data collection system that gathers valuable data about the ECE workforce in Nevada; which is an important step in growing ECE as a profession. The information found on the following pages is based on data collected through the application and renewal processes. None of the information collected through the application process or the training approval system is ever disclosed with any identifying information attached. Any data provided to the community is combined in order to report on large groups of people, rather than on any individual member. This and ALL other information contained in each member's Career Development File is confidential.

2532

Active Registry Members
as of 12/31/10

1474

New members in 2010

995

Returning members in 2010

3745

Individuals placed on the
Career Ladder since January 2004

34%

Approximate number of the ECE
workforce in Nevada currently
participating in the Registry.*

*According to The Children's Cabinet 2009 report (Higdon, M. (2009). Child care in the state of Nevada 2009 demographics report. Reno, NV: The Children's Cabinet, Inc.). There were an estimated 7,400 child care providers working in licensed child care settings statewide at that time. This number is based on Center-Based and Family/Group Home providers only and does not reflect the estimated number of School Age caregivers who are license-exempt.

127%

Increase in
membership in 2010!

95%
Percentage of members that are female

40
months of
work experience

9.3 YEARS

Average number of
self-reported years working in
ECE reported by Registry Members

*This is based on the data that does not include school-age children who are not in the workforce.

**ETHNICITY OF
REGISTRY MEMBERS**

African American: 11.49%
American Indian: 0.87%
Asian/Pacific Islander: 6.6%
Caucasian: 58.29%
Hispanic: 14.85%
Other: 1.97%
Unspecified: 5.92%

Registry Membership by County

	Registry Members by County	Percentage of Total Membership	Estimated Caregivers by County*	Percentage of Total Estimate
Carson City	55	2.17%	214	26%
Churchill	22	0.87%	93	27%
Clark	1548	61.14%	4629	33%
Douglas	57	2.25%	157	36%
Elko	98	3.87%	82	119%
Esmeralda	0	0%	0	NA
Eureka	0	0%	0	NA
Humboldt	21	0.83%	41	51%
Lander	3	0.12%	9	33%
Lincoln	0	0%	0	NA
Lyon	35	1.38%	157	21%
Mineral	1	0.04%	8	13%
Nye	9	0.36%	39	23%
Pershing	2	0.08%	18	11%
Storey	2	0.08%	1	200%
Washoe	623	24.61%	1954	32%
White Pine	20	0.79%	27	74%
Out of State	36	1.42%	NA	NA

*Estimates are based on The Children's Cabinet 2009 report (Higdon, M. (2009). Child care in the state of Nevada 2009 demographics report. Reno, NV: The Children's Cabinet, Inc.). These numbers are based on Center-Based and Family/Group Home providers only and do not reflect the estimated number of School Age caregivers who are license-exempt.

61%
of all Registry Members
reported wage
information

\$11.93

Average hourly
wage of all current
members

\$11.73

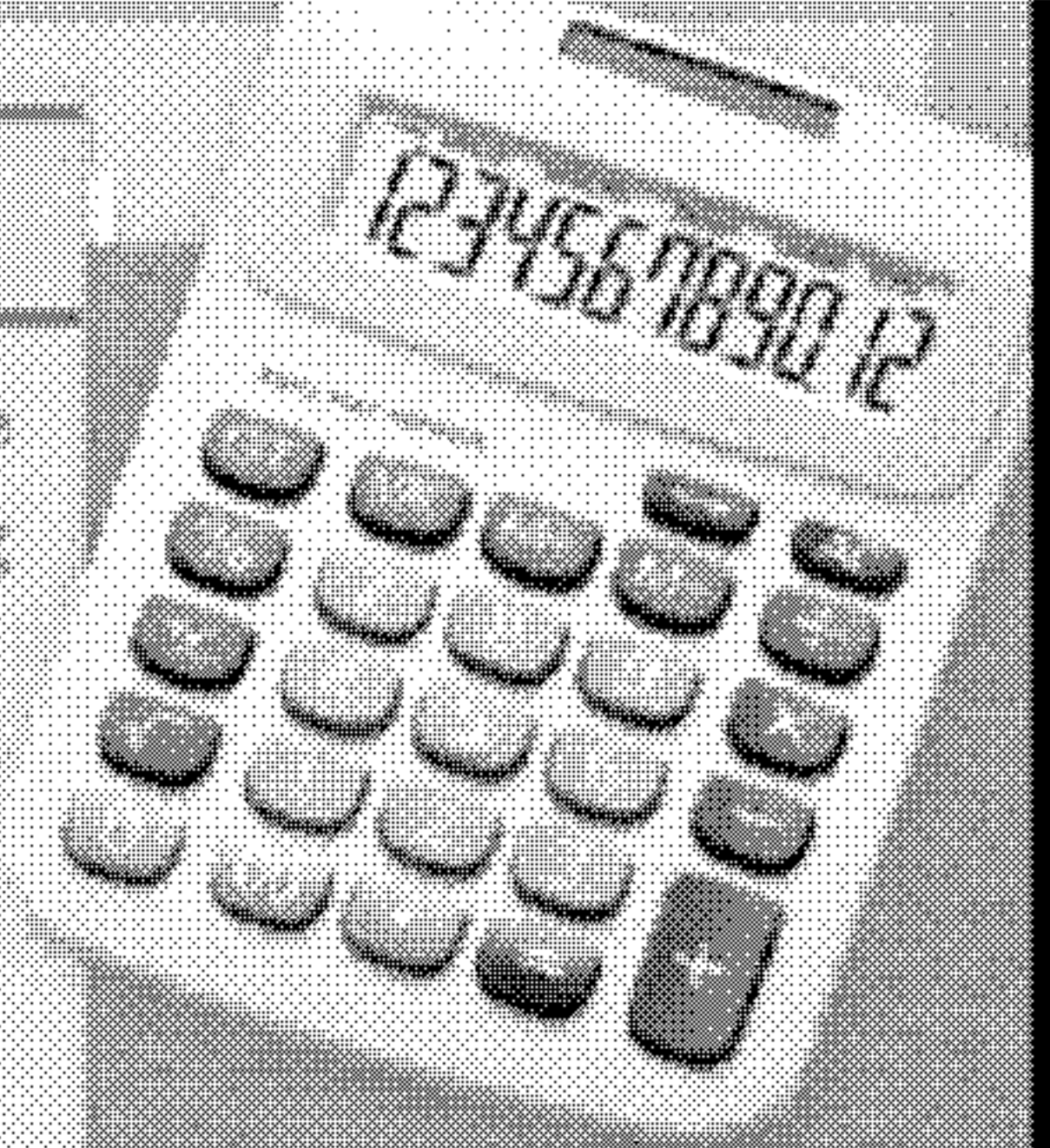
Average hourly
wage of members
working in a direct
service capacity
(wage reported by 59%)

\$11.27

Average hourly wage
of members working
in a direct service,
non-administrative
capacity
(i.e., members who are not
Directors/Administrators)
(wage reported by 52%)

2010 State of Nevada Minimum Wage for
employees with employer-paid benefits was \$7.25 per hour
(for all other employees: no less than \$8.25 per hour)

Source: State of Nevada Department of Business & Industry, Office of the Labor Commissioner



*Registry Membership by Position Title
and Average Hourly Wage*

Direct Service Positions	# of Registry members by title	% of total membership	% with AA degree or higher	Total Reporting Wage	Average Hourly Wage
Center/Preschool Director/Administrator	244	10%	40%	81	\$17.71
Assistant Director/Program Director	96	9%	20%	64	\$13.13
Infant/Toddler Director	18	<1%	22%	11	\$12.38
Infant/Toddler Asst. Director	7	<1%	43%	6	\$16.49
Lead/Head Teacher	831	33%	17%	589	\$11.65
Assistant Teacher/Aid	586	23%	7%	437	\$10.13
Floater/Breaker/Substitute	124	5%	12%	82	\$9.79
Pre-K - Grade 3 Teacher	119	5%	29%	59	\$13.76
Special Education Teacher	7	<1%	86%	0	NA
Before/After School Teacher	13	<1%	7%	8	\$9.27
Licensed Family Home Care Provider	85	3%	9%	18	\$11.75
Licensed Group Home Care Provider	0	NA	NA	NA	NA
Family, Friend & Neighbor Care (Unlicensed)	2	<1%	NA	0	NA
Other Direct	231	9%	9%	142	\$13.12
Indirect Service Positions					
Early Childhood Trainer/Coordinator	38	1%	71%	12	\$21.70
Early Intervention Provider	6	<1%	67%	1	\$15.65
CCR&R or other child/family agency	17	<1%	71%	12	\$18.71
Higher Education Faculty	10	<1%	90%	1	\$25.00
Program Administrator (indirect)	11	<1%	73%	3	\$16.67
Other Indirect	50	2%	46%	24	\$16.15
Other					
Unemployed	23	<1%	39%	NA	NA
Student/Not Currently Working in ECE	14	<1%	21%	NA	NA

93% of Registry Members work in a direct service position

Note: The demographic information collected on the Member Application is all self-reported and optional. Where applicable, the total number of respondents will be included to highlight the demographics for which there is less than a 100% response rate. Demographic information is collected for the sole purpose of gaining knowledge about the ECE workforce and to assist in making positive changes to the professional development system in Nevada.

Registry Membership
and Hourly Wage by
Career Ladder Level

	Total Number of Members	Percentage of Total Membership	Members Reporting Wage	Average Hourly Wage
Pre-Level	164	6.48%	108	\$9.89
Level 1:	1074	42.42%	695	\$10.31
Level 2:	570	22.51%	366	\$11.68
Level 3:	242	9.59%	138	\$12.54
Level 4:	164	6.48%	114	\$14.61
Level 5:	214	8.45%	106	\$15.60
Level 6:	97	3.83%	20	\$17.75
Level 7:	7	0.28%	0	Not reported
Total:	2532			

19% of Registry Members have an AA degree (or higher) in ECE and/or a Non-ECE degree with other qualifying criteria* to place at degreed level.

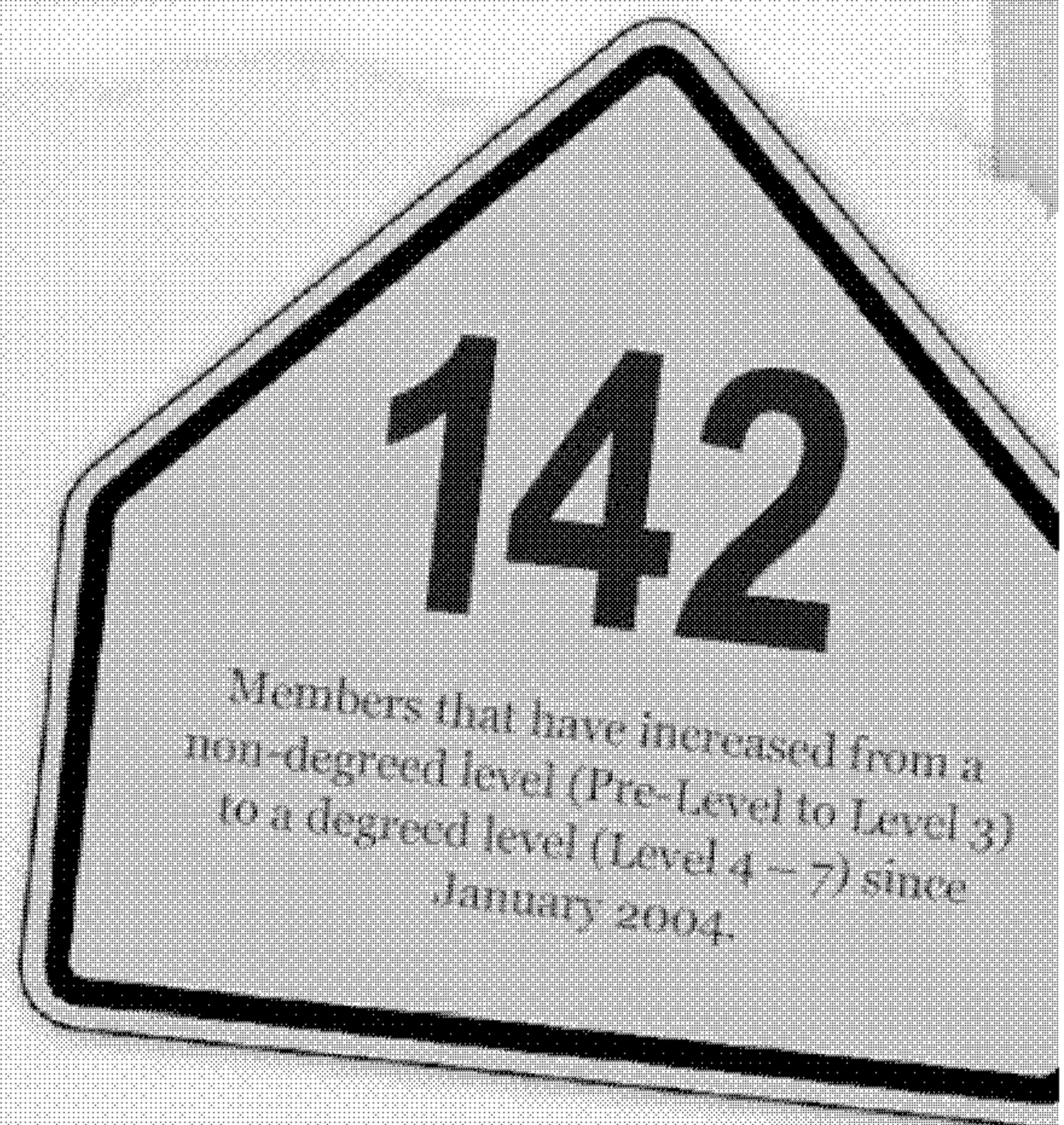
Of that 19%, 70% have a degree in ECE, 30% have a Non-ECE degree with other qualifying criteria.

*Other qualifying criteria is defined as 30 or more ECE credits, an ECE credential issued by the Department of Education or a Montessori diploma earned through an accredited program combined with a formal AA degree or higher.

Career Ladder Level Increases

35 Registry Members increased their Career Ladder level during 2010 due to the completion of an ECE degree or other qualifying criteria.

Of those 35, 26 completed their ECE Degree, 9 had a Non-ECE degree but placed at degreed level due to other qualifying criteria and 12 are registered trainers.



The Nevada Registry's Training Approval System

On October 1, 2004, the State of Nevada Bureau of Services for Child Care designated The Nevada Registry the official agency responsible for the approval of all informal (not-for-college-credit) child care training for the state of Nevada. Prior to that, training was approved through one of five different licensing entities. Designating a single agency mainstreamed the process of training approval, helped to make training more accessible to child care professionals through the centralization of information and statewide advertisement of training opportunities, enhanced the ability to identify and address the professional development needs of ECE professionals, and increased the level of consistency within the approval process across the state. All trainers and corresponding training events are now subject to the same approval criteria and approval process regardless of the geographical location of the training.

Registered Trainers and Sponsors are Defined as Follows:

ECE Trainer

An individual who is currently or previously employed in the field of Early Care and Education (ECE) and/or has formal education in ECE. ECE trainers are required to apply for Career Ladder placement with the Registry.

Non-ECE Trainer

An individual who has expertise in a field other than Early Care and Education. Non-ECE trainers are not required to apply for Career Ladder placement with the Registry (unless they are counted in the staff/child ratios in a licensed child care setting).

Out of State Trainer

An individual who resides outside the state of Nevada. Out of State trainers are not required to apply for Career Ladder placement with the Registry.

Sponsors

A child care center or other ECE related program that is bringing in a specialized trainer from an outside agency or an agency that offers training as a function of their program, whereby training is presented by multiple staff members.

Total number of registered* trainers and sponsors: 716

Total ECE Trainers: 340

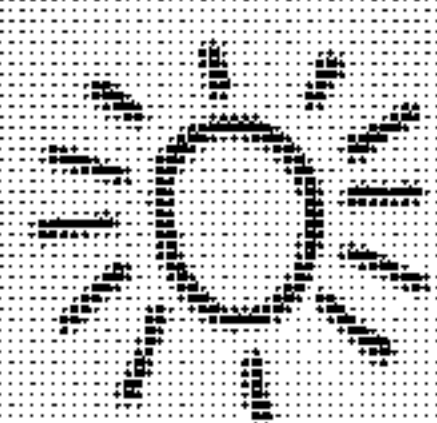
Total Out of State Trainers: 17

Total Non-ECE Trainers: 167

Total Sponsors: 192

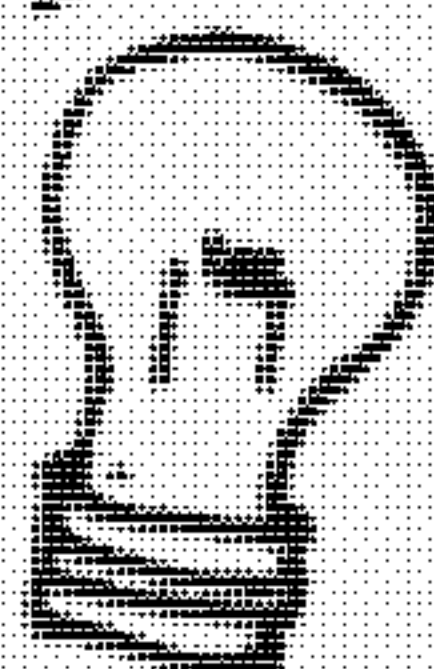
**Registered* means that the trainer/sponsor has submitted at least one training event for approval and has signed an "Ethical Obligations and Professional Responsibilities for Registered Trainers/Sponsors" form. Being a "registered" trainer is not the same as being an "approved" trainer. The Registry will build a network of "approved" trainers once criteria for trainer qualifications has been developed.

For more information on the Training Approval System, please visit our website at nevadaregistry.org.



Number of ECE TRAINERS by CAREER LADDER LEVEL

Pre-Level: 1	Level 4: 47
Level 1: 28	Level 5: 79
Level 2: 75	Level 6: 58
Level 3: 47	Level 7: 5



56% of ECE
Trainers have an
AA degree or higher

74% of ECE
Trainers work in
Direct Service positions

Contact The Nevada Registry for a
breakdown of ECE Trainers by position titles.

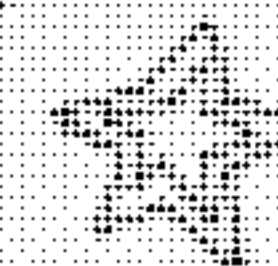
Total number of trainings
Approved since inception of
program in October 2004

19,358

The Nevada Registry is responsible for the approval of
all informal, not-for-college credit, training for the state.
These totals do not reflect formal education, college credits.

Total number of
trainings approved
in 2010

3510



Approved Trainings by Core Knowledge Area

Core Knowledge Areas (CKA) are a set of content areas that help define the knowledge expectations for everyone providing early care and education to young children. All informal training approved by The Nevada Registry is assigned one of 8 CKA. The following numbers represent the total trainings by CKA in 2010:

Human Growth and Development	317
Positive Interactions and Guidance	470
Observation and Assessment	103
Environment and Curriculum	632
Health, Nutrition and Safety	1624
Leadership and Professional Development	132
Family and Community Relationships	163
Management and Administration	69

Trainers and Trainings by County: 2010

Includes both ECE and Non-ECE Trainers



■ = Number of Trainers

■ = Number of Approved Trainings in that county

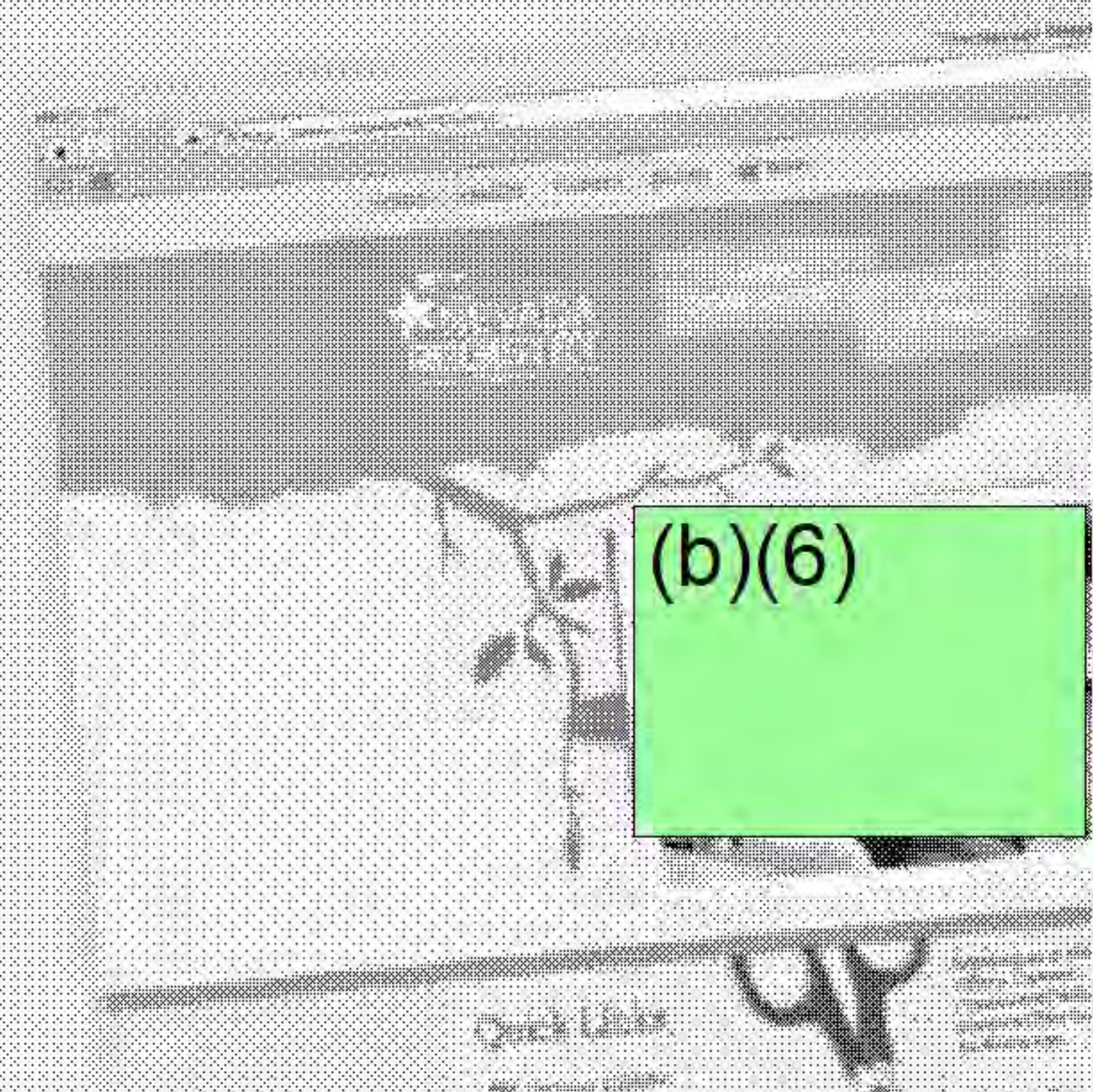
22 Non-Traditional trainings (online courses, internet classes and modules) were also approved.

The Nevada Registry Launched a New Website in February 2011

Some of the new features include:

- Better organization of information
- Blog with info about what we are doing and the latest industry-related news
- Quick links on every page to the most frequently visited pages of our site
- Site-wide keyword search to help you narrow down your search
- Alert panel that allows us to easily share urgent messages with members
- A form that allows you to request that Registry staff contact you
- Site map to help you get right to the information that you want, fast!

Check it out, subscribe to the blog and let us know what you think!



(b)(6)

Appendix E: Memorandum of Understanding

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between Nevada's Department of Health and Human Services ("Lead Agency") and Nevada Department of Education ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Mary Liveratti 10/10/11
Signature Date

Mary Liveratti Deputy Director, Programs
Print Name Title

Authorized Representative of Participating State Agency:

Keith W. Rheault October 10, 2011
Signature Date

Keith W. Rheault Superintendent of Public Instruction
Print Name Title

Exhibit 1: Scopes of Work

Department of Health and Human Services (DHHS)

DHHS, as the lead agency for Nevada's Race to the Top Early Learning Challenge (RttT-ELC), manages and implements the programs listed in the table below, including most of those referenced as necessary to compete in the RttT-ELC. As such, DHHS agrees to include in its scope of work, the following:

1. Oversight and management of the project described within this application.
2. Promotion and support use of common comprehensive assessment tools, Nevada's Infant Toddler Learning Guidelines and State Pre-Kindergarten Standards, and Nevada's Core Knowledge Areas and Competencies for Early Care and Education Professionals.
3. Promote smooth transitions between programs serving young children and their families.
4. Ensure participation of all programs listed below in planning and implementation of Nevada's Race to the Top Early Learning Challenge. This includes participating in data system development to result in an early childhood data collection system linked to NDE's longitudinal data collection system.

