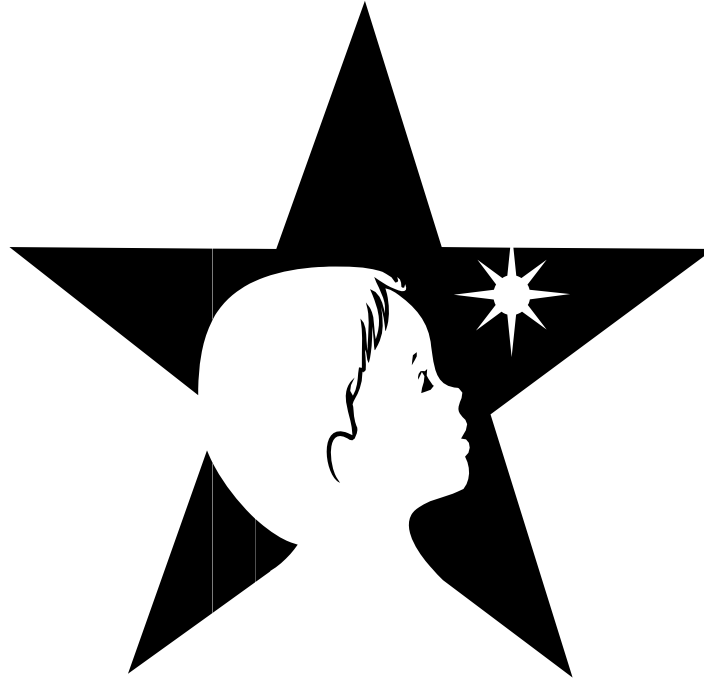


West Virginia STARS



Professional Development System for Early Care and Education Professionals



Invest Wisely:
Hearts & Minds

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VISION



Early childhood professionals are representative of a profession rich in diversity. In a variety of settings we serve the varied needs of children, their families and our communities. As individuals, we come to our professional roles with diverse backgrounds - both in terms of training, skill and experience; and in terms of individual interests, culture and areas of expertise. While striving to preserve our diversity, we are discovering we are united in that which we share: a commitment to quality care for young children and a vision of a better future for children and their families.

Early childhood experiences and a child's environment have an enormous impact on how children learn and interact with others throughout life. During the earliest years of life, the brain develops quickly in response to stimulating and nurturing environments. Reliable, nurturing and stimulating care of young children is critical to a child's healthy development -- socially, emotionally and intellectually. Early experiences set the stage for how children see themselves and contribute to their world in later years. An investment in the quality of care and education for young children is an investment in the future.

Parents are increasingly relying on others to care for and educate their young children while they work. As a result, children are spending a significant portion of their formative years in the care of someone other than a parent. The key to quality early care and education programs lies in the consistent relationship between a child and his or her caregivers. Working parents, and society, depend on well-trained providers to ensure safe, nurturing and stimulating environments that promote the healthy development of our children and support their families.

West Virginia's professional development model, STARS (State Training and Registry System), builds on other efforts in the state to create an inclusive early care and education system of career mobility that is grounded in a core body of child-related knowledge. It is essential to West Virginia's professional development system that all persons working with young children have the same basic core knowledge and competencies regardless of where they work.

We believe that the early care and education workforce should be well-trained and valued ... to ensure that children succeed and families are supported.

MISSION

West Virginia STARS began as a collaborative effort under the Governor's Early Childhood Implementation Commission. The PIECES Advisory Council Professional Development committee is continuing collaborative development of the system.

Our mission is to improve the quality of care and education for young children and their families by enhancing the skills and career opportunities of all those who care for and educate our youngest citizens.

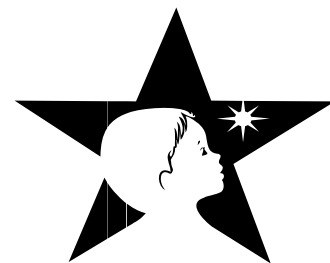
We are working to accomplish our mission by:

- ◆ Adopting a core body of knowledge needed by all providers to ensure a consistent and agreed upon base of training.
- ◆ Making sure all providers have training based on the core body of knowledge available to them.
- ◆ Developing and implementing a career pathway linking compensation with specialized training.
- ◆ Enhancing connections among local, regional and state stakeholders to increase investment in early care and education in ways that minimize costs and maximize benefits to children, families and society as a whole.
- ◆ Establishing a mechanism to administer and maintain the system over time to ensure that children succeed and families are supported.

Working to ensure that children are safe, secure and developing while their parents work

GUIDING PRINCIPLES

Quality early care and education contributes significantly to a productive society by enhancing the future success of children; by supporting parents' ability to work; and by ensuring a stable and qualified workforce.



Quality early care and education requires strong connections between families, communities, and state systems of coordination and support.

Families and providers are partners in the provision of quality services:

- ◆ parents are the child's primary caregiver and provide important information about their children.
- ◆ providers offer specialized skills, resources and support.
- ◆ the values and culture of each family are respected.
- ◆ parents are provided with good information to make informed choices regarding the care and education of their children.

Quality early care and education is dependent upon providers with specialized training and skills in developmentally appropriate and family-centered practices.

A common core body of knowledge is needed by all early care and education providers for an appropriate, consistent base of training.

All early care and education providers have access to affordable training based on the core body of knowledge.

Training is flexible and diverse to recognize different levels of skills, knowledge, abilities and experience:

- ◆ the system encompasses early care and education providers in all roles and settings and promotes mutual respect for all positions and skills.
- ◆ credentialing and recognition pathways are provided for formal education, prior learning and work experience, in-service training, apprenticeship and mentoring programs.

Providers receive professional recognition and appropriate wage adjustments for increased competency training.

The early care and education workforce is valued and supported:

- ◆ compensation must be linked with professional development; providers need to earn a living wage and receive adequate benefits.
- ◆ work environments should support opportunities for professional growth.

The system increases public awareness of the critical link between professional development and quality services and increased investment in early care and education.

COMPONENTS OF THE SYSTEM

West Virginia's comprehensive and inclusive approach to professional development is the result of continuous review of the literature, and work in other states, and networking with national, state and local leaders. In these efforts, we have learned that an effective professional development system should have the following components:

- ◆ **Core Competencies**, a common core body of knowledge that reflects developmentally appropriate and family-centered practices, as the basis of a professional development system.
- ◆ A system of career mobility, **Career Pathway**, which is based on the core competencies, is available to practitioners at all levels, and provides a framework to encourage higher levels of skills, credentials and wages.
- ◆ **A Registry and Credentialing** system that tracks, establishes and formally recognizes a practitioner's level of skill and accomplishment on the career pathway.
- ◆ **A Training Approval** system that ensures that training provided throughout the state meets the minimum standards of the core competencies and that trainers are qualified to provide such training.
- ◆ **A Coordinated Training** system that offers Continuing Education Units (CEUs) and ensures that specialized and formalized training is available and accessible to practitioners.



WEST VIRGINIA CORE KNOWLEDGE AND CORE COMPETENCIES FOR EARLY CARE AND EDUCATION PROFESSIONALS

Core Knowledge identifies what individuals providing early care and education experiences need to know in order to facilitate child learning and development.

Core Competencies identify the observable skills that individuals providing early care and education experiences need to facilitate child learning and development.

Research demonstrates the vital importance of professional education of individuals providing early care and education experiences. Regardless of setting, specific early experiences are documented to support children's optimal development in all domains. What we do or do not do for young children makes a difference in their learning capabilities and their future success in life. Ensuring that individuals who provide these experiences have the knowledge and the skills to provide quality early care and education environments is essential. West Virginia Core Knowledge and Core Competencies provide the framework to build a comprehensive system to support these professional development experiences.

The purpose of the Core Knowledge and Core Competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field. The Core Competencies are the basis of the early care and education professional development system, forming the foundation of the comprehensive system of training, credentialing and career mobility.

West Virginia's Core Knowledge and Core Competencies are guided by the following principles:

- ◆ Core Knowledge and core competencies provide a fundamental and consistent set of knowledge and skill areas that are common to all roles in the early care and education field.
- ◆ Core Knowledge may be used in various ways depending on the role (teacher, administrator, higher education faculty, trainer, etc.).
- ◆ Core knowledge and core competencies provide a framework for the different levels of professional preparation.
- ◆ Core knowledge areas and core competencies link to West Virginia's Early Learning Standards Framework.
- ◆ Recognition and support of the diversity of children and families is considered critical to all areas of core knowledge and core competencies.
- ◆ The core knowledge and core competencies support early experiences for the optimal development of all children, regardless of ability.



Core Knowledge Areas provide an overview of essential knowledge that all early care and education professionals should know and understand. The eight core knowledge content areas are as follows:

- I. Child Growth and Development
- II. Health, Safety, and Nutrition
- III. Positive Interactions and Relationships
- IV. Curriculum
- V. Child Observation and Assessment
- VI. Family and Community
- VII. Program Management
- VIII. Professionalism

The **core competency areas** follow corresponding core knowledge areas and identify observable skills or attributes of acquired knowledge. Each core competency area has three to eight defined categories.

The core competency areas are organized into **three tiers** that establish a continuum of learning from entry level skills to an advanced level of academic preparation and varied experience. Each tier encompasses the knowledge base and competencies of the previous level. Individuals progress from one tier to another through a combination of formal study and experience. Tier 1 competencies are intentionally written in clear, specific language to support beginning levels.