Lead Agency	Funds/Program(s) administered by the Lead State Agency
Nevada Department of Health and Human Services (DHHS)	<ul style="list-style-type: none"> • Head Start Collaboration • Early Childhood Comprehensive Systems • Early Intervention Services • Nevada Early Childhood Advisory Council • Child Care Development Fund • IDEA Part C • Maternal Child Health and Home Visiting • Early Childhood Mental Health • Child Care Licensing • Medicaid • Nevada Check UP (SCHIP) • EPSDT

Nevada Department of Education (NDE)

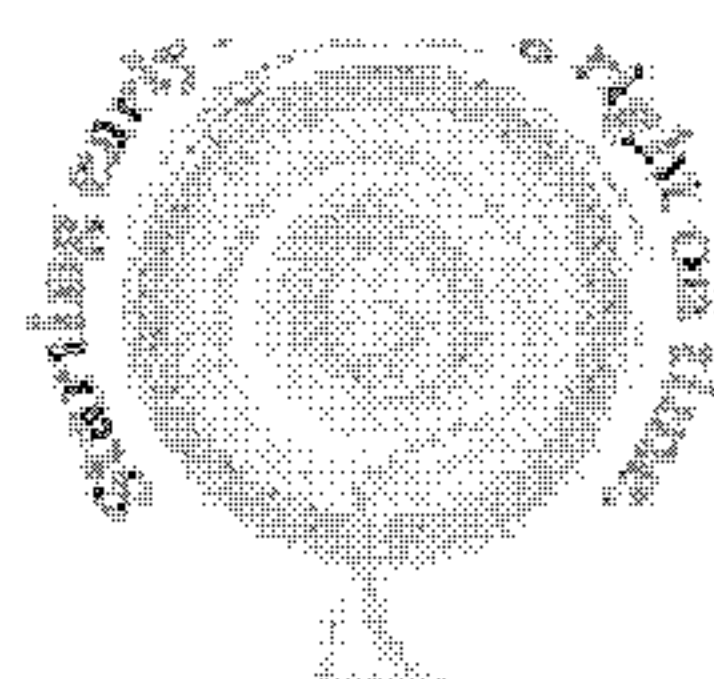
NDE manages and implements the list of programs below, including some of those referenced as necessary to compete in the RttT-ELC. As such, NDE agrees to include in its scope of work, the following:

1. Promotion and support use of common comprehensive assessment tools, Nevada's Infant Toddler Learning Guidelines and State Pre-Kindergarten Standards, and Nevada's Core Knowledge Areas and Competencies for Early Care and Education Professionals.
2. Promote smooth transitions between programs serving young children and their families.

3. Ensure participation of all programs listed below in planning and implementation of Nevada's Race to the Top Early Learning Challenge.
4. Manage data system development to result in an early childhood data collection system linked to NDE's longitudinal data collection system.

Participating State Agency Name	Funds/Program(s) administered by the Participating State Agency
Nevada Department of Education (NDE)	<ul style="list-style-type: none"> • IDEA part B section 619 • State-funded Preschool • Title I of ESEA

Appendix F: Letter of Support – Nevada Early Childhood Advisory Council



Nevada Early Childhood Advisory Council

September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. Nevada's Early Childhood Advisory Council (ECAC) will serve as the lead agency and liaison between the Governor's office and the public in engaging communities across the state in creating and implementing the vision for this initiative and incorporating public input into program and policy recommendations to see to it that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.** The ECAC is both proud and humbled to be charged with helping to shape a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The Nevada ECAC was established in 2009 by Executive Order to strengthen state-level coordination and collaboration among the various sectors and settings of early childhood programs. The following goals/outcomes for Nevada's children have been adopted by the Council:

- All children are supported and ready to make a successful transition to school.
- All children have access to early childhood services that are accredited or meet national standards.
- Parents know child development.
- Parents know what to expect from programs and advocate for their children or self.
- Families partner in decision making at all levels and are satisfied with the services they receive.
- Families with young children are supported in their communities (employment, education, etc.)


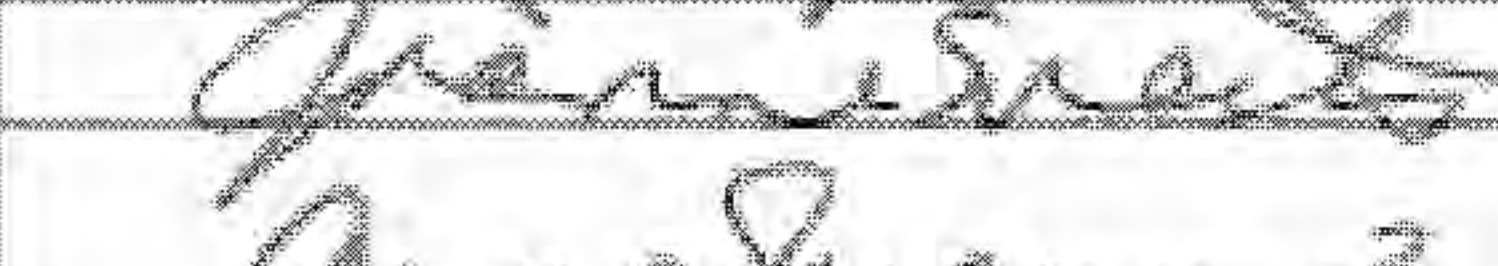








Head Start Collaboration and Early Childhood Systems Office
560 Mill Street, Suite 205; Reno, Nevada 89502

- All children have access to medical home and health insurance.
- Social, emotional, mental health and developmental needs of young children and their families are supported by community-based services.
- Early childhood service provider workforce stabilizes.
- Early childhood workforce receives professional development to ensure quality services for all children (e.g. mental health, disabilities, early childhood education, etc.)
- More families report that community-based services are organized so they can use them easily.

We wholeheartedly support **Nevada Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

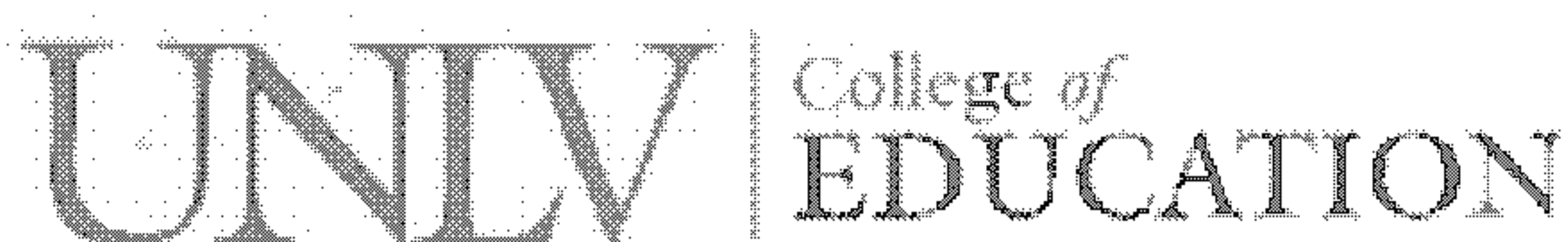
Sincerely,

The Undersigned Members of the Nevada Early Childhood Advisory Council

Name	Representing	Signature
Jack Zenteno	Child Care Development Program	
Joanne Everts	Local Education Agency	
Anna Severens	State Department of Education	
Sherry Halley	Part B 619	
Catherine Lyons	Higher Education	
Angela Triche	Head Start Programs	
Wendy Whipple	Part C IDEA	
Ann Polakowski	Early Childhood Mental Health	
Margot Chappel	Head Start State Collaboration and Early Childhood Systems	
Rutu Ezhuthachan, MD	Public Health	
Larry Charlton	Business	(b)(6)
Karen Taycher	Parent	(b)(6)
Carrie Paldi	Child Care Director	(b)(6)

Head Start Collaboration and Early Childhood Systems Office
560 Mill Street, Suite 205; Reno, Nevada 89502

Appendix G: Letter of Support – Organizations, Workgroups, Family Advocates and Professionals



UNIVERSITY OF NEVADA, LAS VEGAS



September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. University of Nevada, Las Vegas Department of Educational and Clinical Studies, Early Childhood and Early Childhood Special Education, is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

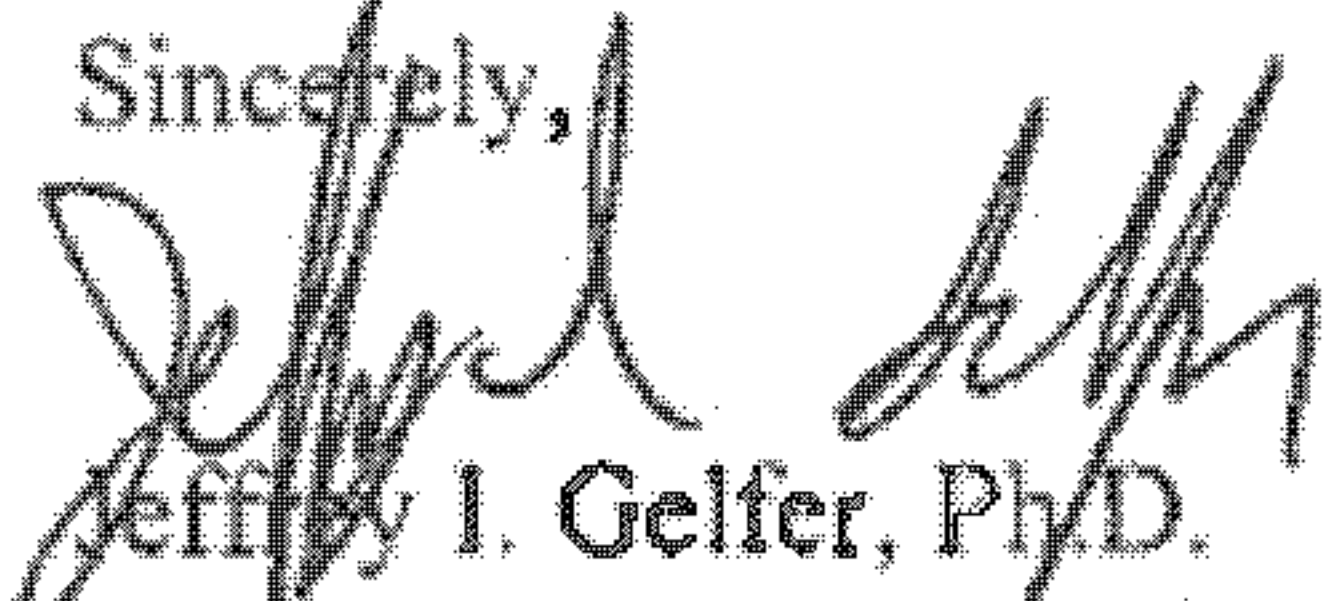
We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The early childhood education program is designed to provide a comprehensive contemporary program of teacher preparation and education for early childhood settings (e.g., day care, preschool education, hospitals, community education, early intervention programs, agencies, infant/toddler education, prek-2nd grade and inclusive education). The M.Ed. in ECE and Early Childhood Special Education (ECSE) and Bachelors degree in ECE will provide coursework that is in line with the Nevada Department of Education NDE Birth – 2nd grade teaching license. In addition, the program provides course work beyond and above the requirements of the State of Nevada's Licensure requirements. Students will learn about the typically developing children and children with special needs and participate in field work. The program has two tracks, birth through 3 years and three through 8 years. In the Early Childhood Education Program, students gain knowledge and skills for a variety of careers in educational and intervention programs for young children.

Department of Educational and Clinical Studies
Box 453014 • 4505 S. Maryland Parkway • Las Vegas, NV 89154-3014
Tel: 702-895-3205 • Fax: 702-895-0984

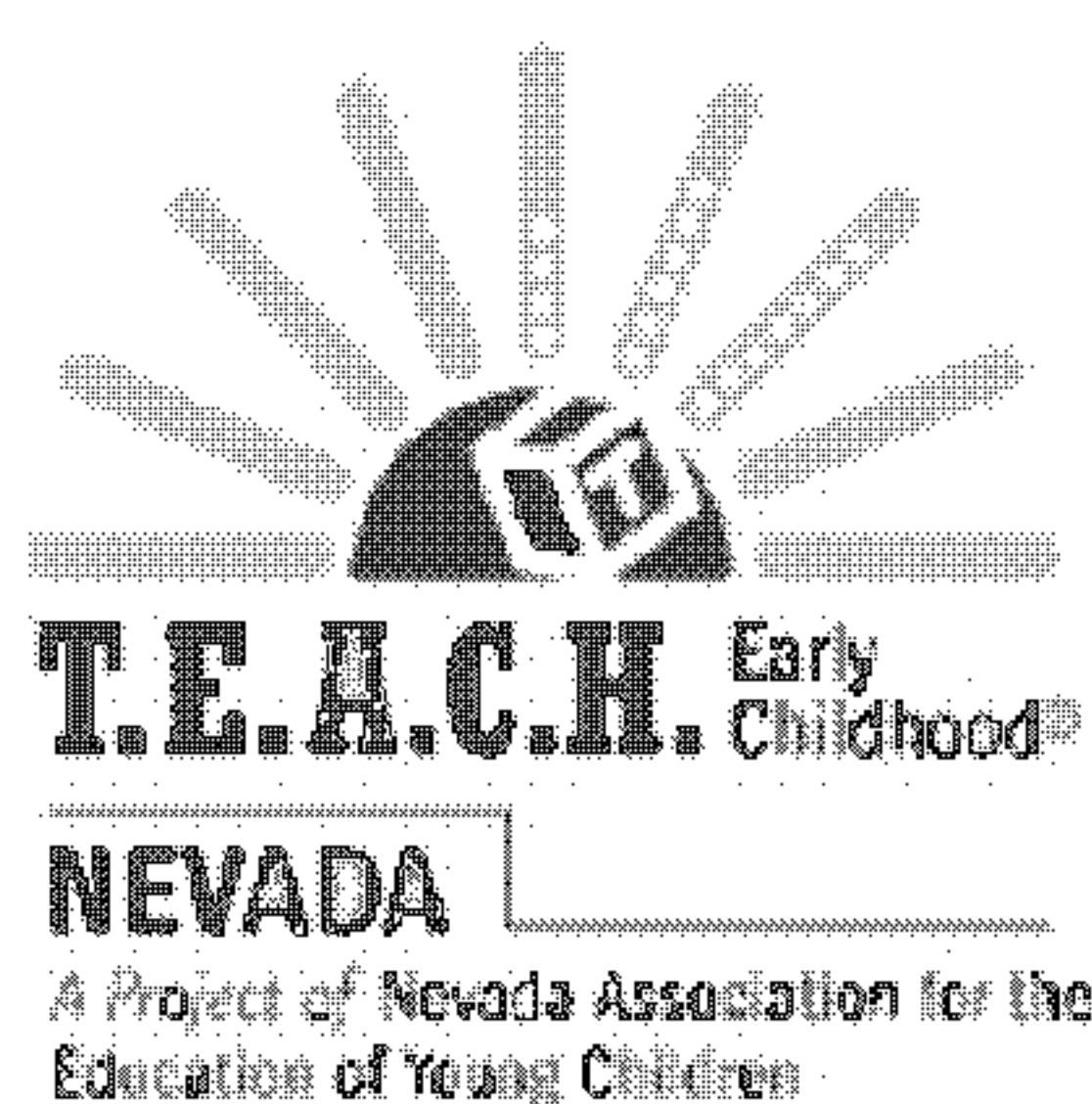
We wholeheartedly support Nevada's **Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,



Jeffrey I. Gelfer, Ph.D.

Cocordinator of Early Childhood Programs, Professor



240 S Rock Blvd
Suite 143
Reno, NV 89502
Fax: 775-857-3179
Phone: 775-327-0680

September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. T.E.A.C.H. Early Childhood® Nevada is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

T.E.A.C.H. is a comprehensive scholarship program that improves early care and education for children in Nevada by providing access to education for child care providers and creating a network of quality care advocates. T.E.A.C.H. is an acronym for Teacher Education and Compensation Helps and is designed to improve the following issues in early childhood: education, compensation, turnover, and increased professional recognition for child care providers in Nevada. T.E.A.C.H. ® values the following: partnerships, diversity, education, collaboration, quality data collection, education pathways, strong infrastructure, outcome focused services, systems building and increased provider compensation.

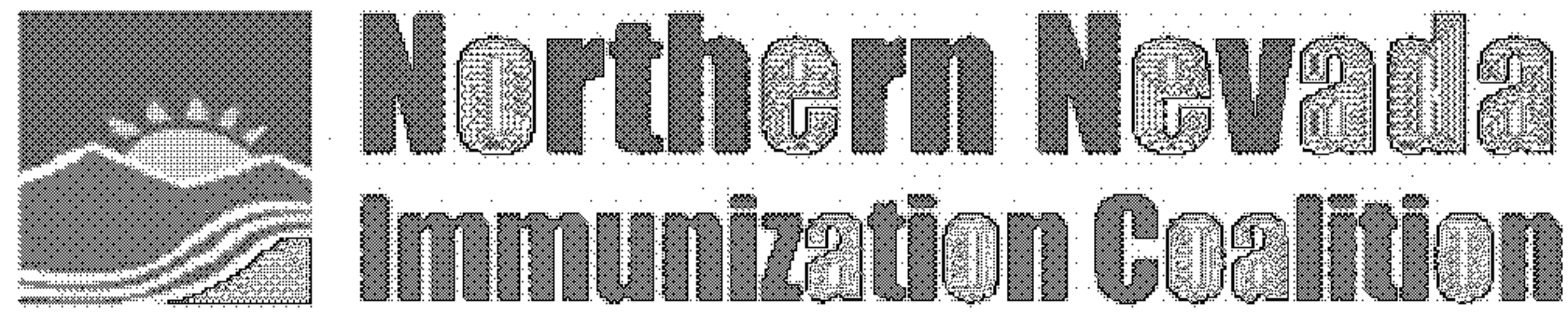
We wholeheartedly support **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

A handwritten signature in cursive script that reads 'Whitney Leathers'.

Whitney Leathers, Executive Director
T.E.A.C.H. Early Childhood ® Nevada

Head Start Collaboration and Early Childhood Systems Office
560 Mill Street, Suite 205; Reno, Nevada 89502



September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. The Northern Nevada Immunization Coalition is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The Northern Nevada Immunization Coalition (NNIC) is a non-profit, community organization committed to protecting the health of northern Nevada residents and decreasing the incidence of vaccine preventable diseases through community partnerships, advocacy and educating parents, health care professionals and community members. Our vision is appropriate and timely immunizations for all citizens, especially our youngest and most vulnerable Nevadans.

We wholeheartedly support **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Heidi S. Hurst", written over a light gray dotted background.

Heidi S. Hurst
Director, Northern Nevada Immunization Coalition

520 W. Sixth St, Reno, NV 89503
Heidi.Hurst@chw.edu
775-770-6713

HARRY REID
NEVADA

MAJORITY LEADER

United States Senate

WASHINGTON, DC 20510-7012

October 05, 2011

The Honorable Arne Duncan
Secretary
United States Department of Education
Office of Innovation and Improvement
Washington, DC 20202

Dear Mr. Secretary:

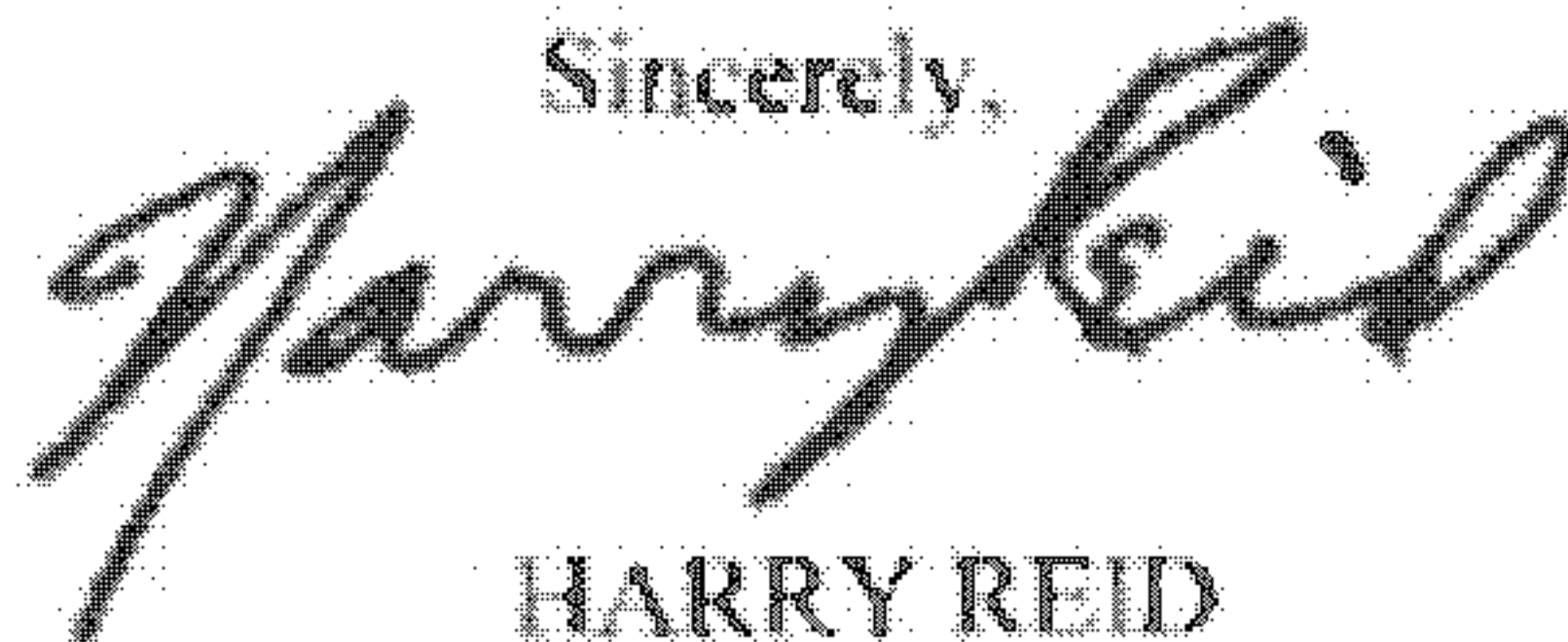
I am writing to you today in support of Nevada's Promise and their application for funding through the Race to the Top Early Learning Challenge.

As Nevada's senior Senator, I understand the importance of education and have continued to work hard to ensure that the children of our great state have access to the best educational opportunities. That is why I support Nevada's Promise's efforts to help children achieve their full potential through the development of a well-coordinated comprehensive system of early childhood services available to all children across the state of Nevada.

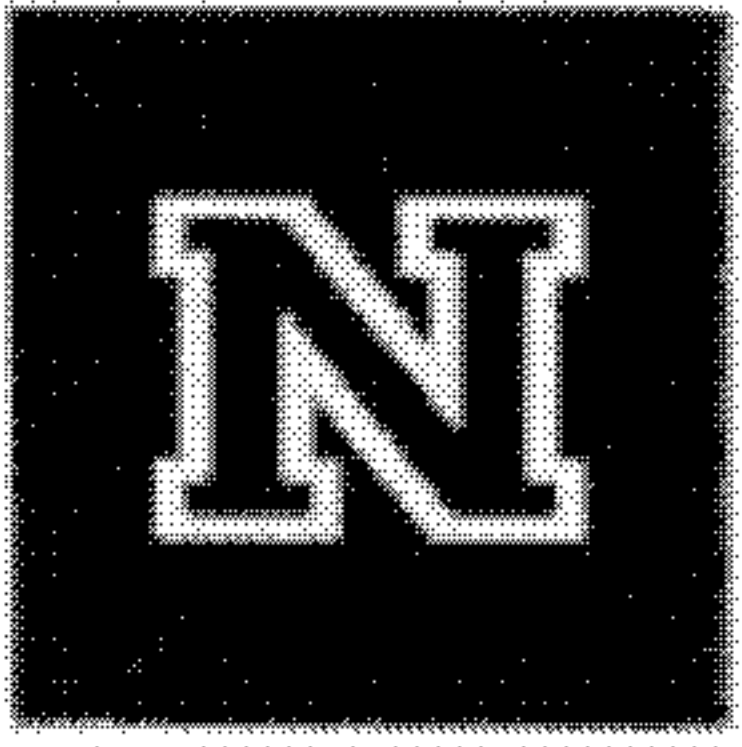
Nevada's Promise will utilize effective data practices to design, plan, and improve programs, curriculum and environments; employ family engagement strategies; and promote health practices that address the child's health, nutrition and physical activity. This unified system of early learning and childhood development and through Nevada's Promise's support, children are safe, healthy, and thriving during the first eight years of life and enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

I support this project and hope that you keep my recommendation in mind when making your funding decision. Thank you for your time and consideration.

Sincerely,



HARRY REID
United States Senator
Nevada



University of Nevada
Cooperative Extension

October 4, 2011

Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. University of Nevada Cooperative Extension is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

University of Nevada Cooperative Extension (UNCE) is a statewide program committed to discovering, developing, disseminating, preserving and using knowledge to strengthen the social, economic and environmental well-being of Nevadans. UNCE has 19 offices throughout the state and programs in all of Nevada's counties and major urban areas, bringing non-degree, educational programs to communities in several topic areas including; children, youth and families, and health and nutrition. Many of our current programs already address the priorities outlined in the Race to the Top Early Learning Challenge grant. UNCE has provided technical assistance (coaching and training) to child care centers participating in Nevada's Quality Rating Improvement System (QRIS) pilot project. The overall quality of child care centers participating in QRIS has improved as programs have implemented program improvement plans and received funding and support. In addition, UNCE provides statewide professional development for child care providers on topics such as child development, positive guidance, literacy, and teaching children healthy habits. UNCE also provides statewide programming to parents with young children, providing programs such as the Family Storyteller Literacy Program and Just in Time Parenting resources.