Linkages

Several critical connections are made between the Core Knowledge and Core Competencies:

West Virginia Early Learning Standards Framework (WV ELSF)

The WV ELSF (early learning standards for children ages three through five, birth to three under development), provides a guideline for what children should know, understand, and be able to do. The WV ELSF in turn provides a basis for what individuals providing early care and education should know and be able to do. This critical alignment can support practitioners in attaining education that supports their abilities to plan and to implement quality early care and education environments and experiences. Related WV ELSF standards are identified throughout the Core Knowledge and Core Competencies to illustrate this critical connection.

Standards for Preparing Early Childhood Professionals, National Association for the Education of Young Children's Standards for Programs (2003)

The *Standards for Preparing Early Childhood Professionals NAEYC Standards for Programs* provides a basis for the core knowledge areas. Connecting these standards to all tiers of the core knowledge and core competencies supports a continuum of professional growth and development. Related standards are identified throughout the Core Knowledge and Core Competency Areas.

Uses for the Core Knowledge and Core Competencies

Integration and infusion of the core knowledge and core competencies throughout West Virginia's early care and education system will support more consistent and coordinated infrastructure and services that provide quality early care and education experiences. There are a variety of roles and ways the core knowledge and core competencies can be used; such as:

Individuals Providing Early Care and Education Experiences

- Identify and plan for continuing professional development in each content area.

Administrators of Programs/ Services

- Develop job descriptions and job qualifications
- Develop individual professional development for staff.
- Create professional development policies.
- Use in conjunction with the WV STARS Pathway to create job responsibility and salary scale based on increased education and experience.

Higher Education and Training Providers

- Coordinate and design course content to facilitate transfer and articulation agreements.
- Plan and organize professional development/ education
- Offer varied levels of training to meet diverse needs.
- Organize and categorize professional development opportunities.
- Assess needs.

State and Local Agencies

- Integrate into policy/ regulation to support quality early care and education experiences.

Professional Development System

- Foundation for all components of a professional development system.
- Trainer and training approval.
- Training registration and tracking.
- Develop credentials.

West Virginia's Core Knowledge and Core Competencies may be accessed at www.wvearlychildhood.org/CoreCompetencies.pdf



Well-trained providers are a decisive predictor of quality early care and education.

Core Knowledge and Core Competency Content Areas

1. **Child Growth and Development**
 - 1.1 Characteristics and Needs of Young Children
 - 1.2 Multiple Influences on Development and Learning
 - 1.3 Learning Environments that Support Development
2. **Health, Safety, and Nutrition**
 - 2.1 Indoor and Outdoor Safety
 - 2.2 Health Promotion
 - 2.3 Health Appraisal and Management
 - 2.4 Child Abuse and Neglect
 - 2.5 Nutritional Needs of Children
3. **Positive Interactions and Relationships**
 - 3.1 Relationships with Individual Children
 - 3.2 Managing Environmental Design
 - 3.3 Developmentally Appropriate Guidance
 - 3.4 Relationships with others
4. **Curriculum**
 - 4.1 Learning Environment
 - 4.2 Social Development
 - 4.3 Emotional Development
 - 4.4 Creative Expression of the Arts
 - 4.5 Health Practices and Physical Development
 - 4.6 Language and Literacy Development
 - 4.7 Mathematical Thinking
 - 4.8 Scientific Thinking
5. **Child Observation and Assessment**
 - 5.1 Principles of Observation and Assessment of Children
 - 5.2 Documentation Methods
 - 5.3 Observation and Assessment Findings and Uses
 - 5.4 Reporting Methods
6. **Family and Community**
 - 6.1 Family Characteristics and Influences
 - 6.2 Respectful and Reciprocal Relationships with Families
 - 6.3 Family Involvement
 - 6.4 Community Collaboration and Relationships
7. **Program Management**
 - 7.1 Professional Interactions
 - 7.2 Leadership
 - 7.3 Organizational Management
 - 7.4 Financial Management
 - 7.5 Human Resource Management

- 7.6 Regulations, Policies and Quality Standards
- 7.7 Program Philosophy and Evaluation

8. **Professionalism**

- 8.1 Ethical Standards and Professional Guidelines
- 8.2 Continuous, Collaborative Learning
- 8.3 Reflective Practice
- 8.4 Advocacy
- 8.5 Collaborative Partnerships

CORE KNOWLEDGE/ CORE COMPETENCY AREA 1: CHILD GROWTH AND DEVELOPMENT

CORE KNOWLEDGE AREA 1: Child Growth and Development

Foundational to the promotion of optimal child outcomes is knowing and understanding the principles, theories, and progression of young children's growth and development. An understanding of individual variations within normal development and the many factors that influence children's growth is critical for early care and education professionals. Additionally, early care and education professionals must understand how young children learn and the adult's role in supporting each child's positive growth and development.