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations. It is critical that we build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

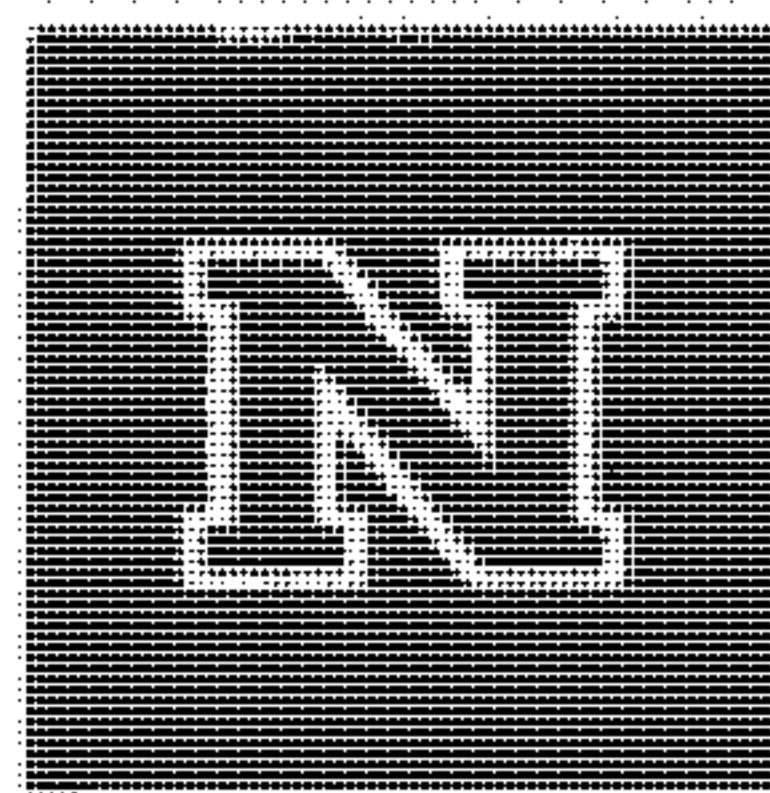
UNCE wholeheartedly supports **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Karen L. Hinton'.

Karen L. Hinton
Dean and Director

Dean and Director's Office
University of Nevada, Reno/0404
Reno, Nevada 89557-0404
(775) 784-7070
(775) 784-7079 fax
www.unce.unr.edu



University of Nevada, Reno

September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. Nevada TACSEI Pyramid Model Partnership and Positive Behavior Support – Nevada is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**


We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The Technical Assistance Center for Social Emotional Interventions for Young Children (TACSEI) is funded by the U.S. Department of Education, Office of Special Education Programs, which takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Nevada is one of four states chosen to partner with TACSEI to plan, implement and sustain a professional development system to enhance the knowledge and skills of the early childhood workforce in meeting the social emotional needs of young children, particularly those with or at risk for delays or disabilities, in inclusive and natural environments. Nevada TACSEI's mission is to collaborate with families, community partners and policy makers to create a sustainable, statewide system that promotes social emotional development in young children, using the TACSEI Pyramid Model.

Positive Behavior Support - NV
University of Nevada, Reno
1664 North Virginia Street
Mail Stop 285
Reno, NV 89557-0285
Office: (775) 682-9049
Fax: (775) 784-4997

We wholeheartedly support **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,



Janice K. Lee

Coordinator

Nevada TACSEI Pyramid Model Partnership

811 Ryland Street
Reno, NV 89502
tel 775-322-8668
fax 775-322-2798
www.uwnns.org

October 6, 2011



United Way
of Northern Nevada
and the Sierra

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

I am writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. United Way of Northern Nevada and the Sierra is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

United Way of Northern Nevada and the Sierra proudly supports early learning efforts in 13 northern Nevada counties, and is actively involved in education of parents, grandparents and caregivers through our Born Learning program. We participate in a variety of collaborative and advocacy efforts, and issue our own Community Reports in the area of early learning. Our organization commits significant resources to this critical area, and continually explores ways to enhance and expand our early learning impact.

We wholeheartedly support Nevada's Promise as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Karen Barsell".

Karen Barsell
CEO and President
United Way of Northern Nevada and the Sierra

Officers

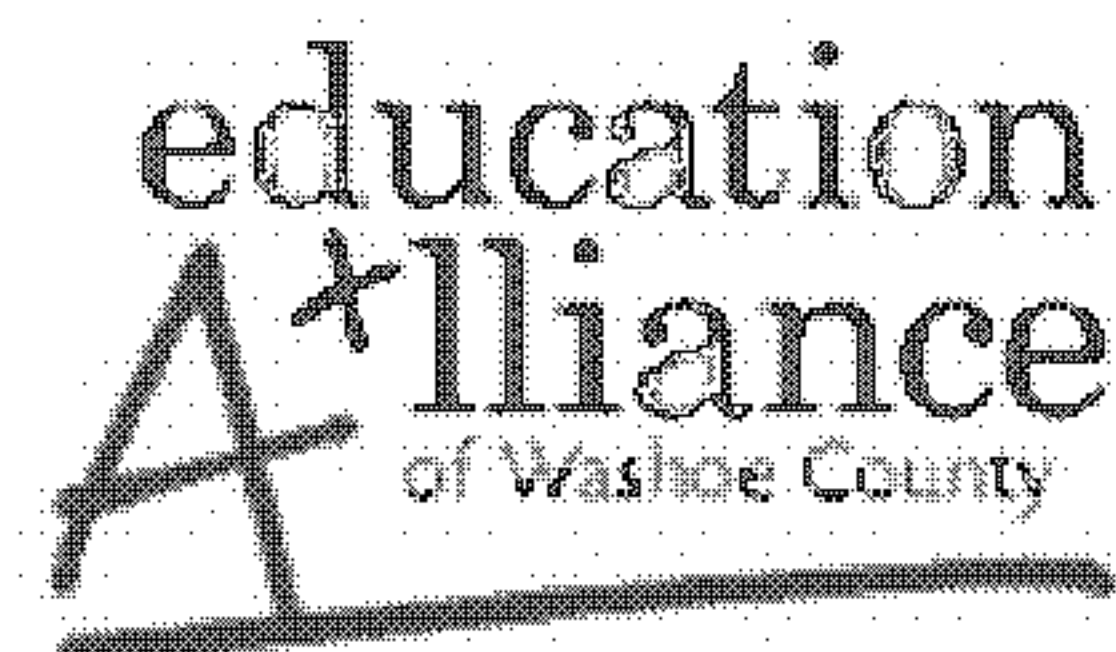
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Merrill Lynch
Paula Lee Hobson, Truckee Meadows
Community College
Curtis McElwee, NVEnergy
Heath Morrison, PhD,
Washoe County School District
Tina Nappe
Community Volunteer
Tom Pfoh, GE Energy
Kris Wells, AT&T



September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. The Education Alliance of Washoe County, Inc. is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

Education Alliance of Washoe County, Inc., a local P-16 partnership for educational excellence whose mission is: To foster educational excellence in Washoe County through community and education partnership that provides leadership advocacy, programming, and targeted financial support, plays an active role in advocating for the Common Core Standards adoption, strong data systems, and highly-effective teachers and leaders in every classroom and school. Supporting high academic achievement for all children and supporting the analyzing of student data to make instructional decisions, continue to be hallmarks of our work. We know that early support for children will improve the chances of future academic success.

We wholeheartedly support **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

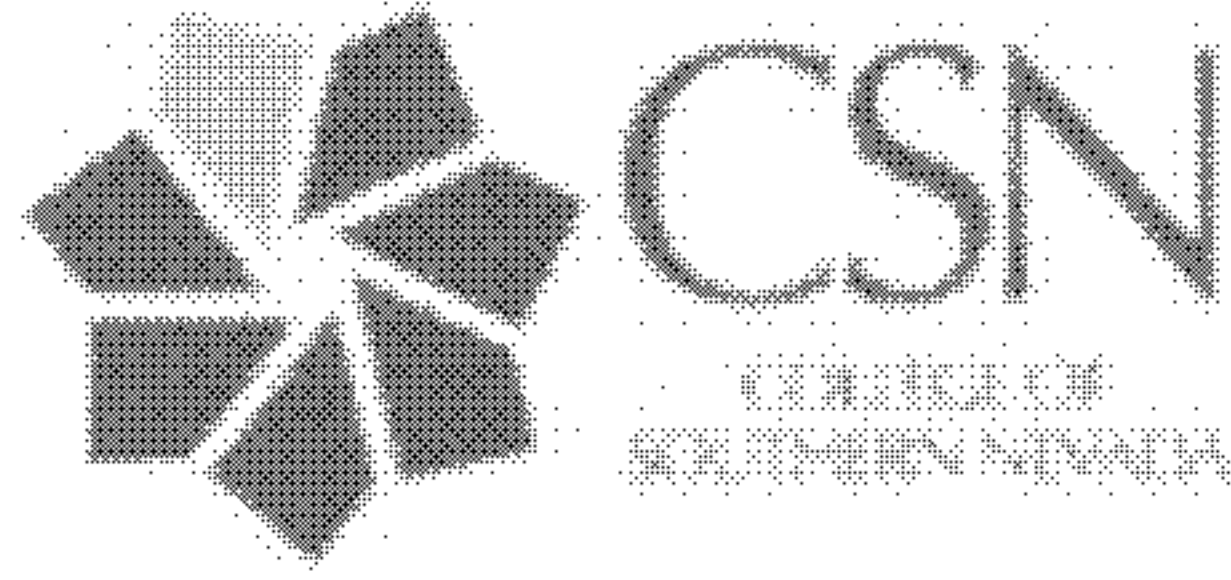
Sincerely,

A handwritten signature in cursive script that reads "Jim Pfrommer".

Jim Pfrommer, President

A handwritten signature in cursive script that reads "Denise Hedrick".

Denise Hedrick, Executive Director



Office of the President
Charleston Campus
Suite Code W32E
6375 West Charleston Boulevard
Las Vegas, NV 89146-1164

702.651.5600
fax: 702.651.5001

September 23, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. The College of Southern Nevada is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community.

We wholeheartedly support **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,


Michael D. Richards, Ph.D.
President



Washoe County School District

425 East Ninth Street • P.O. Box 30425 • Reno, NV 89520-3425

Phone (775) 348-0200 • Fax (775) 348-0304 • www.washoecountyschools.org

Board of Trustees: Barbara McLaury, President • Ken Grein, Vice President • Scott Kelley, Clerk
Dan Carne • Barbara Clark • Estela Gutierrez • John Mayer • Dr. Heath Morrison, Superintendent

September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. The Washoe County School District is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

As you are well aware, a high performing organization is guided by its Vision, Mission, and Core Beliefs. Our District is unwavering in these principles including the Mission of the Washoe County School District:

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

Within the pages of the Race to the Top Early Learning Challenge application, we see clearly how this represents our beliefs and commitments around, *Every Child, By Name and Face, To Graduation.*

Therefore, we wholeheartedly support **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Heath Morrison", is written over a large, stylized graphic element that resembles a leaf or a signature flourish.

Heath E. Morrison, Ph.D.

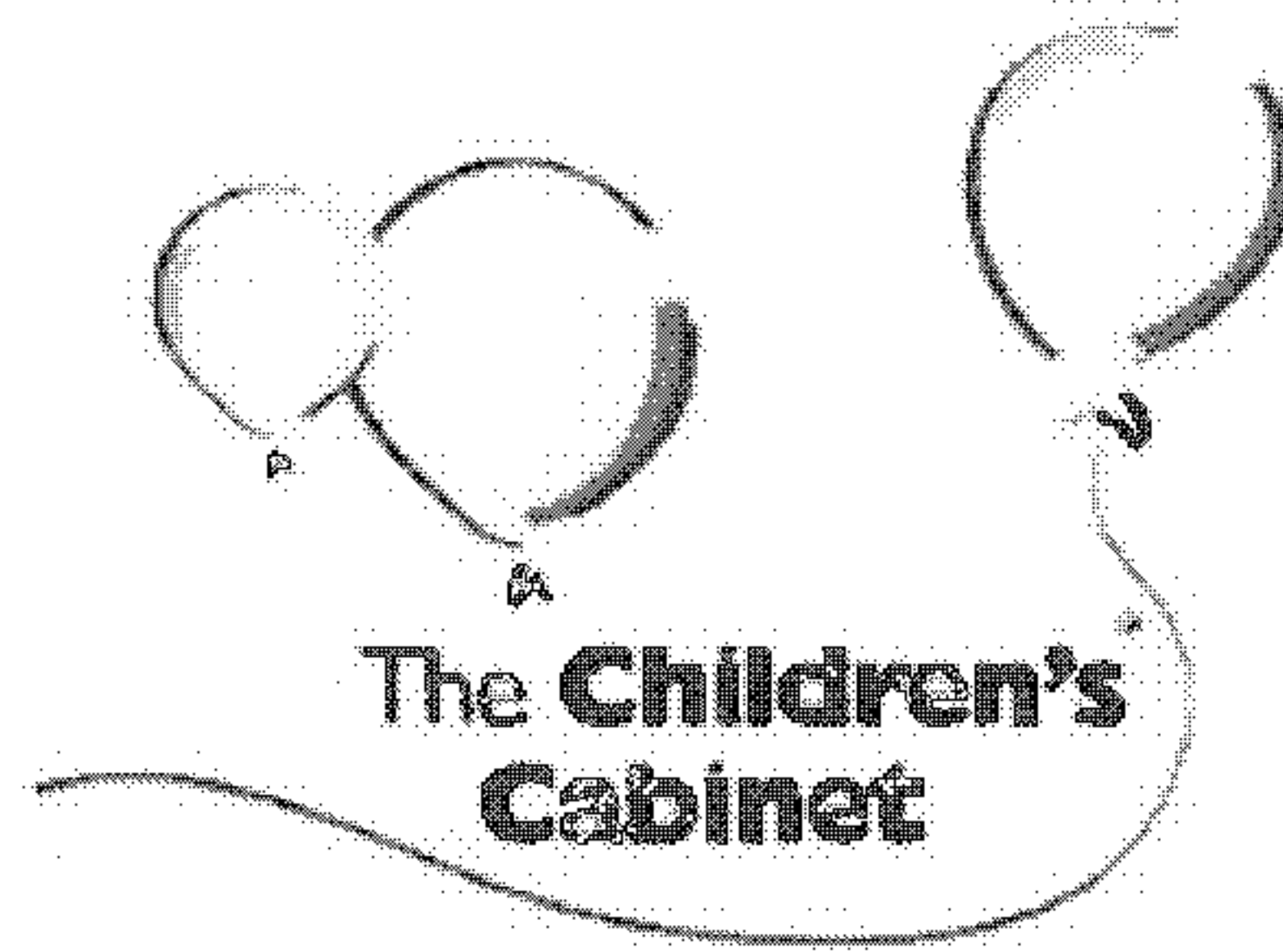
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Kevin Sullivan,
Nevada State Bank
Liz Thomas
Saint Mary's
Angela White
RTC Washoe
Bradley Woodring
NV Energy

Think Tank

Heidi S. Gansert
NV Governor's Office
Tammy Dermody
Watson's Funeral Home
Judge Frances Doherty
District Judge - Family Court
Judge Charles McGee
District Judge - Family Court
Mike Haley
Washoe County Sheriff
Paul Laxalt
Saint Mary's Foundation
Sheila Leslie
Assemblywoman
Manny Martinez
Charter Communications
Mike Martino
W. C. Juvenile Services
May Shelton
Community Volunteer

Michael J. Pomi
Executive Director



October 6, 2011

RE: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge

Dear Governor Sandoval,

This letter is in support of Nevada's application for the Race to the Top-Early Learning Challenge grant. The Children's Cabinet is the Child Care Resource and Referral Agency (CCR&R) for the State of Nevada. As a CCR&R agency, our role in Nevada's child care system is multi-faceted: We assist parents in looking and paying for child care, increase the supply of child care, support existing child care programs, and help to create child care solutions for communities. In addition, The Children's Cabinet works to build collaborations between parents, providers, community leaders and policy makers. Our goal is to ensure that our youngest generations are ready to achieve success in school and in life. High quality early care and education for children birth to five is a critical foundation for future academic and workforce success.

In order to improve the quality of early learning and development opportunities and close the achievement gap for children, it is important for our state to build upon the progress made in five key areas of reform as identified in the grant: Establishing Successful State Systems, Defining High Quality Accountable Programs, Promoting Early Learning and Development Outcomes for Children, Supporting a Great Early Childhood Education Workforce, and Measuring Outcomes and Progress.

The Children's Cabinet supports Nevada's efforts to accomplish these goals. Our future depends on expanding initiatives that increase the quality of early education and care opportunities and make these opportunities available to all of Nevada's children.

Sincerely,

A handwritten signature in dark ink that reads "Jamie Burnett". The signature is written in a cursive, flowing style.

Jamie Burnett
CCR&R Program Director



Family to Family Connection
6114 W Charleston Blvd.
Las Vegas, NV 89146-1127
Phone (702) 870-9583
Fax (702) 870-9585
www.newbabycenter.com

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Executive Director
Dianne Faritas, M.S.

October 3, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. Family to Family Connection is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

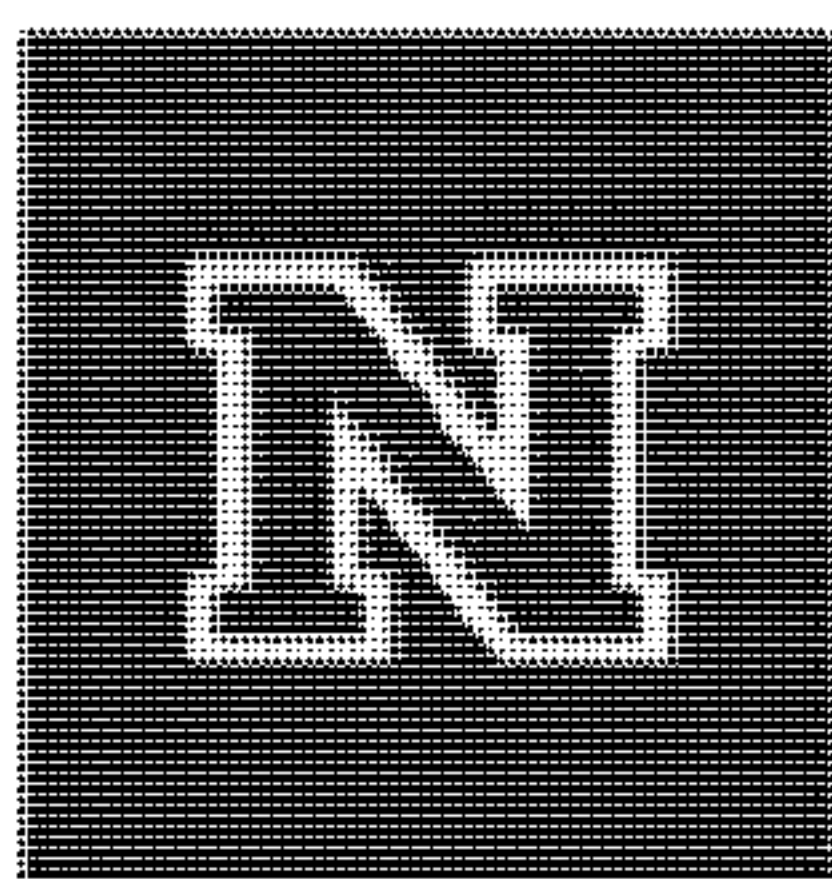
We are strongly committed to the plan articulated in the application that represents Nevada's Promise to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

Family to Family Connection has been providing education and support to families with infants and toddlers for the past 13 years. Many of our classes are in Spanish, meeting the needs of our local community.

We wholeheartedly support Nevada's Promise as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

Dianne Faritas, MS
Executive Director



University of Nevada, Reno
Statewide • Worldwide

**COLLEGE OF
EDUCATION**

Programs in Human Development & Family Studies
& Early Childhood Education
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Reno, Nevada 89557-0281
(775) 784-6400

October 12, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval and RTT-ELC Grant Reviewers,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. The Early Childhood Education program in the College of Education at the University of Nevada, Reno is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations. We support the plan to build a more unified system of early learning and childhood development in Nevada that will support young children and their families. The plan will increase access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

We wholeheartedly support Nevada's Promise as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

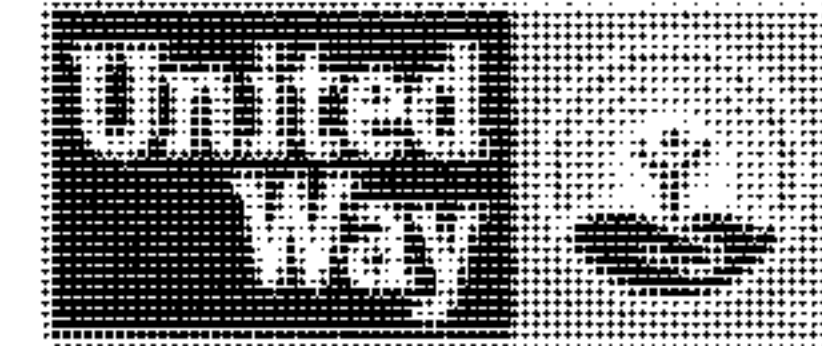
Melissa M. Burnham

Melissa M. Burnham, Ph.D.
Associate Professor
Early Childhood Education and Human Development & Family Studies

United Way
of Southern Nevada

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F. 702.736.8506
unswv.org

September 21, 2011



Governor Brian Sandoval
State Capitol
101 North Carson Street
Carson City, Nevada 89701-7011

Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge

Dear Governor Sandoval:

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. United Way of Southern Nevada is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

We are strongly committed to the plan articulated in the application that represents Nevada's Promise to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

Our mission at United Way is to unite leadership, engage community and focus resources to make lasting changes to improve lives. United Way is working to advance the common good by focusing on education, income and health. These are the building blocks for a good life – a quality education that leads to a stable job, enough income to support a family through retirement and good health.

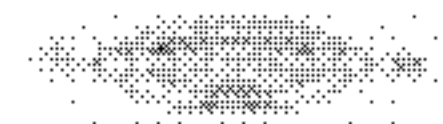
We wholeheartedly support Nevada's Promise as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Cass Palmer", written over a horizontal line.

Cass Palmer
President and CEO

LIVE UNITED.

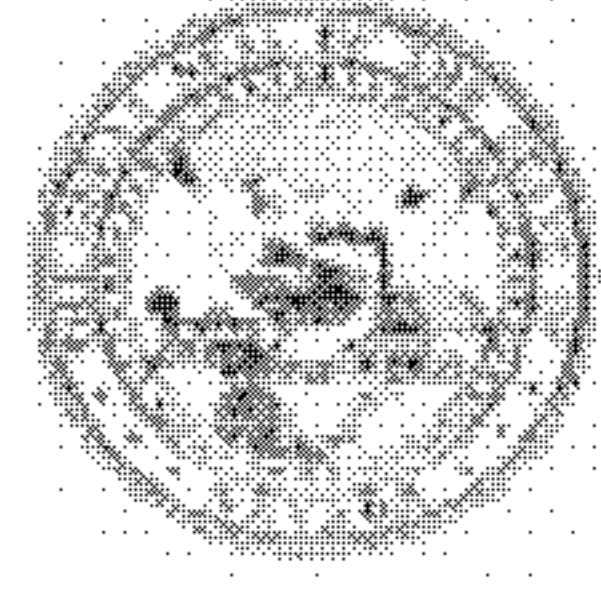


KEITH W. BREAULT
Superintendent of Public Instruction

STATE OF NEVADA

PATRICIA DONNELL BARTON
Acting Deputy Superintendent
Instructional, Research and Evaluative
Services

GREG T. WEYLAND
Deputy Superintendent
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SATELLITE OFFICE
ADDRESSES/MAPS
<http://www.doe.nv.gov>

September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. As the appointed representatives from Nevada Department of Education on the State Early Childhood Advisory Council, we are pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

As the administrators of the following publicly funded programs we are pleased to support this application in the following ways:

- Part B, 619: Provide technical assistance to early childhood special education directors and staff related to the Nevada's Promise RtT-ELC plan to help districts maintain and/or improve best practices by encouraging participation in these activities, strategies and tools such as, but not limited to QRIS, Comprehensive Assessment and Data Systems development, ECERS/CLASS, TACSEI, and P-3 and/or accessing related funds as appropriate.
- State PreKindergarten: Provide technical assistance to State PreK directors and staff related to the Nevada's Promise RtT-ELC plan to help districts maintain and/or improve best practices by encouraging participation in these activities, strategies, and tools such as, but not limited to QRIS, Comprehensive Assessment and Data Systems development, ECERS/CLASS, TACSEI, and P-3 and/or accessing related funds as appropriate.