CORE COMPETENCY AREA 1: Child Growth and Development Includes:

- 1.1 Characteristics and Needs of Young Children
- 1.2 Multiple Influences on Development and Learning
- 1.3 Learning Environments that Support Development

Linkages to West Virginia Early Learning Standards Framework (WV ELSF):

All Domains:

Social and Emotional
The Arts
Physical Health and Development
Language and Literacy
Mathematics
Science

Related NAEYC Standard: Standard 1. Promoting Child Development and Learning

Use understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Sub-Standard 1a: Knowing and understanding young children's characteristics and needs.

Sub-Standard 1b: Knowing and understanding the multiple influences on development and learning.

Sub-Standard 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

CORE COMPETENCY AREA 1: Child Growth and Development

1.1 Characteristics and Needs of Young Children

| Tier I | Tier II | Tier III |
|--|--|---|
| <ul style="list-style-type: none"> Identifies and recognizes basic developmental milestones. Recognizes that children have different temperaments and learning styles. Recognizes that children develop at different rates. | <ul style="list-style-type: none"> Applies theories and principles of child development. Addresses the physical, social-emotional, and cognitive needs of young children; recognizing the inter-relationship of all domains. | <ul style="list-style-type: none"> Articulates, analyzes, evaluates and applies current theory and policies on child growth and development. |

1.2 Multiple Influences on Development and Learning

| Tier I | Tier II | Tier III |
|---|--|---|
| <ul style="list-style-type: none"> Recognizes that children learn and develop through play. Addresses the identified requirements of children with special needs. | <ul style="list-style-type: none"> Adapts the program to address each child's needs, temperaments, interests and learning styles. Recognizes risk factors, delays and possible disabilities. | <ul style="list-style-type: none"> Establishes a program that addresses each child's needs, temperaments, interests and learning styles. Communicates major theories, research and issues relevant to child growth and development to colleagues, families and communities. |

1.3 Learning Environments that Support Development

| TIER I | TIER II | TIER III |
|---|--|---|
| <ul style="list-style-type: none"> Recognizes and supports appropriate and culturally responsive environments for all children. Uses technology, such as TV and computers, appropriately. | <ul style="list-style-type: none"> Develops appropriate and culturally supportive environments. Provides a responsive environment where children initiate and extend their learning through play. Incorporates appropriate technology to support and expand young children's learning, including assistive technology for children with disabilities. | <ul style="list-style-type: none"> Integrates research, theories, policies and knowledge to create meaningful learning environments for all children. Articulates, analyzes, evaluates and applies current research and most effective practice on use of technology. |

CORE KNOWLEDGE / COMPETENCY AREA 2: HEALTH, SAFETY AND NUTRITION

CORE KNOWLEDGE AREA 2: Health, Safety and Nutrition

Young children's health and safety is vital for fostering competence in all developmental domains. During the early years of life each child must be provided the opportunity for optimum health and well being. Early care and education professionals must know and understand how to ensure that children are safe; how to promote sound health practices; how to recognize and respond to child abuse and neglect; and how to provide for nutritious meals and snacks.

CORE COMPETENCY AREA 2: *Health, Safety and Nutrition Includes*

- 2.1 Safety
- 2.2 Health Promotion
- 2.3 Health Appraisal
- 2.4 Child Abuse and Neglect
- 2.5 Nutrition

Linkages to the West Virginia Early Learning Standards Framework (WV ELSF):

Domain: Physical Health and Development
Standard 3: Health Practices
Standard 4: Safety Practices

Related NAEYC Standard 1: Promoting Child Development and Learning

Sub -Standard 1c:
Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

CORE COMPETENCY AREA 2: Health, Safety and Nutrition

2.1 Indoor and Outdoor Safety

| Tier I | Tier II | Tier III |
|--|---|---|
| <ul style="list-style-type: none"> • Possesses current age appropriate CPR and First Aid Certification • Follows current emergency procedures and safety practices • Supervises all children's activities, both indoors and outdoors, to prevent dangerous situations and accidents • Ensures all materials and equipment provided for use by children are safe • Follows current medication administration policies and procedures | <ul style="list-style-type: none"> • Applies basic First Aid in emergency situations • Ensures health and safety precautions are incorporated in daily routines, drills, and emergency situations • Observes and acts to avoid problems before they occur, adjusting supervision to meet different ages, abilities, activities, and environments. • Monitors to ensure that all materials and equipment are safe and free of hazards • Implements administering medication following appropriate policies, procedures, and best practice guidelines. | <ul style="list-style-type: none"> • Arranges and evaluates the learning environment to ensure that it is free of potential risks and hazards • Critiques established emergency procedures and safety practices and makes recommendations for change as necessary • Designs and plans policies and practices to adjust supervision of children that protects their well-being. • Evaluates the appropriateness of materials and equipment and assures that actions are taken to ensure children's safety • Evaluates the effectiveness of medication administration policy and procedures. • Ensures that children's program includes learning opportunities that support safety. |