In addition, we plan to continue our support in the following related programs and initiatives:

- **Title I:** Collaborate with Title I state and district staff to help build capacity and alignment with all programs as appropriate statewide, and encourage districts to maintain and/or increase Title I investments in early childhood education.
- **P-3 Initiatives:** Continue to develop and implement P-3 alignment statewide to include but not limited to organizing and/or encourage participation in P-3 tracks at the state early childhood conference and NDE Mega Conference; support district level pilot projects; and continue to promote and organize state P-3 related initiatives.
- **Striving Readers State Literacy Plan:** Continue to support and encourage programs identified above to participate in this plan as appropriate as it is implemented statewide.

We wholeheartedly support Nevada's Promise as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,



Anna Severens
Early Childhood Education: State PreK
Office of Special Education, Elementary and
Secondary Education, and School
Improvement Programs



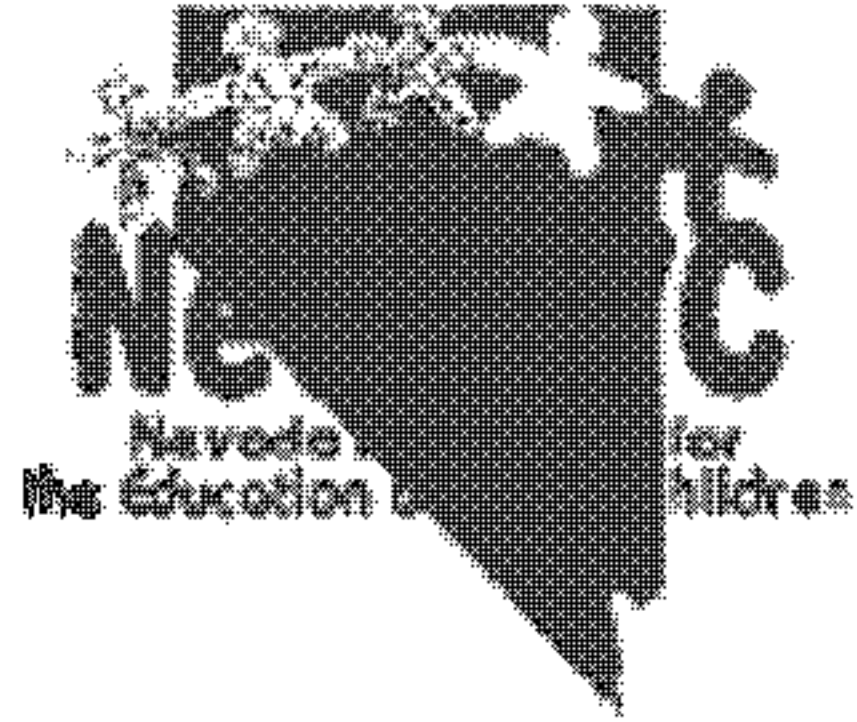
Sherry Halley
Early Childhood Special Education: Part B, 619
Office of Special Education, Elementary and
Secondary Education, and School
Improvement Programs

Appendix H: Letters of Support - Early Learning Councils and Organizations

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Jennifer Kalas
President

Peggy Pulver
Past President

Keena Sullivan
Treasurer

Jennifer Zukowski
Treasurer Elect

Nicholle Goldstein
Secretary

Michelle Tannock
VP of Membership

Lillia Englund
VP of Public Policy

Bette Katz
VP of
Communication
and Technology

Anna Severens
VP of Professional
Development

Members-At-
Large:

Cindy Johnson
RAEYC
Representative

Mardene Wright
SNAEYC
Representative

Kathy Benak

Janis Fikes-Buntjer

Connie Zeller

September 21, 2011

Re: **Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. The Nevada Association for the Education of Young Children is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

We are strongly committed to the plan articulated in the application that represents Nevada's Promise to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The purpose of the NevAEYC is to serve and act on behalf of the needs, rights, and well being of all young children and their families, with a special emphasis on developmental and educational services and resources for a diverse population; and to foster the growth and development of the membership in their work with, and on behalf of young children. NevAEYC has 2 local affiliate groups and over 600 members statewide. Members work in a variety of ECE settings, and together with NevAEYC, support excellence, inclusion, innovation, and community in the field of ECE. NevAEYC has several projects which align with the Race to the Top Early Learning Challenge. For example, our state conference includes a P-3 track and last year we attracted national leaders of the P-3 movement to speak to our members. We have also applied for a grant to support a leadership academy that would mentor new leaders in the field of ECE.

We wholeheartedly support Nevada's Promise as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

Jennifer Kalas
NevAEYC President



240 S. Rock Boulevard, Suite 143 | Reno, NV 89502
(775) 327-0670 (800) 258-1906 (775) 857-3158 (fax)
www.nevadaregistry.org
nevadaregistry@washoeschools.net

September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. The Nevada Registry is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The Nevada Registry's mission is to support and empower Early Care and Education (ECE) professionals in Nevada to promote high quality Early Care and Education through recognition, professional development and educational growth. As a no-cost, multi-faceted system of career development and recognition, The Nevada Registry was created to acknowledge the dedicated professionals educating Nevada's youngest children. The program aims to help lessen the stigma and increase the status of the Early Care and Education (ECE) profession by promoting a well-trained and skilled workforce.

The Registry supports careers in ECE by validating the professional and educational achievements of those working in the field and is one of the statewide efforts geared toward reducing staff turnover, increasing wages, heightening professionalism and increasing advancement opportunities for ECE practitioners. Serving the ECE community throughout Nevada, The Nevada Registry also serves as a clearinghouse of information by offering Career Ladder placement, an online calendar of training, community resources/information, a statewide job board, professional development planning, a Trainer Directory and more. The Nevada Registry is also responsible for the approval of all informal (not-for-college credit) training in the state of Nevada.

We wholeheartedly support Nevada's Promise as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

Shelly Nye
Program Director

Head Start Collaboration and Early Childhood Systems Office
560 Mill Street, Suite 205; Reno, Nevada 89502

Appendix I: Letters of Support - PTA



September 21, 2011

**Re: Letter of Support for Nevada's Promise
Race to the Top Early Learning Challenge**

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the Race to the Top Early Learning Challenge put forth by the United States Departments of Education and Health and Human Services. **Nevada Parent Teacher Association (Nevada PTA)** is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the vision for this initiative: that **Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

We are strongly committed to the plan articulated in the application that represents *Nevada's Promise* to our current and future generations to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. As part of the largest volunteer child advocacy association in the nation, Nevada PTA reminds our state of its obligations to children and provides parents and families with a powerful voice to speak on behalf of every child while providing the best tools for parents to help their children be successful students.

Working in cooperation with National PTA and many state and national education, health, safety, and child advocacy groups and state and federal agencies, Nevada PTA collaborates on projects that benefit children and that bring valuable resources to its members.

Our association was created in 1941 as a constituency of the National Parent Teacher Association (PTA) to promote closer cooperation among parents, teachers, educators and members of the community, who work in large and small ways to secure a nurturing, healthy environment for children. We meet a variety of needs through our programs and projects ranging from providing children with basic school materials to providing input at the state level regarding new legislation affecting the children of Nevada.

We wholeheartedly support **Nevada's Promise** as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

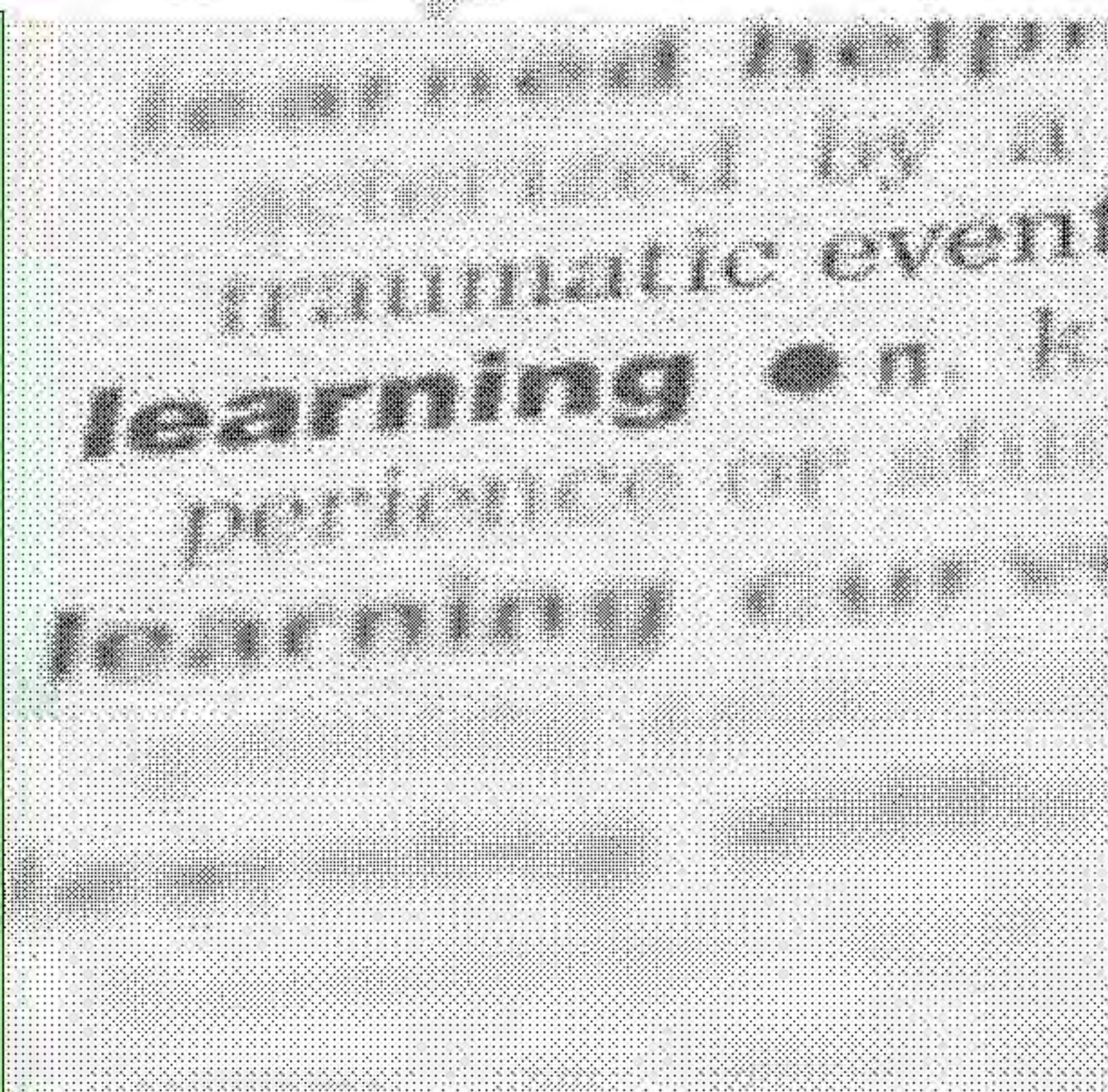
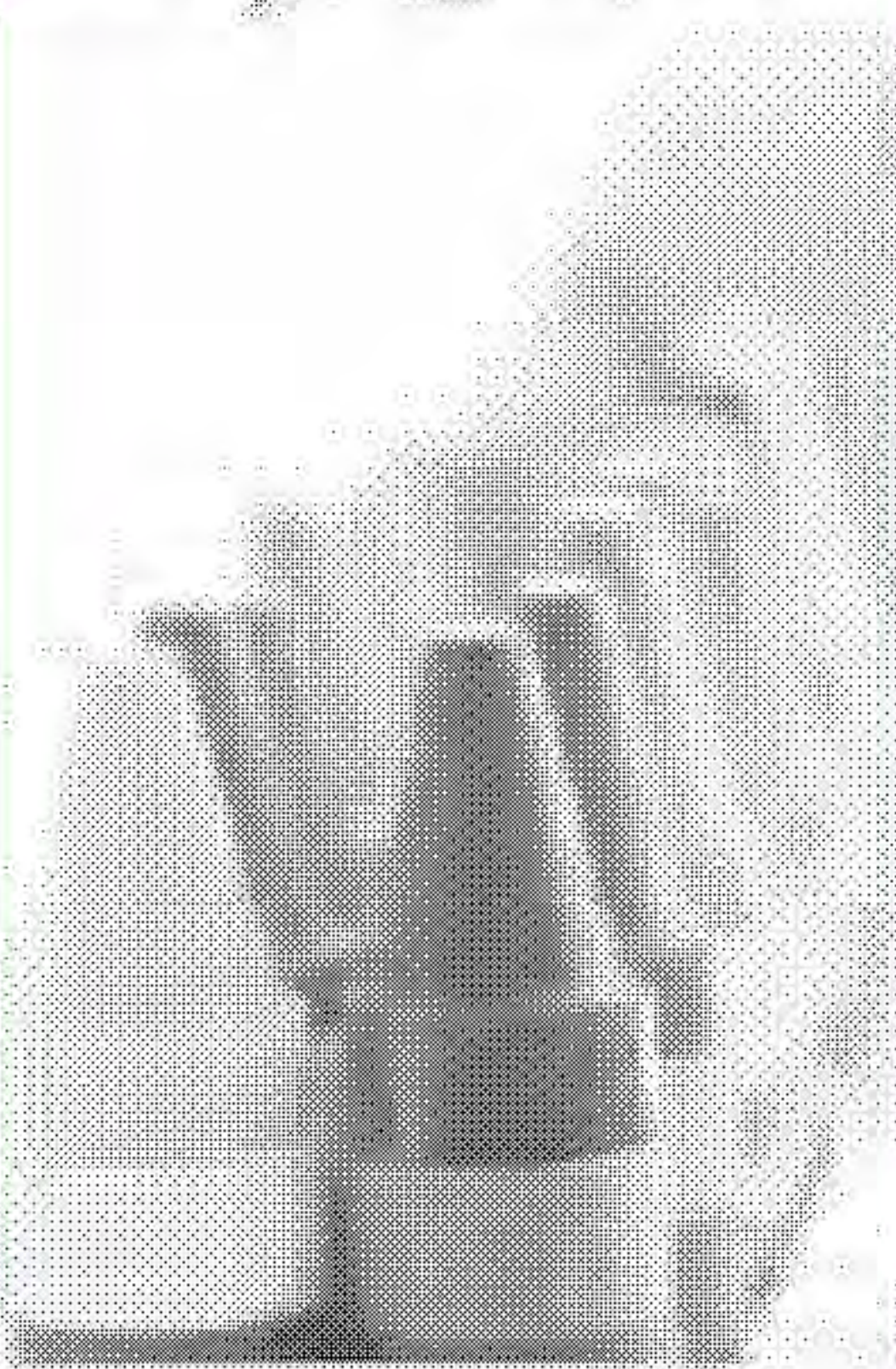
A handwritten signature in cursive script that reads "Kimberly Tate".

Kimberly Tate
President

6175 Spring Mountain Rd., Suite 1B | Las Vegas, NV 89146
(702) 258-7885 | (800) 782-7201 | (702) 258-7836 Fax
Office@nevadapta.org | www.nevadapta.org

Appendix J: Nevada's Core Knowledge Areas and Core Competencies

Nevada's Core Knowledge Areas
and Core Competencies
for Early Care and Education Professionals



.....
The Nevada Registry, The Path to Brighter Futures

Nevada's Core Knowledge Areas and Core Competencies

for Early Care and Education Professionals

Primary Authors: Margot Chappel, Head Start State Collaboration Office
and Shelly Nye, The Nevada Registry
March 2007

Welcome!

Thank you for your interest in the Core Knowledge Areas (CKA) and the newly developed Core Competencies for Early Care and Education Professionals! This document was designed to be a practical self-assessment tool that may be used in a variety of ways regardless of your role (caregiver, supervisor, trainer, career counselor, Nevada System of Higher Education (NSHE) faculty, etc.) or the setting in which you work. Use of this document is completely voluntary at the time of its approval in June 2006.

For more information or to request additional copies, please contact *The Nevada Registry* at (775) 446-5275 or (800) 259-1906. You may also visit www.nevadaregistry.org to download a copy of this publication.

Table of Contents

Introduction	1
Development of Core Competencies	1-2
Linkages	3
Using this Document	4
Nevada Early Care and Education Professional Career Ladder	5
Definitions of Core Knowledge Areas (CKA)	6

CORE COMPETENCIES

Core Knowledge Area 1: Human Growth and Development

Developmental Domains	7
Developmental Stages and Milestones	7
Development Through Play	8
Individual Needs and Differences	8
Children with Identified Special Needs	8
Effects of Cultural Differences	9

Core Knowledge Area 2: Positive Interaction and Guidance

Relationships with Individual Children	10
Developmentally Appropriate Guidance	11
Managing Groups and Environments	11

Core Knowledge Area 3: Observation and Assessment

Observation and Assessment	12
Children with Special Needs	13

Core Knowledge Area 4: Environment and Curriculum

Planning Framework	14-15
Physical Development and Health	15
Science	16
Math	16
Social-Emotional Development	17
Language and Early Literacy	17-18
Creative Development	18

Core Knowledge Area 5: Health, Nutrition and Safety

Knowledge of Regulations	19
Health	19
Environmental Safety	20
Nutrition	20

Core Knowledge Area 6: Family and Community Relationships

Respect for Families	21
Child and Family Relationships	21
Community Resources to Support Families	21
Parent Involvement	22
Positive Communication	22
Respect for Diversity	22
Collaboration	22

Core Knowledge Area 7: Leadership & Professional Development

Ethical Standards & Professional Guidelines	23
Reflective Practice	23
Continuous Collaborative Learning	24
Advocacy	24
Collaborative Partnerships	25

Core Knowledge Area 8: Management and Administration

Program Planning	26
Personnel Management	27
Financial Management	28

Acknowledgements and Resources	29
Glossary of Terms	30-31
Professional Development Resources	32-34
NAEYC Statement of Commitment to Ethical Conduct	34

Introduction:

What are Core Knowledge Areas (CKA) and Core Competencies?

The CKA and Core Competencies were developed in response to research findings indicating that professional education for Early Care and Education (ECE) practitioners is essential to the quality of care and education provided. Caregiver actions have also been shown to make a difference to the future learning capabilities and success of children. (Barnett, 2003) Core Knowledge Areas differ from Core Competencies in the following ways:

Core Knowledge Areas (CKA) are a set of *content areas* that define what caregivers should know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs. Distributing learning across all CKA helps professionals build a balanced approach to providing quality Early Care and Education.

Core Competencies are a set of *observable skills* that reflect a caregiver's knowledge and understanding of the Core Knowledge Areas. The competencies identify skills at the beginning, intermediate and advanced levels of professionalism related to providing quality Early Care and Education.

Development of Core Competencies

Following the national trend, Nevada is working to strengthen the professional development system for ECE professionals in our state. Agreement about the expectations for adults who work with young children supports professional preparation and development.

Discussions about the development of Nevada's Core Competencies began during the Nevada State Early Care and Education Summit held in October 2005. At that time, a small group of early childhood

professionals representing a number of agencies/ organizations in Nevada volunteered to assist with the development of Core Competencies for Nevada's ECE professionals. After an initial meeting in March 2006, more professionals in the field were recruited to assist with the process. As a result, a committee of twenty statewide representatives was formed. That committee met four times between April and July of 2006. A complete list of those who participated appears in the "Acknowledgements" section of this document.

Effort was made to involve members from all six Nevada System of Higher Education (NSHE) institutions in order to ensure alignment with the content of formal higher education coursework offered in the state. Representatives from five of the six institutions participated on the committee. Additionally, a number of resources were used to inform the development of both the Core Knowledge Areas and Core Competencies. The *Nevada Pre-Kindergarten Content Standards*, a position statement of the National Association for the Education of Young Children (NAEYC) titled *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, and the *NAEYC Standards for Early Childhood Professional Preparation: Associate Degrees* were used to assure that Nevada's Core Knowledge Areas and Core Competencies aligned with national and other state standards already in use. Several resources from the National Child Care Information Center (NCCIC) that compare Core Knowledge Areas and Core Competencies across states were also utilized. Finally, core knowledge and competency documents from Kansas/Missouri, New Jersey and West Virginia served as models for the committee. A complete list of the resources utilized by the committee can be found in the "Resources" section of this document.

continued on next page...

The Process

The committee's first task was to review and revise the existing Core Knowledge Areas (CKA) which had been developed and adopted by the Nevada State Child Care Advisory Committee in 2002. To achieve this, the committee compared Nevada's Core Knowledge Areas to those of other states. After comparisons were made, the committee revised Nevada's Core Knowledge Areas to align them more closely with approved training currently offered in Nevada and with the CKA used in other states. Originally, seven CKA were used by *The Nevada Registry* to approve trainings. Through this revision process, two previous CKA, "Understanding Children" and "Foundations of ECE" were eliminated and three new areas, "Human Growth and Development", "Positive Interactions and Guidance", and "Observation and Assessment" were added. This resulted in a final list of eight CKA. The Core Knowledge Areas as adopted in June of 2006 are listed below.

Nevada's CORE KNOWLEDGE AREAS

1. Human Growth and Development
2. Positive Interactions and Guidance
3. Observation and Assessment
4. Environment and Curriculum
5. Health, Nutrition and Safety
6. Leadership and Professional Development
7. Family and Community Relationships
8. Management and Administration

The committee then developed definitions for each CKA to replace the list of sub-topics within each CKA that existed previously (provided on page 6). Finally, the committee broke into smaller workgroups to develop Core Competencies for each CKA. After the initial meeting, workgroups met independently, and brought their work back to the larger committee for review, feedback and final revision.

Margot Chappel, Director of the Nevada Head Start State Collaboration Office, facilitated committee meetings and aggregated the content based on input from committee members. Final document design

was developed by Shelly Nye, Program Coordinator for *The Nevada Registry*. Both offices worked collaboratively to co-write the introduction and background.

Developmentally Appropriate Practice as a Guiding Principle

It is important to note that most of the skills identified in this document relate to developmentally appropriate practice (DAP) regarding the direct care and education of young children. The National Association for the Education of Young Children (NAEYC) has established twelve principles related to DAP, which is defined as "...[the providing of] a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families." The following principles of DAP are used with the permission of NAEYC:

1. Domains of children's development—physical, social, emotional, and cognitive—are closely related. Development in one domain influences and is influenced by development in other domains.
2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.
4. Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.
5. Development proceeds in predictable directions toward greater complexity, organization, and internalization.
6. Development and learning occur in and are influenced by multiple social and cultural contexts.
7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.

continued on next page...

8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
9. Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development.
10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.
11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.
12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

Linkages

Core Knowledge Areas (CKA) and Competencies were developed as part of the growing professional development system in Nevada. Consideration was given to how these components support, enhance and otherwise affect other parts of the system. As noted below, there are several clear linkages that can be made at this point.

The Connection to the Career Ladder

The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

The Connection to Nevada's Training Approval System

The CKA are an important part of Nevada's training approval system and are reflected in all training that is approved by *The Nevada Registry*. Because approved training is categorized by CKA, caregivers

and trainers can search for training by CKA on the Registry's website and use that information to distribute their learning and instruction across all eight areas. This helps create a balanced approach to participating in professional development opportunities as well as affords trainers the opportunity to identify gaps and offer training in areas where there is limited availability to better meet the needs of professionals in the field.

The Connection to Nevada's Pre-K Content Standards

Nevada's Pre-K Content Standards are a joint effort supported by the Nevada Department of Education's Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, as well as the State of Nevada, Department of Health and Human Resources, Welfare Division, Office of Early Care and Education and its contractors. These agencies were challenged by the Federal *Good Start, Grow Smart* initiative to work together to develop standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool. The Pre-K Content Standards are guidelines for teachers to use when developing learning experiences for young children that are grounded in the following guiding principles:

- Children are active learners
- Development and learning are inter-related
- Growth and learning are sequential
- Each child is an individual learner
- Development and learning are embedded in culture
- Family involvement is necessary
- Children's learning can be clarified, enriched, and extended

Knowledge of the Pre-K Standards is embedded within the Core Competencies. While the Pre-K standards act as a guide for *child outcomes*, the core competencies focus on the preferred *outcomes for the adults* who care for young children. It is believed that early childhood teachers who provide quality learning environments and experiences for young children will help those children meet the goals set forth in the Pre-K Standards.

Using This Document

Because this document was designed to be a self-assessment tool, it can be used in a variety of ways. The competencies can be used to assess learning needs, develop education and training curriculum, and as a tool for supervision and mentoring support. For instance,

- *Professionals* may use the competencies as a self-assessment of their own skills and knowledge and plan for their own professional development across the eight CKA.
- *Administrators* may use the competencies to assess the learning needs of their staff, create professional development plans with individual staff members, develop job descriptions/ qualifications and use in conjunction with the Career Ladder to establish salary scales based on levels of competency.
- *Trainers, instructors and higher education faculty* may assess current program content and develop courses that provide a range of opportunities to develop the core competencies.
- *State and local agencies* can create and implement policies that enhance and support professionalism.

Document Layout

To provide a basis for the use of this document, the definitions for each of Nevada's Core Knowledge Areas are listed on page 16. To help you navigate through the document, each CKA has been color-coded. Though the CKA are presented individually, all areas are equal in importance and are inter-related and interdependent.

The identified core competencies for each CKA begin on page 17 and are, again, color coded to match the broader CKA that they fall under. Each CKA has a number of defined categories with a set of related competencies ranging from knowledge that a beginning professional would typically have to the more advanced knowledge possessed by individuals with advanced degrees. Each level of competency

includes the knowledge and skills of the previous level and is designed to demonstrate a continuum of growth that occurs over time through formal education, training and experience.

Check boxes are provided beside each competency so that this document can be utilized as a self-assessment, supervision, and professional development tool. Use the checklists to determine the areas in which you have beginning, intermediate or advanced skill as well as the areas where further growth is needed*.

**The examples provided within the core competencies are not meant to be exclusive or complete, but are only some of the possibilities that might exist.*

Nevada Early Care and Education Professional Career Ladder

The Nevada Early Care and Education Professional Career Ladder helps professionals plan their training and education and identify their career development goals. The ladder is based on what national research shows about the importance of specialized training in ECE and the correlation between formal education and quality environments for children (Barnett, 2003). The field of ECE is a distinct area of specialization with a unique body of knowledge specific to the discipline. This is represented by seven levels on

the Career Ladder combining various types of formal (college) education, training and direct experience (up to 4000 hours). The entry levels of the Career Ladder are somewhat informal and become increasingly more formal with a greater emphasis on formal education and training in ECE as a person advances along the continuum. By following this path, an individual knows exactly what he/she needs to accomplish before advancing to the next level.

Level 1

- 1.1 Meet Child Care Licensing requirements *and* a minimum of 1000 hours of direct experience
- 1.2 All of 1.1 plus a high school diploma/GED
- 1.3 All of 1.1, 1.2 *and* 1 ECE college credit *or* 15 hours approved training

Level 2

- 2.1 Current CDA *or* 8 ECE college credits *and* 2000 hours direct experience, *or* high school diploma/GED, 120 hours of approved training, *and* 2000 hours direct experience
- 2.2 12 ECE college credits *and* 3000 hours direct experience

Level 3

- 3.1 Apprenticeship Certificate *or* 20 ECE college credits *and* 4000 hours direct experience
- 3.2 1-year ECE certificate *or* 30 college credits with 24 in ECE *and* 4000 hours direct experience

Level 4

- 4.1 Associate's degree in ECE *or* Associate's degree in another field with 30 or more ECE college credits
- 4.2 All of 4.1 *and* 4000 hours direct experience

Level 5

- 5.1 Bachelor's degree in ECE *or* Bachelor's degree in another field with a state teaching license containing an ECE endorsement *or* a Bachelor's degree in another field with 30 or more ECE college credits
- 5.2 All of 5.1 *and* 4000 hours direct experience

Level 6

- 6.1 Master's degree in ECE *or* Master's degree in another field with a state teaching license containing an ECE endorsement *or* a Master's degree in another field with 30 or more ECE college credits
- 6.2 All of 6.1 *and* 4000 hours direct experience

Level 7

- 7.1 Doctorate in ECE *or* Doctorate in another field with a state teaching license containing an ECE endorsement *or* Doctorate in another field with 30 or more ECE college credits
- 7.2 All of 7.1 *and* 4000 hours direct experience

Definitions of Core Knowledge Areas

Human Growth and Development

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for Early Care and Education professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult's role in supporting each child's growth and development is imperative.

Positive Interactions and Guidance

Early Care and Education professionals need to have realistic expectations regarding children's behavior and understand developmentally appropriate guidance techniques in accordance with children's ages and developmental levels. They investigate factors that may impact children's behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills, and positive interactions with their peers and adults.

Observation and Assessment

Well prepared Early Care and Education professionals understand the goals, benefits and uses of assessment in early childhood environments. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impacts the development and learning of those children. Program improvements can be planned for and implemented by using early childhood environment and program administration scales.

Environment and Curriculum

Early Care and Education professionals need to understand and utilize strategies that are characteristic of high quality early childhood environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children's learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school. They should also be able to integrate Nevada Content Standards into curriculum planning.

Health, Safety and Nutrition

Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children's safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

Family and Community Relationships

Knowledge and understanding of diverse family structures and influences enable Early Care and Education professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.

Leadership and Professional Development

Early Care and Education professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

Management and Administration

ECE professionals need to understand the importance of relationships and positive communication between colleagues, especially those working together to create a nurturing learning environment for children. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards applicable to programs and how to meet regulations and standards is essential to quality environments for children. Management should also model for and support staff with regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

Core Knowledge Area 1: Human Growth and Development

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for Early Care and Education professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult's role in supporting each child's growth and development is imperative for Early Care and Education professionals.

Developmental Domains

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Defines terms describing developmental domains: cognitive, physical, language, social-emotional and creative development. <input type="checkbox"/> Gives examples of each domain as demonstrated by children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates theories within the developmental domains. <input type="checkbox"/> Articulates that the developmental domains are inter-related. <input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental domains. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and policies on child growth and development. <input type="checkbox"/> Uses theories to explain how children learn and develop within the domains. <input type="checkbox"/> Uses knowledge of developmental theories to meet children's individual needs in the group setting. <input type="checkbox"/> Models and shares information about developmental domains with staff and families.

Developmental Stages and Milestones

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates that development is continuous and generally sequential. <input type="checkbox"/> Defines the terms developmental stages and milestones. <input type="checkbox"/> Gives an example of developmental stages and milestones appropriate to the age group they work with. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental domains. <input type="checkbox"/> Articulates that patterns of development vary within developmental domains. <input type="checkbox"/> Describes "typically developing" children. <input type="checkbox"/> Recognizes and makes referrals for suspected developmental delays. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses individual patterns of development among children in care to guide planning. <input type="checkbox"/> Sets goals for individual children using their developmental level. <input type="checkbox"/> Provides information about the developmental stages and milestones within the developmental domains to staff and families.

Human Growth and Development
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Core Knowledge Area 1: (cont'd)
Human Growth and Development

Development Through Play

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates specific concepts children learn through play (e.g., play with puzzles helps children practice fine motor skills). <input type="checkbox"/> Promotes learning by participating in child-initiated play. <input type="checkbox"/> Utilizes learning centers (or interest areas) to encourage learning and development through play. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs, adapts, and utilizes learning centers to encourage learning and development through play. <input type="checkbox"/> Provides a responsive environment where children initiate and extend their learning through play. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops strategies that support children's role in planning curriculum. <input type="checkbox"/> Demonstrates through examples to staff and families that children learn and develop through play.

Individual Needs and Differences

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with children as individuals. <input type="checkbox"/> Articulates developmental differences and unique characteristics of children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Relates theories within developmental domains to individual children. <input type="checkbox"/> Defines "individually appropriate" practice. <input type="checkbox"/> Adapts the program to address each child's needs, temperament, interests and learning styles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates the ranges of development in young children. <input type="checkbox"/> Integrates information on growth, development and learning patterns of individuals and groups and applies to practice. <input type="checkbox"/> Establishes the program to address each child's needs, temperament, interests and learning styles.

Children with Identified Special Needs

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Is informed about and can name children with identified special needs. <input type="checkbox"/> Consistently follows specific requirements for children in their care. For example, those with Individual Education Plans (IEP), Individual Family Service Plans (IFSP), medical or nutritional needs, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates assistive technology for children with special needs. <input type="checkbox"/> Participates in the planning team for children with special needs. <input type="checkbox"/> Articulates the basic understanding of the special needs and disabilities laws and the rights of children and families. <input type="checkbox"/> Articulates possible limitations and adaptations for children with special needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of inclusive philosophy and practices. <input type="checkbox"/> Develops activities to meet individual requirements of children with special needs.

Human Growth and Development
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Core Knowledge Area 1: (cont'd)

Human Growth and Development

Effects of Cultural Differences

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Speaks positively about cultural differences as they arise in the classroom. <input type="checkbox"/> Allows children to make non-stereotypical play choices (e.g., boys wearing dresses in dramatic play). <input type="checkbox"/> Consistently follows established adaptations for children with cultural or religious needs (e.g., makes sure snack selections are Kosher). 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides materials and activities that affirm and respect cultural/ethnic/linguistic diversity. <input type="checkbox"/> Models acceptance for cultural differences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates with parents and staff regarding non-stereotypical play choices. <input type="checkbox"/> Communicates with parents and staff the variety of cultural values and traits represented within the program.

Core Knowledge Area 2:

Positive Interactions and Guidance

Early Care and Education professionals need to have realistic expectations regarding children's behavior and understand developmentally appropriate guidance techniques in accordance with children's ages and developmental levels. They investigate factors that may impact children's behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills, and positive interactions with their peers and adults.

Relationships with Individual Children

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Provides physical and emotional security to build trusting relationships by interacting positively with children. <input type="checkbox"/> Interacts positively with children in ways that are responsive, consistent, encouraging and nurturing. <ul style="list-style-type: none"> • Gives one-on-one attention • Talks about children's interests • Respects each child's uniqueness • Listens to children • Uses children's names • Communicates at children's eye level • Responds consistently • Smiles at children • Speaks at children's level of understanding <input type="checkbox"/> Treats all children with fairness and consistency. <input type="checkbox"/> Accepts physical, social, emotional, cultural, and developmental differences in children and families. <input type="checkbox"/> Encourages children to express emotions positively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Relates guidance practices to knowledge of children's personalities and levels of development. <input type="checkbox"/> Recognizes and responds to individual behavioral problems related to developmental or emotional stress. <input type="checkbox"/> Moderates interactions with each child based on the child's specific characteristics, strengths, interests and needs. <input type="checkbox"/> Conveys acceptance of children's diverse ethnic and cultural backgrounds, abilities or learning challenges. <input type="checkbox"/> Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences. <input type="checkbox"/> Solicits information from parents regarding effective strategies to support individual children. <input type="checkbox"/> Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions. <input type="checkbox"/> Adapts interactions to include each child individually, accommodating for his/her temperament, personality, strengths, interests and development pattern. <input type="checkbox"/> Uses child observation and assessment to individualize and improve interactions. <input type="checkbox"/> Articulates the principles for intervention and conflict resolution in children's play and learning. <input type="checkbox"/> Develops and implements written policies for effective interactions.

Positive Interactions and Guidance
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Core Knowledge Area 2: (cont'd)

Positive Interactions and Guidance

Developmentally Appropriate Guidance

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Avoids actions that would cause physical or emotional harm. <input type="checkbox"/> Participates in developmentally appropriate guidance approaches (e.g., choices, appropriate limits, redirection, ignoring, positive feedback and encouragement, and giving effective directions). <input type="checkbox"/> Bases expectations for behavior on age and developmental level of children. <input type="checkbox"/> Responds to children's behaviors in ways that encourage self-control. <input type="checkbox"/> Demonstrates awareness that challenging behaviors have different causes. <input type="checkbox"/> Seeks to find reasons for challenging behavior and responds with positive guidance techniques. <input type="checkbox"/> Refers to problem behaviors or situations, rather than labeling the child. 	<ul style="list-style-type: none"> <input type="checkbox"/> Practices and models developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control. <input type="checkbox"/> Models behavior expectations based on children's age and developmental level. <input type="checkbox"/> Observes children and adapts guidance approaches to knowledge of individual children and levels of development. <input type="checkbox"/> Communicates with families regarding areas of concern and develops cooperative strategies to manage behavior. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children. <input type="checkbox"/> Uses observation and assessment to modify and adapt guidance strategies. <input type="checkbox"/> Designs written policies for using effective positive child guidance. <input type="checkbox"/> Collaborates with families to develop individually appropriate expectations for children's behavior. <input type="checkbox"/> Develops individual guidance plans, accessing appropriate professionals as needed.

Managing Groups and the Environment

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate supervision and interventions to keep children safe. <input type="checkbox"/> Establishes and communicates limits for acceptable behavior. <input type="checkbox"/> Leads activities in a positive, relaxed, and pleasant atmosphere. <input type="checkbox"/> Follows strategies that encourage positive behaviors and reduce challenging behaviors. <ul style="list-style-type: none"> • Provides consistent schedules and routines • Alerts children to and facilitates transitions from one activity to another • Provides interesting materials and activities • Articulates how physical environment affects behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans, implements and adapts a supportive learning environment that promotes positive interactions and behaviors and minimizes risk. <input type="checkbox"/> Observes children and makes modifications and adaptations to support individual children and the group. <input type="checkbox"/> Facilitates positive support of children and families through times of change and transition. <input type="checkbox"/> Anticipates and diffuses disruptive behavior. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies. <input type="checkbox"/> Uses child observation and assessment to individualize and improve environmental management. <input type="checkbox"/> Designs and implements policy and practice that support needs of children and families through environmental design. <input type="checkbox"/> Plans for times of change and transition that support children and families.

Core Knowledge Area 3: Observation and Assessment

Well prepared Early Care and Education professionals understand the goals, benefits and uses of assessment in early childhood environments. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impacts the development and learning of those children. Program improvements can be planned for and implemented by using early childhood environment and program administration scales.

Observation and Assessment

BEGINNING COMPETENCIES

- Has basic understanding of child development.
- Acknowledges that children develop at their own rate.
- Demonstrates an understanding of the process of observation and assessment for children, personnel and programs which are being used by the program.
- Maintains daily records as needed (diaper changing, feeding schedules, accidents, etc.) and other documentation as required.
- Assists with the collection of objective and meaningful information about each child's development, recognizing that observation and assessment is an ongoing process.
- Seeks guidance and support from other professionals as needed in documentation of observation and assessment.
- Recognizes that findings in child observation and assessment assist in planning classroom curriculum.
- Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.
- Recognizes that observation and assessment information should be shared with families in a sensitive and supportive manner.

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Uses knowledge of child development to understand and interpret the abilities and behavior of the children.
- Appreciates and accommodates a range of developmental skills among children.
- Makes decisions about appropriate observation and assessment tools and gathers samples of children's work to gain a well-rounded picture of individual children.
- Selects and models appropriate use of a variety of observation and assessment methods and tools.
- Uses observation and assessment results to plan and carry out developmentally appropriate curriculum.
- Communicates observation and assessment results to families in a clear and supportive manner.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Has an in-depth understanding of child development and uses this understanding to assess individual children in the context of their age, gender, culture, and ability.
- Develops and implements individual plans based on observation and assessment.
- Establishes criteria, procedures, and documentation methods for observation and assessment.
- Interprets observation and assessment data and develops action plans based on findings.
- Provides guidance and mentoring to staff in understanding the methods and uses of observation and assessment.
- Reviews and interprets child observation and assessment data to ensure that children's developmental needs are met and to ensure informed practice.
- Based on observation and assessment results, communicates next step for individual children to families in a clear and supportive manner.

Observation and Assessment
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Core Knowledge Area 3: (cont'd)

Observation and Assessment

Children with Special Needs

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES <i>(all of the beginning competencies, plus)</i>	ADVANCED COMPETENCIES <i>(all of the beginning and intermediate competencies, plus)</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Understands that children with disabilities are required by law to have an individualized plan based on observation and assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in developing and adhering to the Individual Education Plan (IEPs) or Individual Family Service Plan (IFSPs) of children with special needs or disabilities as necessary or applicable. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes leadership role in teams that develop IEPs and IFSPs for children with disabilities.

Core Knowledge Area 4: Environment and Curriculum

Early Care and Education professionals need to understand and utilize strategies that are characteristic of high quality early childhood environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children's learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school. They should also be able to integrate Nevada Pre-Kindergarten Content Standards into curriculum planning.

Planning Framework

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Follows daily schedule. <input type="checkbox"/> Gives children choices. <input type="checkbox"/> Encourages children's learning through play. <input type="checkbox"/> Is familiar with and assists with implementing planned curriculum. <input type="checkbox"/> Supports and encourages children's participation in a variety of activities. <input type="checkbox"/> Provides an interesting and secure environment that encourages play, exploration, and learning using space, relationships, materials and routines as resources. <input type="checkbox"/> Is aware of the Nevada Pre-Kindergarten Content Standards. <p><i>continued on next page...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develops an appropriate schedule that includes a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities. <input type="checkbox"/> Uses observations to provide appropriate choices and adapt environments for children. <input type="checkbox"/> Ensures that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative and social-emotional. <input type="checkbox"/> Uses various teaching approaches along a continuum from child-initiated exploration to adult-directed activities or modeling. <input type="checkbox"/> Bases planned and spontaneous interactions with children on the child's assessed interests and needs (intentional teaching). <input type="checkbox"/> Uses appropriate materials, activities and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and movement. <input type="checkbox"/> Plans and adapts curricula and environments, including the selection of materials, appropriate to the levels of all children. <p><i>continued on next page...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches. <input type="checkbox"/> Plans, implements, and evaluates learning environments and curricula to maximize learning potential. <input type="checkbox"/> Teaches others about developmentally appropriate curricula and learning environments. <input type="checkbox"/> Advocates for appropriate curricula and learning environments. <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology. <input type="checkbox"/> Plans environment and adapts curriculum for children with special needs or learning styles. <input type="checkbox"/> Develops strategies that support children's role in planning curriculum. <input type="checkbox"/> Designs curriculum and shares curriculum designs with others. <p><i>continued on next page...</i></p>

Environment and Curriculum
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Core Knowledge Area 4: (cont'd)
Environment and Curriculum

Planning Framework (cont.)

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<i>continued from previous page...</i>	<i>continued from previous page...</i> <ul style="list-style-type: none"> <input type="checkbox"/> Develops curriculum that promotes the goals of the Nevada Pre-Kindergarten Content Standards. <ul style="list-style-type: none"> • Language and Early Literacy • Mathematics • Social Studies (including social-emotional) • Science • Creative Arts • Physical Development and Health 	<i>continued from previous page...</i> <ul style="list-style-type: none"> <input type="checkbox"/> Consults with parents and appropriate professionals to address developmental or environmental concerns. <input type="checkbox"/> Assesses curriculum and individual progress of children based on Nevada Pre-Kindergarten Content Standards.

Physical Development and Health

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Interacts appropriately with children during physical activities both indoors and outdoors. <input type="checkbox"/> Incorporates a variety of equipment, activities and opportunities to promote the physical development of all children. <input type="checkbox"/> Carries out learning opportunities that promote healthy living habits and hygiene (e.g., hand-washing, tooth-brushing, healthy eating). <input type="checkbox"/> Models healthy living habits. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans activities that integrate physical development with all other curriculum areas. <input type="checkbox"/> Adapts activities for children with special needs. <input type="checkbox"/> Supports and guides children as they engage in activities that refine their physical abilities. <input type="checkbox"/> Plans and implements intentional experiences that promote healthy living habits. <input type="checkbox"/> Uses on-going assessment of children to adapt activities to meet specific physical development and health needs/objectives of individual children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting physical development and positive health practices. <input type="checkbox"/> Evaluates the appropriateness of physical development activities for individual children. <input type="checkbox"/> Explains how physical development and other areas of development are related. <input type="checkbox"/> Designs and fosters alternative approaches to learning for children with limited mobility or other physical disabilities. <input type="checkbox"/> Works collaboratively with other agencies to research and communicate information about promoting physical development and health. <input type="checkbox"/> Evaluates the effectiveness of physical development and health practices in curriculum and modifies as needed.

Environment and Curriculum
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Core Knowledge Area 4: (cont'd)

Environment and Curriculum

Science

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> ☐ Engages children in activities that support scientific thinking and inquiry (e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, and reporting). 	<ul style="list-style-type: none"> ☐ Plans age appropriate science exploration in response to children's emerging interests. ☐ Encourages children to observe and describe what they experience using all their senses. ☐ Revisits science activities with children so they can reflect and build on previous learning to develop and refine thinking skills. ☐ Uses on-going assessment of children to adapt activities to support scientific thinking. 	<ul style="list-style-type: none"> ☐ Articulates, analyzes, evaluates, and applies current theory and research on promoting scientific knowledge and inquiry. ☐ Evaluates the effectiveness of the science curriculum and modifies as needed.

Math

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> ☐ Familiarizes children with mathematical language in daily experiences (e.g., bigger than, more than, as many as, etc.). ☐ Engages children in activities that support mathematical thinking (e.g., counting, sorting, measuring, matching, comparing, charting, and moving in space, etc.). 	<ul style="list-style-type: none"> ☐ Plans and implements age appropriate learning opportunities to support mathematical development. ☐ Revisits mathematical activities with children so they can reflect and build on previous learning to develop and refine thinking skills. ☐ Provides appropriate materials so children can explore properties related to mathematical concepts. ☐ Uses on-going assessment of children to adapt activities to support mathematical thinking. 	<ul style="list-style-type: none"> ☐ Articulates, analyzes, evaluates and applies current theory and research on promoting mathematical thinking. ☐ Evaluates the effectiveness of mathematics curriculum and modifies as needed.

Environment and Curriculum
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Core Knowledge Area 4: (cont'd)

Environment and Curriculum

Social-Emotional Development

BEGINNING COMPETENCIES

- Engages in everyday conversations with children to promote their positive self-concept.
- Models and supports children in learning self-help skills (e.g., putting blocks away, pouring juice, using soap when washing hands, etc.).
- Models recognition and expression of feelings.
- Recognizes and responds to children as individuals with their own strengths and needs.
- Encourages children to interact positively with one another.
- Helps children problem-solve in daily classroom interactions.
- Recognizes differences and treats everyone respectfully.
- Supports children's participation in group activities.
- Assists children in separating from family and integrating into the classroom.

INTERMEDIATE COMPETENCIES
(all of the beginning competencies, plus)

- Plans and implements strategies that support the development of a positive self-concept.
- Plans and provides opportunities for children to communicate, form friendships, and to interact with each other respectfully.
- Guides children in resolving conflicts through negotiations and communication.
- Embeds developmental guidance into the curriculum.
- Designs and implements a child-centered environment that encourages autonomy, responsibility, and positive social skills through spontaneous and planned activities.
- Plans and provides opportunities for children to identify their roles as members of a family, a group and a community.
- Incorporates social studies into curriculum in accordance with Nevada Pre-Kindergarten Content Standards.

ADVANCED COMPETENCIES
(all of the beginning and intermediate competencies, plus)

- Articulates, analyzes, evaluates and applies theory and current research to create a community in the classroom that fosters social and emotional development and social studies in the curriculum.
- Communicates to others the process for developing curricula that promotes social development.

Language and Early Literacy

BEGINNING COMPETENCIES

- Talks with and listens to children to stimulate conversation.
- Offers formal and informal book reading experiences that encourage children to listen and talk.
- Provides opportunities for children to see writing and to use beginning writing skills.

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INTERMEDIATE COMPETENCIES
(all of the beginning competencies, plus)

- Plans and provides experiences to stimulate emerging verbal and written communication skills.
- Plans and implements book reading experiences to support learning goals for children.
- Uses concrete experiences and play to enhance and extend young children's language development and early literacy.

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ADVANCED COMPETENCIES
(all of the beginning and intermediate competencies, plus)

- Articulates, analyzes, evaluates and applies current theory and research on promoting language and literacy development.
- Evaluates the effectiveness of language and literacy curriculum and modifies as needed.
- Develops strategies to support second language learners.

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Environment and Curriculum *continued on next page...*

Core Knowledge Area 4: (cont'd)
Environment and Curriculum

Language and Early Literacy (cont.)

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages children to ask questions and actively listens to their answers. <input type="checkbox"/> Uses age appropriate techniques to support language and literacy development. <ul style="list-style-type: none"> • Reading • Singing • Talking • Labeling • Music and Movement • Sign Language • Word and Picture Recognition • Rhythm and Rhyme • Recognizing Common Words and Signs in the Environment 	<p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Immerses children in a print rich environment. <input type="checkbox"/> Uses on-going assessment of children to adapt and modify activities to meet needs of individual children. <input type="checkbox"/> Implements activities designed to support second language learners. 	<p><i>continued from previous page...</i></p>

Creative Development

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Encourages individuality which includes unique individual expression. <input type="checkbox"/> Provides children with opportunities to be creative, without a pre-determined outcome, emphasizing the process rather than the product. <input type="checkbox"/> Accepts cultural differences that may affect children's ways of expressing themselves creatively. <input type="checkbox"/> Models and encourages creativity through language, music, dramatic play and art. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters imagination and creativity as the foundation for new ideas. <input type="checkbox"/> Elicits the creative spirit of each child by offering opportunities for expression through artistic representation. <input type="checkbox"/> Encourages and integrates creative expression throughout the curriculum. <input type="checkbox"/> Uses on-going assessment of children to adapt and modify interactions to support creativity of individual children. <input type="checkbox"/> Ensures that children are exposed to a variety of creative expression. <ul style="list-style-type: none"> • Music • Movement • Dramatic Play • Visual Arts 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains, using specific examples, how children represent their thoughts, feelings and ideas through creative outlets. <input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting creative experiences.