2.2 Health Promotion

| Tier I | Tier II | Tier III |
|--|---|--|
| <ul style="list-style-type: none"> • Follows appropriate hand washing requirements and procedures. • Follows Universal Precautions. • Models good health practices such as: washing hands, brushing teeth, and covering mouth and nose when coughing or sneezing. | <ul style="list-style-type: none"> • Models and assures appropriate hand washing techniques are followed • Assures Universal Precautions are followed. • Provides intentional opportunities for children to learn the basics of good health practices through active learning opportunities. | <ul style="list-style-type: none"> • Designs and plans policies and procedures to ensure a healthy environment. • Articulates, analyzes, evaluates, and applies current theory and research on health practices. |

2.3 Health Appraisal and Management

| Tier I | Tier II | Tier III |
|--|--|---|
| <ul style="list-style-type: none"> • Recognizes signs and symptoms of common childhood diseases. • Shows awareness of and participates in health screenings. • Shows awareness of community health resources • Follows appropriate health policies and procedures. • Maintains the confidentiality of health information. | <ul style="list-style-type: none"> • Ensures appropriate health screenings for young children are conducted. • Refers families to appropriate community health resources. • Responds to signs and symptoms of common childhood illnesses. | <ul style="list-style-type: none"> • Designs and plans policies and procedures for health appraisal, management, and referrals. • Ensures that children's program includes learning opportunities that support healthy nutritional practices. |

2.4 Child Abuse & Neglect

| Tier I | Tier II | Tier III |
|--|---|--|
| <ul style="list-style-type: none"> • Recognizes signs and symptoms of Child Abuse and Neglect. • Knows and follows state and federal mandated Child Abuse and Neglect regulations. • Follows programmatic procedures for reporting Child Abuse and Neglect. | <ul style="list-style-type: none"> • Ensures that state and federal mandated Child Abuse and Neglect regulations are followed. | <ul style="list-style-type: none"> • Acts as a resource and advocate for public education for prevention of child abuse and neglect. • Advocates for Child Abuse and Neglect prevention. • Designs and plans a risk management procedure that reduces the risk of potential abuse or neglect. |

2.5 Nutritional Needs of Children

| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> • Practices appropriate hand washing and food handling techniques. • Follows current policies and procedures as related to food and nutrition, such as: the USDA Dietary Guidelines; CACFP meal patterns. • Matches nutritional practices to the child’s developmental stage and special dietary needs. • Models healthy and appropriate nutritional behaviors for children. • Describes how nutrition impacts children’s growth and development. | <ul style="list-style-type: none"> • Provides for nutritional needs as specified under USDA/CACFP. • Ensures the food program meets the nutritional and dietary needs of each child. • Provides a relaxed, positive and social atmosphere during meals. • Provides intentional opportunities for children to learn the basics of good nutrition and to develop and practice healthy eating habits and behaviors through active learning opportunities. • Discusses individual children’s food preferences with parents and accommodates when possible. | <ul style="list-style-type: none"> • Plans and implements policies and procedures that support a safe and nutritious food program. • Articulates, analyzes, evaluates, and applies current theory and research on child nutrition. • Ensures that children’s program includes learning opportunities that support healthy nutritional practices. |

CORE KNOWLEDGE/COMPETENCY AREA 3: POSITIVE INTERACTIONS AND RELATIONSHIPS

CORE KNOWLEDGE AREA 3: Positive Interactions and Relationships

Children grow and learn through the context of positive relationships. Early care and education professionals must understand that the connections formed with children support and facilitate learning academic skills, learning dispositions, as well, as a positive sense of self. Techniques and dispositions for developing positive relationships and guiding young children's learning are fundamental for early educators. Additionally, early care and education professionals must recognize the critical influence of relationships with co-workers, families, and others in children's lives. Developing, promoting, and modeling positive relationships with children and others in the environment supports children's optimal learning in all areas.

CORE COMPETENCY AREA 3: Positive Interactions and Relationships Includes

- 3.1 Relationships with Individual Children
- 3.2 Managing Environmental Design
- 3.3 Developmentally Appropriate Guidance
- 3.4 Relationships with Others

Linkages to the West Virginia Early Learning Standards Framework (WV ELSF):

Domain: Social and Emotional
Standard 1: Self- Concept
Standard 2: Social Relationships

Related NAEYC Standard 4: Teaching and Learning

Sub- Standard 4a: Connecting with Children and Families
Know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.
Sub-Standard 4b: Using developmentally effective approaches.