Core Knowledge Area 5: Health, Nutrition and Safety

Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children's safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

Knowledge of Regulations

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Follows regulations regarding health and safety. <ul style="list-style-type: none"> • Administration of medication • CPR and First Aid training • Fire and disaster drills • Abuse and neglect • Communicable disease <input type="checkbox"/> Releases children only to authorized persons. <input type="checkbox"/> Recognizes signs and symptoms of child abuse and neglect. <input type="checkbox"/> Knows and follows mandated child abuse and neglect reporting laws. <input type="checkbox"/> Maintains the confidentiality of health, nutrition and child abuse/neglect information. <input type="checkbox"/> Demonstrates awareness of quality standards for Early Care and Education programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Practices procedures for fires and other emergencies, including safety procedures for children with disabilities. <input type="checkbox"/> Monitors compliance with regulatory requirements. <input type="checkbox"/> Understands the purpose of regulations. <input type="checkbox"/> Describes the functions of regulatory agencies. <input type="checkbox"/> Identifies strategies for working cooperatively with regulatory agencies. <input type="checkbox"/> Implements quality standards for early care and education programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the program promotes the optimal growth and development of every child. <input type="checkbox"/> Articulates, adheres to and stays current with laws pertaining to children and families. <input type="checkbox"/> Uses Code of Ethics to ensure compliance with regulations. <input type="checkbox"/> Articulates the rationale for regulations, policies and standards.

Health

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a sanitary environment by following appropriate policies and procedures. <input type="checkbox"/> Models and promotes good health practices (e.g., washing hands, brushing teeth, covering mouth and nose when coughing, sneezing, etc.). <input type="checkbox"/> Practices safe and sanitary diapering procedures. <input type="checkbox"/> Recognizes signs and symptoms of common childhood diseases and reports to supervisor. 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes good health by maintaining an environment that contributes to the prevention of illness. <input type="checkbox"/> Provides intentional opportunities for children to learn the basics of good health practices through active learning. <input type="checkbox"/> Responds appropriately to children's illnesses (e.g., determine when the exclusion policy applies, contact parents, etc.). <input type="checkbox"/> Administers medicine and approved medical treatments following required guidelines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs, assesses and applies current research based on commonly recognized standards and community policies for health and safety. <input type="checkbox"/> Monitors and ensures that children have many opportunities to learn the basics of good health through active learning. <input type="checkbox"/> Develops program policies and exclusion criteria based on current regulations and program and community policies. <input type="checkbox"/> Uses Code of Ethics to ensure a healthy environment for all children.

Health, Nutrition and Safety continued on next page...

Core Knowledge Area 5: (cont'd)

Health, Nutrition and Safety

Environmental Safety

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Actively supervises and interacts with children to ensure safety both indoors and outdoors, and in all other places where children are in care (e.g., field trips, transportation, etc.). <input type="checkbox"/> Consistently implements safety rules. <input type="checkbox"/> Assists in ensuring that all materials and equipment provided for use by children are safe. <input type="checkbox"/> Follows current emergency procedures and safety practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches simple safety precautions and rules to children and implements them consistently. <input type="checkbox"/> Maintains a safe environment, including equipment and toys to prevent and reduce injuries. <input type="checkbox"/> Ensures that current emergency procedures and safety practices are followed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs, assesses and maintains safety in all places where children are in care (e.g. field trips, transportation, playgrounds, etc.). <input type="checkbox"/> Designs and documents emergency procedures and safety practices. <input type="checkbox"/> Uses Code of Ethics to ensure a safe environment for all children. <input type="checkbox"/> Assesses outdoor and indoor equipment and seeks outside consultation when appropriate.

Nutrition

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains sanitary environments for eating. <input type="checkbox"/> Practices safe food handling and hand washing procedures. <input type="checkbox"/> Recognizes health hazards in meals (choking, allergies, etc.) based on ages and stages of children and takes steps to prevent them. <input type="checkbox"/> Models healthy and appropriate eating habits. <input type="checkbox"/> Is familiar with current policies and procedures related to food and nutrition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate meals and snacks in a pleasant environment based on developmentally appropriate guidelines. <input type="checkbox"/> Provides for the nutritional needs as specified under USDA Child and Adult Care Food Program (CACFP). <input type="checkbox"/> Knows individual children's allergies and monitors compliance with requirements indicated by parents or a medical professional. <input type="checkbox"/> Is sensitive to cultural and other family variations in regard to food. <input type="checkbox"/> Implements current policies and procedures related to food and nutrition. <input type="checkbox"/> Plans and guides age appropriate food preparation and cooking experiences with children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides nutritional information to parents in accordance with the USDA/CACFP to assist families in making appropriate nutritional choices for their children. <input type="checkbox"/> Develops and ensures that current policies and procedures related to food and nutrition are followed. <input type="checkbox"/> Develops and ensures that policies regarding allergies and family food preferences are followed.

Core Knowledge Area 6: Family and Community Relationships

Knowledge and understanding of diverse family structures and influences enable Early Care and Education professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.

Respect for Families

BEGINNING COMPETENCIES

- Positively communicates child's accomplishments and developing skills.
- Asks the parents for information and observations about the child and his/her interests.
- Maintains confidentiality when talking with staff and other families both inside and outside of school.

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Listens to families' expectations for the child.
- Invites family members to play an active role in their child's education.
- Articulates that families' attitudes influence children's ability and interest in learning.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.
- Develops and implements policies and practices for confidentiality of individual children and families by staff and volunteers.

Child and Family Relationships

BEGINNING COMPETENCIES

- Encourages children to share family experiences and pastimes.
- Communicates with children about their family and family experiences in a respectful and sensitive manner.

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Plans activities that enable children to talk about their families.
- Articulates that outside factors, including family situations, may affect children's behaviors.
- Collaborates with parents to respond to behaviors influenced by family situation.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Establishes policies and practices that ensure respect and acceptance of all families.
- Articulates, analyzes, evaluates and applies current theory and research on family systems and the effects of stress on families.

Community Resources to Support Families

BEGINNING COMPETENCIES

- Defines the term 'community resource.'
- Knows location of flyers, brochures and information about community resources that are available on site.
- Identifies activities in the community which benefit the child and family.

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Provides families with community resource information through brochures and flyers.
- Communicates with families about the importance and availability of community resources.
- Uses the community as a resource for children's learning (e.g., field trips, visitors, etc.).
- Listens and talks to children about their family's interactions and participation within the community.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Develops a community resource file which is available to staff and families.
- Offers information and referrals to community resources based on family needs and interests.
- Supports, encourages and provides information for family participation in community events and attractions.

Core Knowledge Area 6: (cont'd)

Family and Community Relationships

Parent Involvement

BEGINNING COMPETENCIES

- Demonstrates welcoming attitude toward parents/families in the classroom.
- Follows established procedures for encouraging and requesting parent involvement in the classroom (e.g., share date, time and place for upcoming events).

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Provides specific suggestions and requests for parent involvement in the classroom.
- Provides flexibility for parents to participate according to their own schedule.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Develops and implements policies and practices which engage families in planning curriculum, evaluating program, and planning transitions.
- Assesses, plans and provides diverse opportunities for family support and participation.

Positive Communication

BEGINNING COMPETENCIES

- Effectively communicates with parents about child's daily needs and activities.
- Follows facility's established guidelines for communication mechanisms.

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Builds partnerships with families through frequent, effective communication about their child's experiences and development.
- Collaborates with families to resolve problems and issues.
- Plans and conducts family conferences.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Articulates, analyzes, evaluates and applies current theory and research on relationships with families.
- Develops and implements policies and practices which facilitate respectful and reciprocal relationships with families.

Respect for Diversity

BEGINNING COMPETENCIES

- Recognizes that diversity exists in language, culture, socioeconomic level, special needs, faith traditions, family structure and individual differences.
- Demonstrates respect when exposed to diversity.

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Designs and implements an environment and curriculum that reflect sensitivity and respect of diversity.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Articulates, analyzes, evaluates and applies current theory and research on issues related to diversity.
- Develops and implements policies and practices which ensure respect and acceptance of diverse families and situations.

Collaboration

BEGINNING COMPETENCIES

- Articulates the importance of working cooperatively.
- Demonstrates courtesy and a helpful attitude when working with volunteers and community representatives.

INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)

- Develops a positive relationship with volunteers and community representatives.
- Supports the involvement of volunteers and community representatives in the classroom routine.
- Positively directs volunteers in the classroom.

ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)

- Builds partnerships with community agencies and representatives.
- Advocates for needed services and resources for families.

Core Knowledge Area 7: Leadership and Professional Development

Early Care and Education professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

Ethical Standards and Professional Guidelines

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Conducts self in a professional manner. <ul style="list-style-type: none"> • Enjoys working with children and models a positive attitude. • Exhibits good hygiene and personal appearance. • Demonstrates good work habits. • Is aware of and complies with regulations and licensing standards. • Performs well as a team member. <input type="checkbox"/> Maintains confidentiality and impartiality. <input type="checkbox"/> Is aware of the difference between a professional Code of Ethics and personal values. <input type="checkbox"/> Is aware of the NAEYC Code of Ethical Conduct for Early Care and Education. 	<ul style="list-style-type: none"> <input type="checkbox"/> Practices and promotes the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC, etc.). <input type="checkbox"/> Discusses applicable sections of the code with colleagues in relation to workplace issues. <input type="checkbox"/> Behaves ethically and recognizes potentially unethical practices. <input type="checkbox"/> Identifies ethical dilemmas. <input type="checkbox"/> Articulates the rationale for a Code of Ethics. <input type="checkbox"/> Articulates the difference between a Code of Ethics and personal values. 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes ethical dilemmas and determines appropriate course of action. <input type="checkbox"/> Integrates the ethical code into practice, policies and instruction.

Reflective Practice

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Seeks input from supervisors and colleagues about own practice. <input type="checkbox"/> Discusses experiences and practices with colleagues identifying areas of strength and weakness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses reflections to modify and improve work with young children, families and colleagues. <input type="checkbox"/> Develops personal goals based on reflections of current practice. <input type="checkbox"/> Participates in evaluation of program related to quality standards (e.g., program accreditation). 	<ul style="list-style-type: none"> <input type="checkbox"/> Examines own work, sources of professional knowledge, and the Early Care and Education field. <input type="checkbox"/> Encourages the expression of multiple perspectives. <input type="checkbox"/> Supports and teaches reflective approaches to current practices. <input type="checkbox"/> Investigates and works toward professional certification and program accreditation.

Leadership and Professional Development
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Core Knowledge Area 7: (cont'd)
Leadership and Professional Development

Continuous Collaborative Learning

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Joins <i>The Nevada Registry</i>. <input type="checkbox"/> Demonstrates awareness of professional resources (e.g., community agencies, NAEYC state and local affiliates, professional journals, higher education institutions, Nevada Registry, State Office of Early Care and Education, etc.). <input type="checkbox"/> Knows initial and ongoing requirements for professional development. <input type="checkbox"/> Participates in opportunities for professional growth and development (e.g., Apprenticeship, T.E.A.C.H., <i>The Nevada Registry</i>, etc.). <input type="checkbox"/> Participates in the statewide Early Care and Education professional development system. <input type="checkbox"/> Shows familiarity with current research-based practices in Early Care and Education. <input type="checkbox"/> Knows about professional Early Care and Education professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses professional resources including formal higher education to improve practices. <input type="checkbox"/> Uses resources available through participation in professional organizations. <input type="checkbox"/> Develops and implements a personal professional development plan. <input type="checkbox"/> Explores current trends and research-based practices in Early Care and Education. <input type="checkbox"/> Is a member of an Early Care and Education professional organization. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates and applies current research and trends presented in professional resources. <input type="checkbox"/> Participates in professional organizations or groups in a leadership capacity. <input type="checkbox"/> Supports and facilitates professional development and formal education opportunities for others. <ul style="list-style-type: none"> • Supports pursuit of formal education. • Provides release time or flexible schedules to support providers in pursuing education. • Shares knowledge with others (e.g., presenting at conferences, teaching, etc.). <input type="checkbox"/> Mentors others in professional growth.

Advocacy

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates that quality Early Care and Education experiences are important. <input type="checkbox"/> Recognizes how caring for and educating young children differs from care and education of older children. <input type="checkbox"/> Recognizes Early Care and Education as a profession. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands that national, state and local legislation and public policy affects children, families, programs and the Early Care and Education profession. <input type="checkbox"/> Discusses the significance of the early years and the value of Early Care and Education programs to families in the community. <input type="checkbox"/> Promotes culturally sensitive practices for children and families. 	<ul style="list-style-type: none"> <input type="checkbox"/> Informs others about current research, trends, and most effective practice. <input type="checkbox"/> Actively participates in promoting appropriate services and legislation for young children and families. <input type="checkbox"/> Advocates for recognition of Early Care and Education as a profession. <input type="checkbox"/> Understands how public policies are developed and uses strategies to influence public policy.

Leadership and Professional Development
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Core Knowledge Area 7: (cont'd)
Leadership and Professional Development

Collaborative Partnerships

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies various services available to children birth through eight years of age. <input type="checkbox"/> Describes the importance of collaboration in Early Care and Education settings. <input type="checkbox"/> Cooperates with a variety of agencies and professionals who provide programs and services for young children and families in early childhood settings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates the value of collaborative relationships to others. <input type="checkbox"/> Links with community agencies to develop collaborative relationships. <input type="checkbox"/> Participates on collaborative teams. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements policies designed to facilitate collaborative relationships. <input type="checkbox"/> Fosters effective relationships within collaborative teams. <input type="checkbox"/> Practices strategies for advocacy and collaboration on a current issue. <input type="checkbox"/> Facilitates collaborative teams.

Core Knowledge Area 8: Management and Administration

Early Care and Education professionals need to understand the importance of relationships and positive communication between colleagues, especially those working together to create a nurturing learning environment for children. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards applicable to programs and how to meet regulations and standards is essential to quality environments for children. Management should also model for and support staff with regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

Program Planning

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Follows staffing and facility schedules. <input type="checkbox"/> Completes and maintains designated records. <input type="checkbox"/> Communicates essential information to co-workers, families and others to maintain continuity of care in accordance with program policies. <input type="checkbox"/> Behaves as a responsible staff member and participates in the program team. <input type="checkbox"/> Complies with program policies and licensing. <input type="checkbox"/> Supports the program mission statement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assures appropriate documentation is maintained to meet federal, state, and local legislation, regulation and professional standards. <input type="checkbox"/> Verbalizes the relationship between the program's philosophy and daily practice. <input type="checkbox"/> Guides staff in the selection of appropriate curriculum and materials in the classroom based on the goals of the Nevada Pre-Kindergarten Standards. <input type="checkbox"/> Communicates effectively with parents and staff while maintaining confidentiality. <input type="checkbox"/> Develops and implements program policies. <input type="checkbox"/> Manages program resources effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy on program planning and evaluation. <input type="checkbox"/> Applies federal, state, and local legislation, regulation and professional standards to organize and develop program records and processes. <input type="checkbox"/> Demonstrates the ability to organize and operate various types of Early Care and Education programs. <input type="checkbox"/> Identifies evaluation methods for staff, program and child outcomes, and understands the limitations of those methods. <input type="checkbox"/> Communicates effectively with board/advisory groups.

Management and Administration
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Core Knowledge Area 8: (cont'd)

Management and Administration

Personnel Management

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Works cooperatively and communicates effectively with co-workers, families, children and others (e.g., volunteers, parents, support staff and other professionals). <input type="checkbox"/> Follows established lines of communication in accordance with program policies. <input type="checkbox"/> Respects confidentiality of co-workers, parents and others. <input type="checkbox"/> Knows and follows job description. <input type="checkbox"/> Shares program responsibilities. <input type="checkbox"/> Knows and follows program policies and procedures. <input type="checkbox"/> Assists in identifying areas for personal professional development. <input type="checkbox"/> Participates in staff development opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements established lines of communication within the agency. <input type="checkbox"/> Facilitates exchange of professional ideas with staff. <input type="checkbox"/> Works with staff to assure awareness of developmentally appropriate practice. <input type="checkbox"/> Coordinates services and cooperates with other professionals. <input type="checkbox"/> Ensures program policies and procedures are implemented consistently. <input type="checkbox"/> Delegates job responsibilities. <input type="checkbox"/> Identifies personal professional development needs. <input type="checkbox"/> Identifies professional development opportunities to support staff development. <input type="checkbox"/> Ensures that volunteers are guided and supported. <input type="checkbox"/> Knows the social service, health and education resources of the community and uses them when appropriate. <input type="checkbox"/> Values and works to strengthen the program's team of staff, administrators, and volunteers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy of personnel management. <input type="checkbox"/> Develops effective lines of communication within the agency. <input type="checkbox"/> Works with a governing body within the agency system to develop policies and procedures. <input type="checkbox"/> Follows federal and state human resource laws. <input type="checkbox"/> Provides leadership to develop effective teams. <input type="checkbox"/> Plans for, recruits, orients, supervises, and evaluates staff. <input type="checkbox"/> Provides strong leadership and visionary direction. <input type="checkbox"/> Designs, implements, analyzes and revises organizational structure, job descriptions, evaluations and personnel policies and procedures. <input type="checkbox"/> Ensures staff knows and understands expectations. <input type="checkbox"/> Develops staff recruitment, selection and retention program. <input type="checkbox"/> Designs and implements professional development plans based on program mission goals and identified individual staff needs and interests. <input type="checkbox"/> Provides opportunities for professional advancement. <input type="checkbox"/> Ensures staff members have copies of Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education professionals.

Management and Administration
continued on next page...

Core Knowledge Area 8: (cont'd)

Management and Administration

Financial Management

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, plus)	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> Performs basic math computations and makes basic money transactions. <input type="checkbox"/> Follows bookkeeping procedures. <input type="checkbox"/> Utilizes generally accepted business practices. <input type="checkbox"/> Operates within the identified budget. <input type="checkbox"/> Uses time and materials efficiently. <input type="checkbox"/> Shows care in the use and maintenance of materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists in planning and carrying out a budget. <input type="checkbox"/> Conducts and maintains the inventory of supplies, materials and equipment. <input type="checkbox"/> Models and teaches the care and maintenance of materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research and policy of financial management (best business practices). <input type="checkbox"/> Develops, maintains, and reports on program budget ensuring that fiscal policy supports program goals. <input type="checkbox"/> Seeks additional funding opportunities. <input type="checkbox"/> Collaborates with appropriate community partners to ensure unduplicated costs. <input type="checkbox"/> Plans, reports on, and maintains budget. <input type="checkbox"/> Develops fee structure and staff pay scale. <input type="checkbox"/> Develops and implements fiscal business plan. <input type="checkbox"/> Matches expenditures with program philosophies. <input type="checkbox"/> Develops a marketing plan.

Acknowledgements

Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education professionals were developed by a committee of Early Care and Education representatives from around the state. Thank you to the many professionals who assisted with this project.

<i>Cheryl Brecheisen, Community College of Southern Nevada</i>	<i>Lori Magnante, Western Nevada Community College</i>
<i>Jamie Burnett, The Children's Cabinet, Inc.</i>	<i>Sally Martin, UNR Cooperative Extension</i>
<i>Margot Chappel, Head Start State Collaboration Office</i>	<i>Christine Matiash, Office of Early Care and Education</i>
<i>Leslie Cheney, Nevada Child Care Apprenticeship Program</i>	<i>Diane Nicolet, Truckee Meadows Community College</i>
<i>Eva Essa, University of Nevada Reno</i>	<i>Rique Robb, Northern Nevada RAVE Family Foundation</i>
<i>Joanne Everts, Washoe County School District</i>	<i>Shelly Nye, The Nevada Registry</i>
<i>Cindy Johnson, Office of Early Care and Education</i>	<i>Terry Randolph, Classroom On Wheels</i>
<i>Bette Katz, The Children's Cabinet, Inc.</i>	<i>Tina Springmeyer, Nevada Child Care Apprenticeship Program</i>
<i>Alice LeDesma, Washoe County Social Services</i>	<i>Crystal Swank, Truckee Meadows Community College</i>
<i>Lynette MacFarlan, Great Basin College</i>	<i>Kara Turek, Classroom On Wheels</i>

Resources

Primary resources utilized in the creation of this document include: *Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications* (Barnett, December 2003); *Nevada Pre-Kindergarten Content Standards*; *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (NAEYC); *NAEYC Standards for Early Childhood Professional Preparation for Associate Degree Programs* (NAEYC); *Small Group Discussion Guide: Core Knowledge* (National Child Care Information Center, NCCIC); *Professional Development System Tool: Focus on Core Knowledge and Competencies* (NCCIC); *Decision Points and Options for Weaving Early Learning Guidelines into Professional Development* (NCCIC); *State Core Knowledge and/or Competencies* (NCCIC); *Core Competencies for Early Care and Education Professionals in Kansas and Missouri*; *Core Knowledge Areas and Competency Levels: Professional Standards for Adults Working with Young Children Birth through Age Eight and in Afterschool Programs* (New Jersey Professional Development Center for Early Care and Education); *Core Knowledge and Core Competencies for Early Care and Education Professionals* (West Virginia STARS State Training & Registry System).

This document would not exist without resources provided by The Nevada Registry, the Washoe County School District, and the Nevada Office of Early Care and Education. The project was made possible in part through funding under an agreement with the Nevada State Welfare Division.

Glossary of Terms

Action Plan	Document containing a list of tasks and the order in which they should be conducted or performed to achieve a goal.
Advocates	Supports or promotes a specific cause.
Analyzes	Determines the nature of parts and how they work as a whole.
Articulates	Accurately put into words.
Assessment	A standardized tool designed to evaluate a child's ability or skill at a given point in time, a child's aptitudes or future capabilities, or the effectiveness of an Early Care and Education environment.
Attitude	A feeling or emotion toward a situation, person or fact.
CEC	Council for Exceptional Children
Code of Ethics	States the values to which people in a profession are committed to serve as a guide in everyday professional conduct.
Cognitive	Of, relating to, being, or involving conscious intellectual activity (as thinking, reasoning, or remembering).
Collaboration	To work jointly with others or to cooperate with an agency with which one is not immediately connected.
Community Resource	Services available to people in a geographic area that improve the quality of life.
Confidentiality	Entrusted with private information not to be shared with others.
Courtesy	Treatment of others indicating respect and consideration for them.
Culturally Sensitive	Recognition and consideration of the differences between a practitioner within a profession and that of his or her clients.
Developmentally Appropriate Practice	Teaching young children in ways that meet children where they are, as individuals and as a group, and help each child reach challenging and achievable goals that contribute to his or her ongoing development and learning.
Developmental Delays	Areas of development where a child is lagging behind other 'typically developing children'.
Developmental Domains	Areas of development in young children (e.g., physical, cognitive, language, social, emotional, creative).
Diversity	Distinct or unlike qualities and characteristics representing an individual or group of people (e.g., a family).
e.g.	For the sake of example.
Engages	Involves and/or holds the attention of a child or adult.
Ethical	Conforming to accepted standards and especially professional standards of conduct.
Evaluates	To determine the significance or worth through careful appraisal or study.
Fiscal	Of or relating to financial matters.
Higher Education	Formal college courses.
Impartiality	The action of not being partial or biased; treating or affecting all equally.
Learning Centers	Areas in an Early Care and Education environment intended for specific activity (e.g., block area, dramatic play, art area, etc.).

Glossary of Terms (cont'd)

Legislation	Rules (as laws) that have the force of authority by virtue of being put forth by an official of a state or other organization.
Mentor	An individual who counsels or guides other caregivers.
Mission Statement	Documentation of the purpose of an organization or its overarching goal.
NAEYC	National Association for the Education of Young Children
NASW	National Association of Social Workers
Non-Stereotypical	An open view opposite of a standardized mental picture held in common by members of a group representing an oversimplified opinion, prejudiced attitude, or judgment not related to fact or truth.
Observation	An act of recognizing and noting a fact or occurrence often involving a standardized tool or instrument.
Outside Consultation	The opinion or advice of an expert or professional not employed by the organization.
Personal Values	Principles that define a person as an individual (e.g., honesty, reliability, trustworthiness).
Policies and Procedures (or practices)	Established ways of doing things outlined in a specific order or to guide action within an agency.
Practice	That which is done within a professional environment by the individual acting.
Professional Development	The process of seeking training and education to increase skills and abilities related to a specific profession.
Program philosophy	The core beliefs, concepts, and attitudes of a program.
Public Policy	A course or method of action to guide decision making of a public agency or service.
Rationale	Description of an underlying reason.
Reciprocal	Mutual exchange shared by both sides of an interaction.
Reflections	Thoughts and consideration of actions, specific subject matter, an idea, or purpose.
Regulations	Rule or orders issued by an executive authority or regulatory agency of a government and having the force of law.
Respectful	Action which holds the individual being interacted with high consideration and esteem.
Retention	The keeping of an employee.
Sequential	Following a specific order or logical continuity of progression.
Social Studies	The study of social relationships and functioning of society.
Socioeconomic	Relating to, or involving a combination of social and economic factors.
System	Regularly interacting or interdependent groups of items forming a unified whole.
USDA/CACFP	United States Department of Agriculture, Child and Adult Care Food Program
Typically Developing Child	A child who develops along known timelines with no major delays.
Visionary	Able or likely to imagine the potential of a situation, system or environment functioning at its best.

Professional Development Resources

Nevada System of Higher Education	
<u>Name of Institution</u>	<u>Website Address</u>
University of Nevada – Las Vegas (UNLV)	www.unlv.edu
University of Nevada – Reno (UNR)	www.unr.edu
Community College of Southern Nevada (CCSN)	www.ccsn.nevada.edu
Great Basin College (GBC)	www.gbcnv.edu
Truckee Meadows Community College (TMCC)	www.tmcc.edu
Western Nevada Community College (WNCC)	www.wncc.edu

Statewide Resources and Information	
<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
<p>CARING 4 Kids Child Care Training Modules</p> <p>Training modules can be completed as independent study and are approved for child care training hours statewide. Each module contains a video tape and self-study guide. To access, caregivers borrow modules from local public libraries and resource offices free of charge. There are currently four topics available: Cognitive Development, Food Safety in Child Care Settings, Recognizing and Reporting Child Abuse and Neglect, and Nevada Child Care: Getting Started in Your New Profession. A list of locations where modules are available can be found on The Nevada Registry's website at: www.nevadaregistry.org.</p>	<p>For more information regarding the CARING 4 Kids training modules, please contact the Office of Early Care and Education at (775) 753-1222 or Sally Martin with the University of Nevada Cooperative Extension at (775) 794-7000.</p>
<p>Family Care Contract Network</p> <p>The UNR Family Care Contract Network is a quality enhancement program providing support and technical assistance to licensed family child care providers in Northern Nevada.</p>	<p>For more information, contact Campus Child Care Connections at (775) 794-4400.</p>
<p>Nevada Administrative Code: Services and Facilities for Care of Children</p>	<p>www.leg.state.nv.us/NAC/NAC-432A.html</p>
<p>Nevada Association for the Education of Young Children</p> <p>NevAEYC is a state affiliate of the National Association for the Education of Young Children (NAEYC) striving to bring high-quality early learning opportunities to all children from birth through age eight.</p>	<p>www.nevaeyc.org</p>
<p>Nevada Child Care Apprenticeship Program</p> <p>Provides scholarships to entry-level early childhood teachers and links education and on-the-job training to increased compensation to improve the skill, compensation and professional status of child care workers.</p>	<p>www.nevadachildcare.org</p>
<p>Nevada Department of Education</p>	<p>www.doe.nv.gov/index.html</p>
<p>Nevada Head Start Association</p> <p>A non-profit organization committed to enhancing the lives of Nevada's low-income children and families.</p>	<p>www.nvhsa.org</p>
<p>Nevada Head Start State Collaboration Project</p> <p>A grant program that is federally-funded through the Administration of Children and Families, Office of Head Start. Through statewide partnerships, the Nevada Head Start State Collaboration Office enhances relationships, builds systems, and promotes comprehensive quality services to meet the needs of young children and their families.</p>	<p>www.hr.state.nv.us/directors/headstart/HeadStartStateCollab.htm</p>

Statewide Resources and Information (cont'd)	
<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
Nevada MicroEnterprise Initiative	
Child Care Business Initiative & Small Business Loans	www.4microbiz.org
Nevada Pre-Kindergarten Content Standards	www.doe.nv.gov/standards/standprek/prek.html
Office of Early Care and Education	
The umbrella agency for programs funded under the Federal Child Care Development Block Grants.	http://welfare.state.nv.us/child_care/earlycare.htm
State of Nevada Child Care and Development Program (formerly EOB)	
Provides a variety of programs including Child Care Subsidies to help families pay for child care; Resource and Referral to help families find licensed child care; Caregiver Support to provide substitute care for families and licensed facilities; Scholarships for child care providers to attend ECE classes; Try-Angles Program to provide prevention and intervention strategies and the Quality Family Child Care Program for quality family care homes off-base for all military personnel.	Call: (702) 387-KIDS (5437) or toll free at: (888) 387-0090
T.E.A.C.H. Early Childhood® Nevada	
Gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation.	www.nevaeyc.org/teach/index.asp
The Children's Cabinet, Inc.	
Early Education and Care Department - Child Care Subsidy Assistance, Child Care Quality Enhancement, Respite Care, Resource and Referral Services, Caregiver Support Network and Employer Support Services for Northern Nevada.	www.childrenscabinet.org
The Nevada Registry	
Serves as a clearinghouse of information for the field of ECE by offering Career Ladder placement, an online calendar of training, community resources/information and a statewide job board. The Nevada Registry is also responsible for the approval of all informal training in the state of Nevada.	www.nevadaregistry.org
University of Nevada, Reno - Cooperative Extension	
Gain access to a wide range of resources and publications focusing on children, youth and families.	www.unce.unr.edu/publications/child.htm
National Resources and Information	
<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
Center for the Child Care Workforce	http://ccw.cleverspin.com/index.html
National Association for the Education of Young Children (NAEYC)	www.naeyc.org
National Child Care Information Center (NCCIC)	www.nccic.org
National Resource Center for Health and Safety in Child Care	http://nrc.uohsc.edu
Provider Appreciation Day	http://providerappreciation.org
Worthy Wage Day	http://worthywageday.org

Statewide Child Care Licensing Offices	
<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
City of Las Vegas Child Care Licensing Section	(702) 228-8281 Www.lasvegasnevada.gov/Apply/ licenses.asp?id=4581
Clark County Department of Business License, Child Care Licensing Office	(702) 455-3864 - www.accessclarkcounty.com
Division of Child and Family Services - Bureau of Services for Child Care - CARSON CITY	(775) 884-4483 www.dofs.state.nv.us/ DCFS_ChildCare.htm
Division of Child and Family Services - Bureau of Services for Child Care - ELKO	(775) 753-1237 www.dofs.state.nv.us/ DCFS_ChildCare.htm
Division of Child and Family Services - Bureau of Services for Child Care - LAS VEGAS	(702) 488-7818 www.dofs.state.nv.us/ DCFS_ChildCare.htm
Washoe County Social Services Department - Child Care Licensing	(775) 337-4470 - www.co.washoe.nv.us/socsvr/ socsvr_child_childcare.html% 7Ecolor=green&text_version=

NAEYC Statement of Commitment to Ethical Conduct

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

A complete copy of the NAEYC Code of Ethical Conduct can be accessed on the internet at <http://www.naeyc.org/about/positions/pdf/PSETH05.PDF>.



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Website: www.nevadaregistry.org
Email: nevadaregistry@washoe.k12.nv.us

Appendix K: Career Ladder

The Ladder to Success.

The following Career Ladder is tailored specifically to the field of Early Care and Education (ECE). There are 7 levels that represent various combinations of formal education, training and direct experience (up to 4000 hours). By following this path, you'll know exactly what you need to accomplish before advancing to the next level.

Level 1

- 1.1 Meet Child Care Licensing requirements and a minimum of 1000 hrs. of direct experience
- 1.2 All of 1.1 plus a high school diploma/GED
- 1.3 All of 1.1, 1.2 and 1 ECE college credit or 15 hrs. approved training

Level 2

- 2.1 Current CDA or B ECE college credits and 2000 hrs. direct experience, or high school diploma/GED, 120 hrs. of approved CCA training, and 2000 hrs. direct experience
- 2.2 12 ECE college credits and 3000 hrs. direct experience

Level 3

- 3.1 Apprenticeship Certificate or 20 ECE college credits and 4000 hrs. direct experience
- 3.2 1-year ECE certificate or 30 college credits with 24 in ECE and 4000 hrs. direct experience

Level 4

- 4.1 Associate's degree in ECE or Associate's degree in another field with 30 or more ECE college credits
- 4.2 All of 4.1 and 4000 hrs. direct experience

Level 5

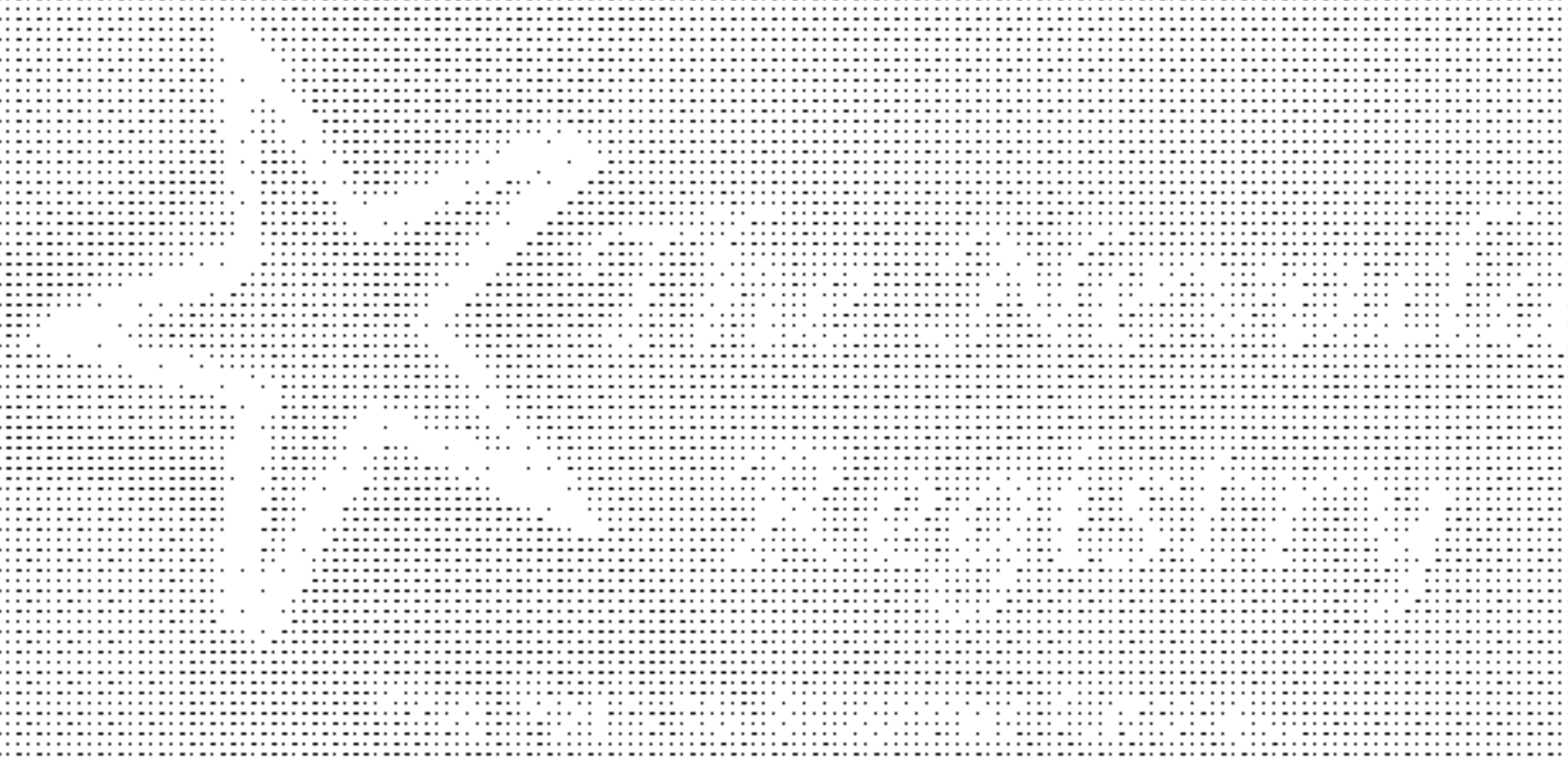
- 5.1 Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching licensing containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits
- 5.2 All of 5.1 and 4000 hrs. direct experience

Level 6

- 6.1 Master's degree in ECE or Master's degree in another field with a state teaching licensing containing an ECE endorsement or a Master's degree in another field with 30 or more ECE college credits
- 6.2 All of 6.1 and 4000 hrs. direct experience

Level 7

- 7.1 Doctorate in ECE or Doctorate in another field with a state teaching licensing containing an ECE endorsement or Doctorate in another field with 30 or more ECE college credits
- 7.2 All of 7.1 and 4000 hrs. direct experience



The Nevada Registry is an integral part of establishing a professional development system in the field of Early Care and Education (ECE). The program helps raise the status of our profession and encourages the establishment of a well-trained and skilled workforce of professionals. It is a multi-faceted, federally funded program serving ECE professionals throughout Nevada.

Appendix M: Nevada State Literacy Plan

Improving Literacy for a Strong Nevada

The State Literacy Plan for Nevadans

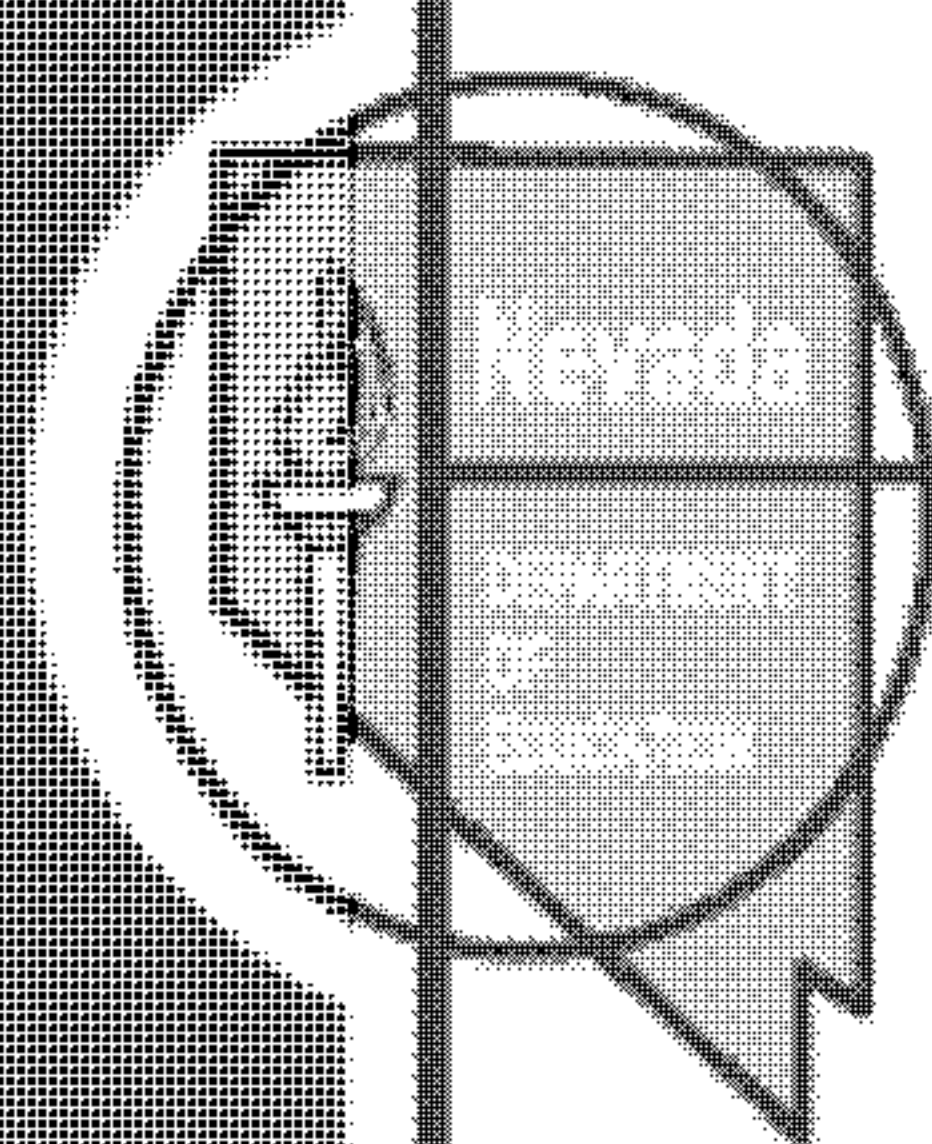
Birth through Grade 12 and Beyond

Nevada Department of Education

Keith W. Rheault
Superintendent of Public Instruction

Gloria Dopf
Deputy Superintendent
Instruction, Research, and Evaluative Services

Greg T. Weyland
Deputy Superintendent
Administrative and Fiscal Services



(b)(6)

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Improving Literacy for a Strong Nevada

The State Literacy Plan for Nevadans
Birth through Grade 12 and Beyond

Introduction

State and national assessments indicate that far too many Nevada children and young adults are reading and writing at levels that are unacceptably low. In order to be successful in the 21st century, every student in Nevada must be highly literate so that he/she is:

- college and career ready upon graduation,
- competitive in a diverse global economy, and
- an engaged citizen of the State and nation.

The Nevada State Literacy Team (NSLT) has established a plan to improve literacy, collaborating with personnel in the Nevada Department of Education (NDE), school districts, institutions of higher education, community partners, and Nevada families. Educating our children and young adults is one of the most important jobs for which we, as adults, are responsible. Support for Nevada's highly diverse population and our future economic prosperity depends on building a strong educational system.

The Nevada State Literacy Plan (NSLP) is a comprehensive vision that will produce results by providing districts, schools, administrators, teachers, and families with guidelines, recommendations, and expectations for improving literacy in our State.

Contents	
Introduction	i
Executive Summary	iii
The Nevada State Literacy Plan	1
What It Means to be Literate	2
Why Nevada Needs a Literacy Plan	3
Essential Element 1: Effective Leadership	5
Essential Element 2: Effective Instruction	6
Essential Element 3: Teacher Preparation Programs	7
Essential Element 4: Family and Community Partnerships	8
Essential Element 5: Early Childhood Literacy Instruction	9
Essential Element 6: Intermediate and Adolescent Literacy Instruction	9
Monitoring Our Progress	11
The Statewide Partnership	12
The Nevada State Literacy Team	13
References	15

"We know that education is everything to our children's future. We know that they will no longer just compete for good jobs with children from Indiana, but children from India and China and all over the world."

—President Barack Obama

Improving Literacy for a Strong Nevada

The State Literacy Plan for Nevadans Birth through Grade 14 and Beyond

Executive Summary

Literacy is the foundation of academic success. The State has a leadership role in the development of a high level of literacy achievement for all of its children and young adults through collaboration with school districts, families, and communities. In order to be successful in the 21st century, every child in Nevada must be highly literate so that he/she is:

- college and career ready upon graduation;
- competitive in a diverse global economy; and
- an engaged citizen of the State and nation.

Nevada has established a team of literacy experts to create a plan to improve literacy in our State. The Nevada State Literacy Team (NSLT) will work with personnel in the Nevada Department of Education (NDE), school districts, institutions of higher education, community partners, and Nevada families to implement this plan to improve literacy for a strong Nevada.

The NSLT goal is to ensure that every student knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to:

1. learn new content;
2. use those skills to collaborate and communicate what is learned;
3. transfer learning to new situations; and
4. enjoy the pleasure and benefits being a literate member of society.

Far too many Nevada children and young adults are reading and writing at unacceptably low levels. Nevada ranks near the bottom of state-by-state comparisons of literacy¹ and has a graduation rate of only 71.4%².

Support for Nevada's highly diverse population and for our future economic growth and prosperity depends on building a strong educational system. *Improving Literacy for a Strong Nevada* is a plan based on the beliefs that:

1. *all* students need systematic, ongoing literacy instruction;
2. *all* teachers, staff, administrators, families, and community members share the responsibility for developing children's literacy; and
3. *all* teachers and administrators need ongoing professional development to improve literacy instruction.

Nevada Fast Facts

2,643,000 residents³
436,000 children in public schools²
204,000 children under age five³
17 school districts²
655 schools²
22,690 K-12 teachers²

¹National Center for Education Statistics (2009)

²Nevada Department of Education (2010a)

³U.S. Census Bureau (2010)

Improving Literacy for a Strong Nevada

The State Literacy Plan for Recipients Birth through Grade 12 and Beyond

The Nevada State Literacy Plan Essential Elements

1. **Effective Leadership** – Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction at all levels, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, members of boards of education, university and college faculty, consultants, and NDE personnel. It is essential for all literacy leaders to build capacity within school districts and schools, examine research, align classroom instruction with the Common Core State Standards (CCSS), and use formative and summative assessments.
2. **Effective Instruction** – All teachers in Nevada will share the responsibility for student literacy development and must provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data are used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the State, school district, school, classroom, small group, and individual student levels.
3. **Teacher Preparation Programs** – Nevada institutions of higher education will play a critical role in creating a corps of knowledgeable, qualified, and competent educators. Working with literacy leaders throughout the State, colleges and universities will prepare teachers and work with literacy leaders to shape policy to improve literacy instruction.
4. **Family and Community Partnerships** – Literacy leaders recognize that there is a shared interest and responsibility for our students' literacy development and will work together to expand opportunities for children, adolescents, and families. When schools, families, and communities work together, parents become empowered, teachers are more effective, schools improve, and the workforce grows strong.
5. **Early Childhood Literacy Instruction** – Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010). Coordination of instructional efforts between pre-schools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided. This foundational support is critical to students' future success.
6. **Intermediate and Adolescent Literacy Instruction** – Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families. While many students by grade 4 have learned the necessary skills and strategies to become independent readers and writers, they still need to master advanced literacy practices required for different levels, disciplines, text types, and situations. Students who are still experiencing difficulties need intensive support to develop the skills, strategies, and confidence to meet grade level expectations. Similarly, advanced students require instruction that motivates and challenges them to remain engaged in learning. This intensive support is essential for students to be career and college ready after high school graduation (adapted from National Council of Teachers of English, 2007).

The Nevada State Literacy Plan

The NSLP is a comprehensive literacy improvement framework that outlines the essential planning elements designed to serve the needs of *all* Nevadans, from birth through grade 12 and beyond. The plan emphasizes effective leadership and instruction, strengthening teacher preparation programs, and enhancing family and community partnerships to improve literacy achievement. It is based on the following beliefs:

- *All* students need systematic and explicit ongoing literacy instruction;
- *All* teachers, staff, administrators, families, and community members share the responsibility for developing student literacy; and
- *All* teachers and administrators need ongoing professional development to improve literacy instruction.

High levels of literacy achievement are critical to the success of a sustained and systematic approach to improve education. Success depends on statewide implementation of the CCSS, use of assessment data to guide instructional decisions, and implementation of high-quality instruction and intervention across all grades. The NSLP must incorporate proven, research-based methods and materials along with ongoing and job-embedded professional development for teachers and administrators that is aligned with the CCSS. All of these efforts will result in improved practice and higher literacy achievement for all Nevada children and young adults, as measured by increased achievement on the Nevada High School Proficiency Exam (HSPE) and the reading Criterion Reference Test (CRT), increased graduation rates, and increased numbers of children entering school ready to learn.

The NSLP is grounded in the promising practices that Nevada experienced with other large-scale initiatives, including:

- Reading Excellence
- Reading First
- Reading First Targeted Assistance
- Nevada Early Literacy Intervention Program (NELIP)
- Response to Instruction/Intervention
- 21st Century Partnership
- Nevada State Pre-Kindergarten through Third Grade (P-3) Initiative
- The State Council on Libraries and Archives *Nevada Literacy Office Strategic Plan*

Among the many promising practices learned from these initiatives is the use of literacy specialists/coaches in schools. Nevada will apply for the spring 2011 discretionary Striving Readers Comprehensive Literacy grant and if awarded, funds will, in part, support literacy specialists/coaches in schools. Since there is a noticeable absence of projects for

intermediate and adolescent literacy, particular emphasis will be placed on improving intermediate and adolescent literacy instruction while maintaining existing efforts in Pre-K through grade 3.

Nevada has an infrastructure that will aid in the implementation and success of the NSLP. State funding provides for a statewide system of professional development through the Regional Professional Development Programs (RPDPs), located in three regions across the state, and through professional development offered by the three urban school districts. Data collection needed for the interpretation and planning of interventions will be based on State and local assessments, as well as universal screening and progress monitoring assessments. The NDE will aid in the data collection through the electronic System of Accountability Information in Nevada (eSAIN), a statewide longitudinal data system that collects student data from the 17 Nevada school districts and State Board of Education sponsored charter schools.

As a part of the implementation of NSLP, guidance will be provided to schools on organizing literacy teams, aligning curriculum with CCSS, analyzing assessment data to make instructional decisions, and the use of research-based interventions for struggling readers and writers. State developed resources and materials dealing with standards and literacy will be available for teachers, administrators, families, and community partners throughout Nevada. These resources will be developed in collaboration with the SMARTER Balanced Assessment Consortium, NDE, school districts, RPDPs, and literacy leaders.

What it Means to be Literate

Establishing a common definition of what it means to be literate is a foundational component of the NSLP. This definition will inform professional development, curriculum and instruction, and assessments used to measure the implementation of instruction and improved literacy achievement.

lit'er'ate [lit-er-it] *adjective*

1. the ability to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn new content;
2. using those skills to collaborate and communicate what is learned;
3. the ability to transfer that learning to new situations; and
4. enjoying the pleasure and benefits of being a literate member of society.

(adapted from Meltzer & Ziemba, 2006, p. 22).

Why Nevada Needs a Literacy Plan

Growth and Diversity

The educational landscape of Nevada is as diverse as its geography. Of the 17 county school districts, three are designated urban: Carson City (State Capital), Clark (Las Vegas metropolitan area), and Washoe (Reno-Sparks metropolitan area). Three school districts are designated rural (Douglas, Storey, Mineral), and the remaining 11 are designated frontier. Some districts in recent years experienced rapid growth while some smaller districts lost enrollment. The student population is ethnically, racially, linguistically, and socio-economically diverse. These factors, along with numerous others, produce challenges to Nevada education and literacy levels.

Graduation Rates

Nevada's graduation rate leaves too many high school students falling short of a diploma. According to *Graduation by the Numbers: Putting Data to Work for Student Success* (Education Week, 2010), Nevada ranked lowest in the nation for the past two years. As part of the *No Child Left Behind Act* (NCLB) of 2003, Nevada reported a graduation rate of 71.4% for the class of 2009 in the *Nevada Annual Reports of Accountability 2009-2010*, (Nevada Department of Education, 2010a). The Alliance for Excellent Education (2009) estimates that dropouts from the class of 2008 will cost Nevada almost \$1.3 billion in lost wages over their lifetimes. Low graduation rates must be improved if Nevada is to produce a strong and literate workforce and grow our economy.