CORE COMPETENCY AREA 3: Positive Interactions and Relationships

3.1 Relationships with individual children

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> • Interacts positively with children in ways that are responsive, consistent, encouraging and nurturing. • Uses a variety of strategies for building relationships such as: one-on-one attention; talking about interests; respecting each child’s uniqueness; listening to children; using children’s names; being at children’s eye level; responding consistently; and smiling at children. • Treats all children with fairness and consistency. • Accepts physical, social, emotional, cultural, and developmental differences in children and their families. | <ul style="list-style-type: none"> • Practices and models responsive, consistent, encouraging, and nurturing interactions that build positive relationships. • Adapts to and includes each child individually, accommodating for his/her temperament, personality, strengths, interests and development pattern. • Conveys acceptance of children’s diverse ethnic and cultural backgrounds, abilities or learning challenges. • Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences. • Solicits information from parents regarding effective strategies to support individual children. | <ul style="list-style-type: none"> • Uses child observation and assessment to individualize and improve interactions. • Moderates interactions with each child based on the child’s specific characteristics, strengths, interests and needs. • Develops and implements written policies for effective interactions. • Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions. |

3.2 Managing Environmental Design

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> • Provides appropriate supervision and interventions to keep children safe. • Follows strategies that encourages positive behaviors and reduces challenging behaviors such as: consistent schedules and routines; activities for moving from one activity or place to another; age appropriate limits; interesting materials and activities; and room arrangement. • Follows and supports plans for children and families during times of change or transition. | <ul style="list-style-type: none"> • Plans, implements and adapts a supportive learning environment that promotes positive interactions and behaviors and minimizes risk. • Observes children and makes modifications and adaptations to support individual children and the group. • Facilitates children and families' positive support through times of change and transition. | <ul style="list-style-type: none"> • Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies. • Uses child observation and assessment to individualize and improve environmental management. • Designs and implements policy and practice that support needs of children and families through environmental design. • Plans for times of change and transition that support children and families. |

3.3 Developmentally Appropriate Guidance

| Tier I | Tier II | Tier III |
|--|--|--|
| <ul style="list-style-type: none"> • Avoids actions that would cause physical or emotional harm. • Participates in developmentally appropriate guidance approaches such as: choice; appropriate limits; redirection; ignoring; positive feedback and encouragement; and effective directions. • Bases expectations for behavior on age and developmental level of children. • Demonstrates awareness that challenging behaviors have different causes by seeking to find reasons and responding with positive guidance techniques. | <ul style="list-style-type: none"> • Practices and models developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control. • Models behavior expectations based on age and developmental level. • Observes children and adapts guidance approaches to knowledge of individual children and levels of development. • Communicates with families regarding areas of concern and develops cooperative strategies to manage the behavior. | <ul style="list-style-type: none"> • Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children. • Uses observation and assessment to modify and adapt guidance strategies. • Designs written policies for using effective positive child guidance. • Collaborates with families to develop individually appropriate expectations for children's behavior. • Develops individual guidance plans, accessing appropriate professionals as needed. |

3.4 Relationships with Others

| Tier I | Tier II | Tier III |
|--|--|---|
| <ul style="list-style-type: none"> • Realizes that relationships with coworkers, families and others impacts children. • Treats coworkers, parents and others with respect. • Respects confidentiality of coworkers, parents and others. • Shares appropriate information and resources. • Cooperates with and participates as a member of the team. • Uses appropriate channels for conflict resolution per program policies and/ or code of ethical conduct. | <ul style="list-style-type: none"> • Models relationships of respect, trust and cooperation with coworkers, parents and others. • Promotes teamwork and positive communication • Practices constructive conflict resolution strategies. | <ul style="list-style-type: none"> • Establishes a work environment that supports and promotes teamwork and trusting, respectful interactions. • Implements policies and procedures that support effective communication and conflict resolution. |

CORE KNOWLEDGE/COMPETENCY AREA 4: CURRICULUM

CORE KNOWLEDGE AREA 4: Curriculum

Effective early care and education professionals know and understand how to design, implement, and evaluate environments and experiences that use developmentally appropriate approaches to learning. Early educators purposefully guide young children's learning and development through integration of all domains of development and content areas. Early care and education professionals know how to develop effective curriculum by building on each child's interests, needs, and abilities.