State-by-State Comparisons*

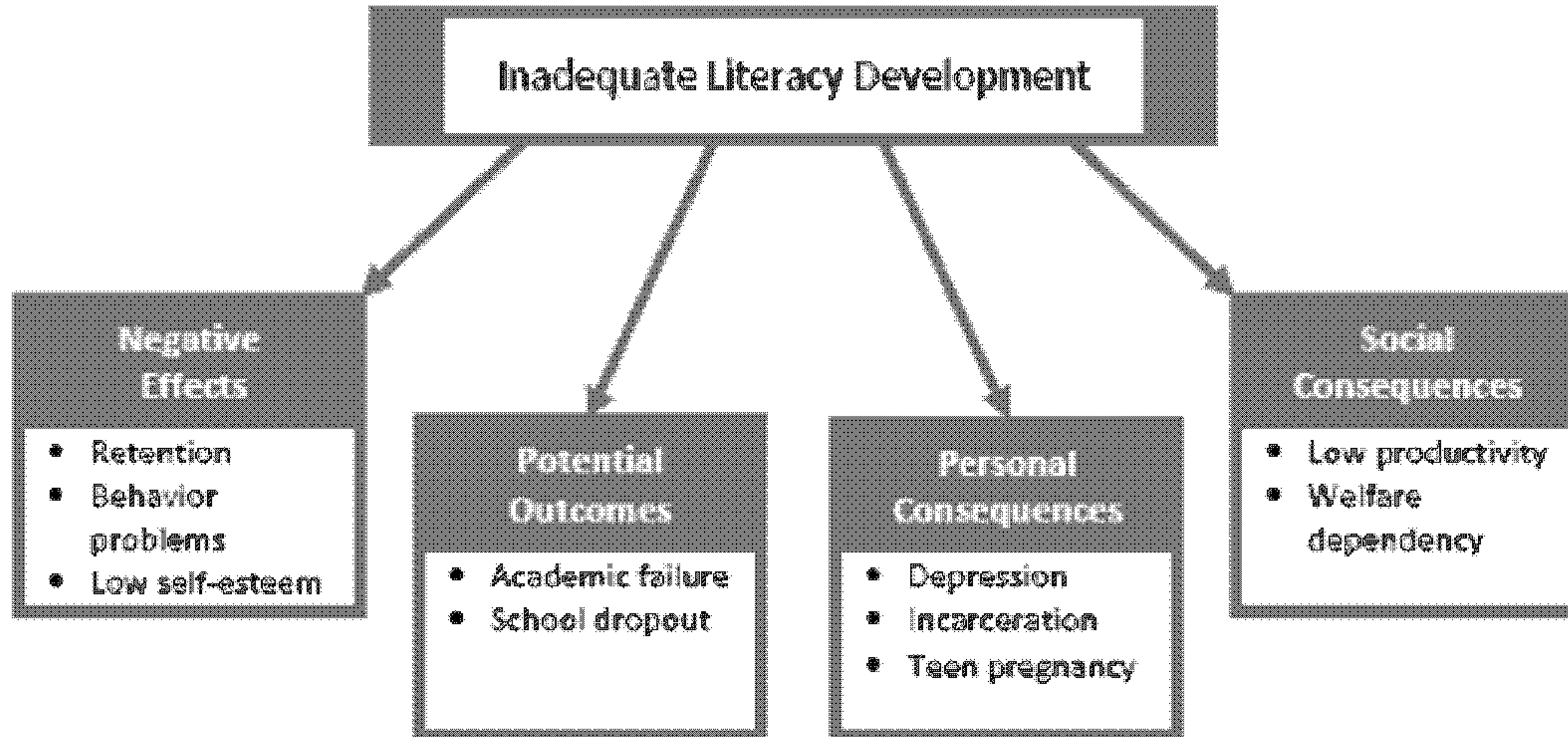
- Nevada had a lower percentage of 3 to 4 year olds enrolled in preschool (27.6%) in 2006-2008 than any other state.
- Nevada was in the bottom six states for percentage of public school 4th graders proficient on the 2009 National Assessment of Education Progress (NAEP) in reading (24%) which remained static between 2007 and 2009.
- Nevada was in the bottom eight states for percentage of public school 8th graders proficient on the 2009 NAEP in reading (22%) which remained static between 2007 and 2009.
- Nevada (30.6%) and Alaska (29.7%) had the lowest percentages of 18 to 24 year olds enrolled in colleges and universities in 2006 through 2008.

(U.S. Department of Education, 2011)

*Data are provided for the most recent year available. Because of the time required to collect, analyze, and report data, this information may not reflect progress that may have been made in subsequent periods.

Additional Costs of Failure

"A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school" (Snow, Burns, & Griffin, 1998, p. 21). Low levels of literacy are associated with depression, negative peer relationships, and other factors that affect school performance and achievement.



(Baum & Ma, 2007; Fletcher & Lyon, 1998; Greene & Winters, 2005; Snow, Burns, & Griffin, 1998; Waldie & Spreen, 1993; and others)

National Achievement Levels

Nevada still ranks near the bottom of state-by-state comparisons of reading achievement. According to the 2009 NAEP results (National Center for Education Statistics, 2009), more than 75% of Nevada students in grades 4 and 8 read below the proficient level. This figure represents a greater number of non-proficient readers than the national average of 69%.

Other Compelling Factors

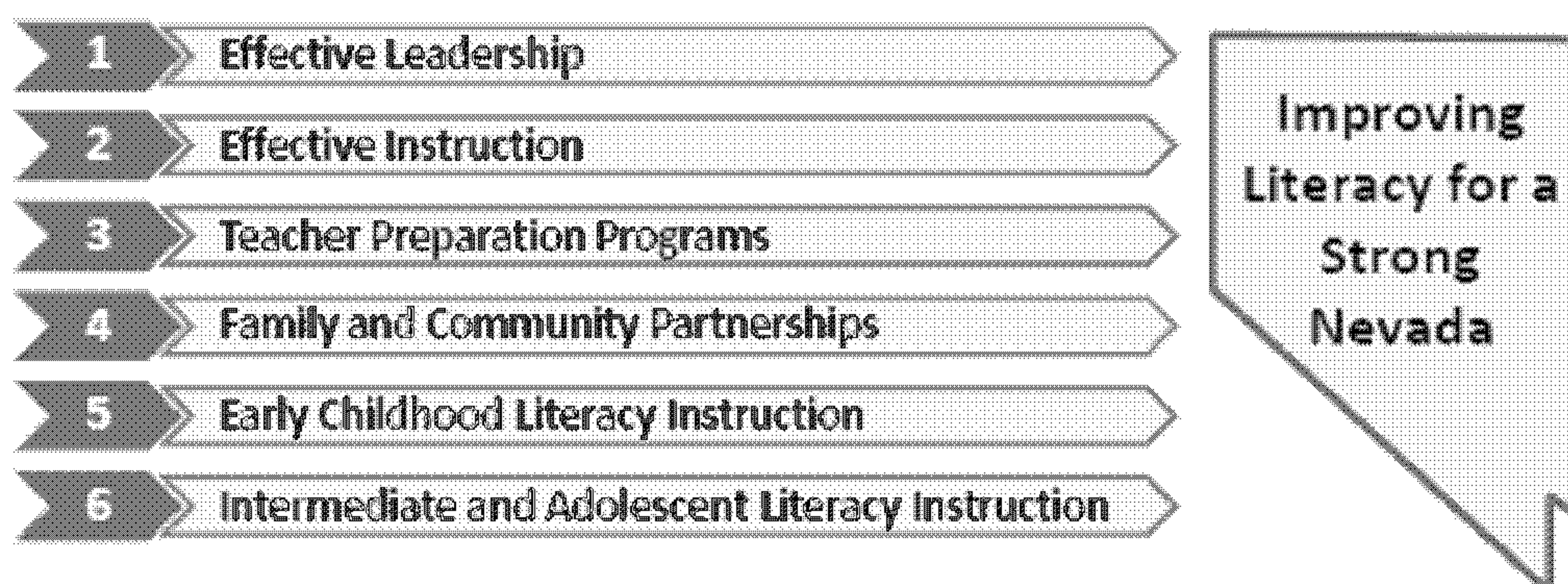
There are many other underlying factors contributing to Nevada's low literacy achievement. Each of the following present key challenges that affect our students:

- 32.2% Student Transiency Rate
- 35 Limited Number of Publicly Funded Pre-K Classrooms Serving the State
- 45,500 Number of Students with Individual Education Plans (IEP)
- 72,300 Number of School Age English Language Learners (ELL)
- 182,700 Number of Economically Disadvantaged Students

(Nevada Department of Education, 2010a)

The Essential Elements

The NSLP builds on current statewide initiatives, especially the adoption of the Common Core State Standards (CCSS) and involvement in a national consortium of states developing common formative and summative assessments (SMARTER Balanced Assessment Consortium). The plan consists of six essential elements. Each element begins with a brief description and is followed by specific guidelines, recommendations, and expectations.



Essential Element 1

Effective Leadership

Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction at all levels, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, members of boards of education, university and college faculty, consultants, and NDE personnel. It is essential for all literacy leaders to build capacity within school districts and schools, examine research, align classroom instruction with CCSS, and use formative and summative assessments to *improve literacy for a strong Nevada*.

- Establish a Literacy Improvement Team at each school as part of its School Improvement Plan (SIP) that includes teachers from across grade levels and content areas and other stakeholders.
- Communicate and promote what constitutes high-quality, research-based literacy instruction in all grades Pre-K through grade 12.
- Collaborate with literacy leaders to provide professional development for teachers, school administrators, and directors of early childhood education programs on how to implement research-based literacy instruction.
- Collaborate with school districts, RPDPs, and institutions of higher education to develop and implement a strategic plan to implement the CCSS.

- Link school districts and schools to relevant organizations and agencies to encourage collaboration, dissemination of information, and replication of successes.
- Promote the idea that every teacher is a teacher of literacy (including early childhood education teachers, content and specialty area teachers, and school librarians).
- Recruit community members as "literacy champions" to promote the NSLP.
- Work with media outlets (e.g., television, radio, newspapers) and social media (e.g., Facebook, Wikis, Twitter) to promote literacy.
- Develop and implement a strategic plan for implementing common formative and summative assessments through the SMARTER Balanced Assessment Consortium.
- Promote the understanding that data are important sources of information to guide improved achievement and instruction, curriculum implementation, and professional development.
- Support school districts in adopting a Response-to-Instruction/Intervention (RTI) framework that identifies students at-risk for failure early in their education and provides targeted interventions to improve literacy achievement.
- Cooperate with school districts to develop enrichment activities for high achieving students.
- Work with literacy leaders to improve the timeliness and availability of high-quality data at the State, school district, school, and classroom levels.
- Include community-based early childhood programs in data-driven decision-making efforts at the State and local levels.
- Establish reasonable guidelines on the use of pacing schedules, specifically on when and how to alter instruction.
- Assist literacy leaders in allocating sufficient time to examine and reflect on data.
- Communicate strategies that support literacy learning for families to use with children beginning at birth.

Essential Element 2

Effective Instruction

All teachers in Nevada will share the responsibility for student literacy development and must provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data are used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the State, school district, school, classroom, small group, and individual student levels to *improve literacy for a strong Nevada*.

- Ensure that all literacy instruction and materials align with the CCSS.
- Promote engaging, language-rich literacy instruction in all classrooms.

- Ensure that students interact with and comprehend a wide variety of text types.
- Differentiate literacy instruction and implement multi-tiered intervention and enrichment systems.
- Use proven, high-yield content reading strategies in all classrooms, including strategies designed for English language learners and special education students.
- Promote the use of information, media, and instructional technology.
- Collaborate with all education organizations to align curriculum in pre-school, elementary, and secondary schools.
- Collaborate with school districts, RPDPs, and institutions of higher education to participate in targeted, high-quality professional development.
- Use summative and formative assessments, along with ongoing progress monitoring, to measure student progress, determine content mastery, and make instructional decisions.
- Participate in data-driven decision-making teams that are aligned with an RTI framework and maintain a purposeful, respectful, and trusting environment in which data can be collected, analyzed, and used to improve literacy achievement.
- Include non-assessment data (e.g., observational data, implementation data, satisfaction data, student work) as part of the RTI decision-making process.
- Collaborate with State and local literacy organizations (e.g., Silver State Reading Association, Nevada Early Childhood Advisory Council, and Nevada Writing Projects).
- Promote a positive statewide atmosphere that motivates learning and literacy for students, educators, parents, and the community.

Essential Element 3

Teacher Preparation Programs

Nevada institutions of higher education will play a critical role in creating a corps of knowledgeable, qualified, and competent educators. Working with literacy leaders throughout the State, colleges and universities will prepare teachers and work with literacy leaders to shape policy to improve literacy *for a strong Nevada*.

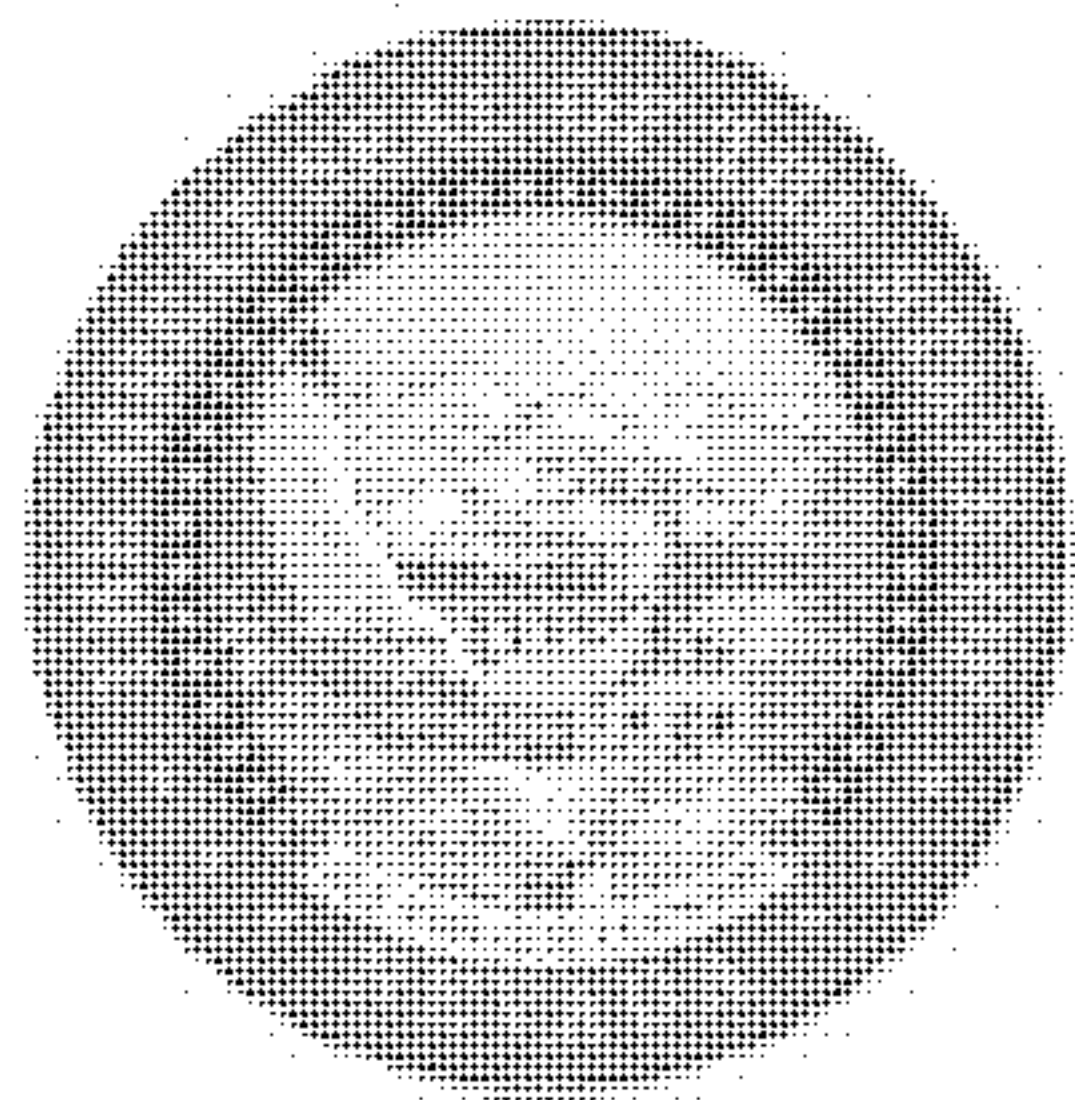
- Collaborate with local school districts to develop and implement undergraduate and postgraduate coursework for all educators that aligns with the NSLP, CCSS, and prepares them to meet the diverse needs of 21st century learners.
- Monitor the effectiveness of preparation programs to ensure quality instruction.
- Increase opportunities for future teachers to interact with current teachers and students.
- Involve pre-service teachers in schoolwide professional learning communities.

Essential Element 4

Family and Community Partnerships

Literacy leaders recognize that there is a shared interest and responsibility for our students' literacy development and will work together to expand opportunities for children, adolescents, and families. When schools, families, and communities work together, parents become empowered, teachers are more effective, schools improve, the workforce grows strong, and we *improve literacy for a strong Nevada*.

- Work with community organizations to promote literacy activities in after-school and community programs.
- Support family networks and parent/teacher organizations (e.g., PTAs, PTOs) to promote literacy.
- Educate families on how they can support the literacy development of their children and young adults.
- Welcome families in schools as members of the educational team.
- Involve business and industry in planning, development, and deployment of literacy initiatives so that entry level work skills are supported.
- Market literacy initiatives by involving business leaders in community awareness campaigns.
- Invite community representatives to participate in curriculum development.
- Include home visitors and other family literacy personnel in curriculum training for early childhood literacy.
- Promote and support public and school libraries.
- Support parent education through adult learning (e.g., learning English, GED programs).



"NOW, THEREFORE, BE IT RESOLVED that I, Brian Sandoval, Governor of the State of Nevada, do hereby encourage all Nevada families to dedicate time each day to reading with the children in their homes..."

*—Proclamation by the Governor,
January 3, 2011*

Essential Element 5

Early Childhood Literacy Instruction

Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010). Coordination of instructional efforts between pre-schools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided. This foundational support is critical to students' future success and to *improve literacy for a strong Nevada*.

- Collaborate with early childhood organizations to ensure that all early childhood programs have consistent, research-based early literacy information.
- Facilitate the use of research-based instructional materials and assessments that are aligned with the *Nevada Early Learning Standards* and CCSS.
- Coordinate Pre-K through grade 3 efforts across the State that support early literacy efforts.
- Work to bridge funding between State/school district and other publicly and privately funded efforts to reach private early childhood education programs and parents.
- Provide professional development and other supports to align literacy curriculum Pre-K through grade 3.
- Offer training and information for home visitors and professionals working with prenatal and infant health care systems about strategies for families to use to support their children's language skills and early literacy development.
- Facilitate transition strategies between community early childhood education programs and entry into school.
- Facilitate collaboration strategies to support understanding of diverse early education environments, including classroom visitations, and joint training for community and public school teachers.
- Align the *Nevada Pre-K Standards* with CCSS for children in all early childhood settings.

Essential Element 6

Intermediate and Adolescent Literacy Instruction

Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families. While many students by grade 4 have learned the necessary skills and

strategies to become independent readers and writers, they still need to master advanced literacy practices required for different levels, disciplines, text types, and situations. Students who are still experiencing difficulties need intensive support to develop the skills, strategies, and confidence to meet grade level expectations. Similarly, advanced students require instruction that motivates and challenges them to remain engaged in learning. This intensive support is essential for students to be career and college ready after high school graduation to improve literacy for a strong Nevada (adapted from National Council of Teachers of English, 2007).

- Use instructional approaches that foster critical thinking, questioning, and independent learning for students.
- Address the diverse needs of students at various literacy levels.
- Emphasize student decision-making.
- Participate in ongoing professional development.
- Provide direct and explicit instruction.
- Motivate and engage students while providing self-directed learning experiences.
- Offer strategic tutoring.
- Support the use of technology in teaching, learning, and formative assessments.
- Provide every content area teacher with professional development on research-based content area literacy instruction.
- Allow for extended time for students to engage in reading and writing.
- Emphasize higher-level reading and writing skills across school curricula.
- Ensure that students attain the skills necessary for effective writing and reading so that they are ready for post-secondary pursuits.
- Use ongoing formative assessments to monitor and share information about student progress.
- Engage students with a wide variety of multi-disciplinary content and an array of multi-leveled texts and writing tasks.
- Provide ample opportunities to take part in a variety of rich conversations (e.g., as part of a whole class, in small groups, with a partner) structured around important content in various domains.
- Provide ample opportunities for students to listen attentively, build on others' ideas, and express their own ideas clearly and persuasively.

“The more you read, the more things you will know. The more that you learn, the more places you’ll go.”

—Theodor Seuss Geisel, 1978

Monitoring Our Progress

Progress toward the student achievement goals and implementation indicators will be monitored based on data collected by the NDE. The NDE will be responsible for monitoring and reporting on implementation to the NSLT on a regular basis. Reports on the results will be made public via the NDE website and will include the following student achievement and implementation indicators that are linked to the *Nevada State Improvement Plan* (Nevada Department of Education, 2010b).

Student Achievement Goals

- In the elementary grades, increase academic reading proficiency on the State reading CRT by 3.5 percentage points from 59.6% to 63.1% in three years.
- In the middle grades, increase academic reading proficiency on the State reading CRT by 3.5 percentage points from 68.2% to 71.7% in three years.
- In high school grades, increase academic reading proficiency on the State reading HSPE by 3.5 percentage points from 79.8% to 83.3% in three years.

Implementation Indicators

- Implementation of NSLP Essential Elements is observed in school districts and schools.
- Literacy support materials, consistent with the NSLP, are available and used in all classrooms.
- Schools use data to identify and provide support and/or intervention for students.
- Assessment is being used to inform literacy planning and instruction.
- Literacy readiness and achievement of students are tracked both within and across schools, especially at these critical junctures: prior to Kindergarten, grade 3, grade 8, and prior to high school graduation.
- Targeted professional development, responding to needs identified in school plans and consistent with the NSLP, is provided throughout Nevada.
- Working partnerships exist between schools, parents, and communities to enhance, improve, recognize, and showcase student literacy achievements.
- Literacy Improvement Teams are established at each school.
- Partnerships to *improve literacy for a strong Nevada* exist with families, government offices, education institutions, and community organizations.

The Statewide Partnership

Literacy learning begins at birth. To promote the literacy development of Nevada children and young adults, NSLT seeks strong partnerships with families, government offices, education institutions, and community organizations throughout Nevada. Working closely with the Nevada Department of Education, the NSLT will coordinate efforts to improve literacy for all children.

- ☞ Children and Young Adults, Birth through Grade 12
- ☞ Teachers
- ☞ Nevada Department of Education
- ☞ State Literacy Team
- ☞ Families
- ☞ Schools
- ☞ School Districts
- ☞ Regional Professional Development Programs
- ☞ Common Core State Standards Steering Team
- ☞ Nevada Department of Health and Human Services
- ☞ State Libraries and Archives
- ☞ Early Childhood Advisory Council
- ☞ Community Organizations
- ☞ Business and Industry
- ☞ Institutions of Higher Education
- ☞ Office of the Governor
- ☞ State Legislators
- ☞ Blue Ribbon Task Force
- ☞ Local Print, Broadcast, and Social Media Resources



The Nevada State Literacy Team

The Nevada Department of Education extends appreciation to the members of the Nevada State Literacy Team who collaborated to write and produce the Nevada State Literacy Plan. Members represent all categories of expertise as required by the grant program.

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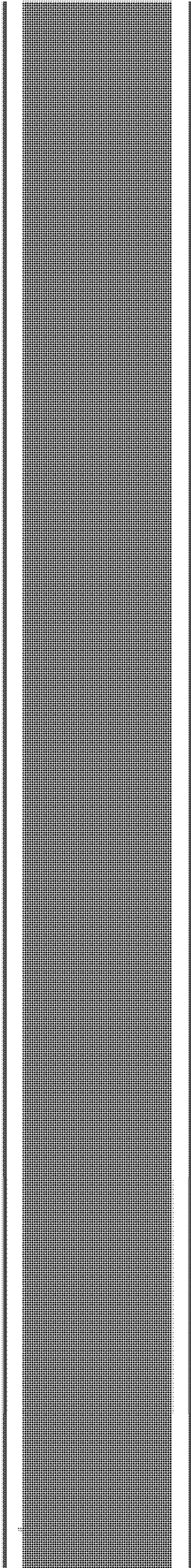
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Developed with support from the
FY2010 Striving Readers Comprehensive Literacy Program State Formula Grant
CFDA Number: 84.371B
awarded to the Nevada Department of Education by the
U. S. Department of Education
Office of Elementary and Secondary Education
Academic Improvement and Teacher Quality Programs