CORE COMPETENCY AREA 4: Curriculum Includes

- 4.1 Learning Environment
- 4.2 Social Development
- 4.3 Emotional Development
- 4.4 Creative Expression of the Arts
- 4.5 Health Practices and Physical Education
- 4.6 Language and Literacy Development
- 4.7 Mathematical Thinking
- 4.8 Scientific Thinking

Linkages to the West Virginia Early Learning Standards Framework (WV ELSF):

This core knowledge/ core competency area describes knowledge and skills early care and education professionals need to support all content areas of the WV ELSF.

All Domains:
Social and Emotional Development
The Arts
Physical Health and Development
Language and Literacy
Mathematics
Science

Related NAEYC Standard 4: Teaching and Learning

Well prepared early childhood professionals build close relationships with children and families; use developmentally effective teaching and learning strategies; have sound knowledge of academic disciplines or content areas; and combine all of these to give children experiences that promote development and learning.

Sub-standard 4a: Connecting with children and families.

Sub-standard 4b: Using developmentally effective approaches.

Sub-standard 4c: Understanding content knowledge in early education.

Sub-standard 4d: Building meaningful curriculum.

CORE COMPETENCY AREA 4: Curriculum

4.1 Learning Environment

| Tier I | Tier II | Tier III |
|--|---|---|
| <ul style="list-style-type: none"> • Follows a daily schedule. • Gives children choices • Encourages children’s learning through play. • Uses technology such as TV and computers appropriately. | <ul style="list-style-type: none"> • Develops an appropriate schedule with a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities. • Uses observations to provide appropriate choices for children. • Ensures that the environment facilitates learning for all children in each developmental domain: cognitive, language, physical, and social and emotional. • Implements appropriate use of technology. • Uses various teaching approaches along a continuum from child initiated exploration to adult directed scaffolding or modeling. • Shows evidence of intentionality in plans and interactions with children. • Bases planned and spontaneous interactions with children on the child’s assessed interests and needs (intentional teaching). • Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math science, social studies, health, safety, nutrition, art, music, drama, and movement. | <ul style="list-style-type: none"> • Plans, implements, and evaluates learning environments and curricula to maximize learning potential. • Teaches others about developmentally appropriate curricula and learning environments. • Advocates for appropriate curricula and learning environments. • Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches. • Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology. |

4.2 Social Development

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> • Engages in everyday conversations with children to promote their positive self-concept. • Encourages and supports children's efforts, ideas, accomplishments and interests. • Recognizes that periods of stress, separation and transition may effect children's social interactions and behaviors. • Encourages children to interact positively with one another. • Acknowledges differences and treats others respectfully. • Supports the children's participation in group activities. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Applies theory and current research to create a community in the classroom that fosters social and emotional development. • Communicates to others the process for developing curricula that promotes social development. |

4.3 Emotional development

| Tier I | Tier II | Tier III |
|--|--|--|
| <ul style="list-style-type: none"> • Acknowledges the need for appropriate expression of all emotions. • Identifies the various ways young children express and communicate emotions, both verbally and non-verbally. • Accepts age appropriate emotional expression. • Carries out activities for helping children name, identify and control their emotions such as children's books; labeling; puppets; songs and games. • Follows effective/ age appropriate techniques to support children's ability to problem solve. | <ul style="list-style-type: none"> • Demonstrates appropriate interactions when young children display emotions. • Plans and implements a variety of strategies for children to appropriately name, identify, communicate and control their own emotions as well as others. • Designs an environment that supports the positive, constructive expression of emotions and the development of problem solving skills. • Recognizes behaviors that may indicate suspected emotional disorder and require additional resources and/or referrals. | <ul style="list-style-type: none"> • Designs policy and practice that support the development of age appropriate communication and expression of emotions. • Articulates, analyzes, evaluates and applies current theory and research on emotional development. • Accesses appropriate professional interventions. • Ensures implementation of age appropriate positive behavior management techniques, to include problem solving skills. |

4.4 Creative Expression of the Arts

| Tier I | Tier II | Tier III |
|--|---|---|
| <ul style="list-style-type: none"> • Supports children's exploration of different media without the expectation of a specific product. • Supports all creative expression including: visual arts, music and movement, and dramatic play. | <ul style="list-style-type: none"> • Fosters imagination and creativity as the foundation for new ideas. • Elicits the creative spirit of each child by offering opportunities for expression through artistic representation. • Encourages and integrates creative expression throughout the curriculum. • Uses on-going assessment of children to adapt and modify interactions to support creativity of individual children. | <ul style="list-style-type: none"> • Explains, using specific examples, how children represent their thoughts, feelings and ideas through creative outlets. • Articulates, analyzes, evaluates and applies current theory and research on promoting creative experiences. |

4.5 Health Practices and Physical Development

| Tier I | Tier II | Tier III |
|--|---|--|
| <ul style="list-style-type: none"> • Interacts appropriately with children during physical activities • Incorporates a variety of equipment, activities and opportunities to promote the physical development of all children. • Carries out learning opportunities that promote healthy living habits such as: hand-washing, tooth-brushing, self-help skills, healthy eating, and hygiene. • Models healthy living habits. | <ul style="list-style-type: none"> • Supports and guides children as they engage in activities that refine their physical abilities. • Integrates physical development with all curriculum areas. • Plans and implements intentional experiences that promote healthy living habits. • 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"> • Evaluates the effectiveness of physical development and health practices curriculum and modifies as needed. • Articulates, analyzes, evaluates and applies current theory and research on promoting physical development and positive health practices. |

4.6 Language and Literacy Development

| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> • Talks with and listens to children to stimulate conversation. • Carries out formal and informal book reading experiences that encourage both listening and talking. • Uses age appropriate techniques to support language and literacy development such as: reading, singing, talking, labeling; using music and movement, sign language, word and picture recognition; and recognizing common words and signs in the environment. • Provides opportunities for children to see writing and to use beginning writing skills. | <ul style="list-style-type: none"> • Plans and provides experiences to stimulate the 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. • Immerses children in a print rich environment. • Uses on-going assessment of children to adapt and modify activities to meet needs of individual children. | <ul style="list-style-type: none"> • 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. |

4.7 Mathematical Thinking

| Tier I | Tier II | Tier III |
|---|--|---|
| <ul style="list-style-type: none"> Engages children in activities that support mathematical thinking such as: counting, sorting, measuring, matching, comparing, moving, and charting. Incorporates mathematical language in daily experiences for example: bigger than; more than; as many as; and over/under. | <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 relating to mathematical concepts. Uses on-going assessment of children to adapt activities with all children to support mathematical thinking. | <ul style="list-style-type: none"> Evaluates the effectiveness of mathematics curriculum and modifies as needed. Articulates, analyzes, evaluates and applies current theory and research on promoting mathematical thinking. |

4.8 Scientific Thinking

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> Encourages children to ask questions and listens to their answers. Asks questions that require more than a one word answer, actively listens to and expands on children's answers. Engages children in activities that support scientific thinking and inquiry such as collecting, comparing, investigating, problem solving, predicting, observing, exploring and recording. | <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 with children to support scientific thinking. | <ul style="list-style-type: none"> Evaluates the effectiveness of the science curriculum and modifies as needed. Articulates, analyzes, evaluates and applies current theory and research on promoting scientific knowledge and inquiry. |

CORE KNOWLEDGE/COMPETENCY AREA 5: CHILD OBSERVATION AND ASSESSMENT

CORE KNOWLEDGE AREA 5: Child Observation and Assessment

Early care and education professionals must know about the goals, the uses, and the variety of assessment approaches to promote positive benefit to children and families. Responsible and ethical early educators understand effective assessment strategies, how to use them responsibly, and how to involve families and other professionals. Use of ongoing observation, documentation, and assessment to direct curriculum development is critical to each child's learning and development.

CORE COMPETENCY AREA 5: Child Observation and Assessment Includes

- 5.1 Principles of Observation and Assessment
- 5.2 Documentation Methods
- 5.3 Observation and Assessment Findings and Uses
- 5.4 Reporting Methods

Related NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Well prepared early childhood professionals understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Sub-Standard 3a: Understanding the goals, benefits, and uses of assessment.

Sub-Standard 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.

Sub-Standard 3c: Understanding and practicing responsible assessment.

Sub-Standard 3d: Knowing about assessment partnerships with families and other professionals.

CORE COMPETENCY AREA 5: Child Observation and Assessment

5.1 Principles of Observation and Assessment of Children

| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> • Acknowledges that children develop at their own rate. • Follows appropriate procedures of child observation. • Identifies differences in development and skills among children. • Seeks guidance and support from other professionals as needed (such as: behavioral problems, atypical behavior) • Recognizes that observation is an on-going process. | <ul style="list-style-type: none"> • Accommodates for the range of development and skills among children. • Observes children continually and applies basic principles of observation and assessment. • Recognizes environmental factors that may place children at risk. • Selects appropriate observation and assessment methods for the individual child and the situation. • Applies basic elements of child development theory to observation. • Involves families and other professionals, when appropriate, as partners in observation and assessment. | <ul style="list-style-type: none"> • Analyzes and evaluates observation and assessment findings and applies this knowledge to practice. • Articulates and applies current theory, research, and policy on assessment. |

5.2 Documentation Methods

| Tier I | Tier II | Tier III |
|--|---|--|
| <ul style="list-style-type: none"> • Assists with collection of information about each child’s developmental progress • Maintains confidentiality between the program and the child’s family regarding each child’s observation and assessment. • Recognizes appropriate documentation methods. | <ul style="list-style-type: none"> • Collects and organizes information about each child utilizing age-appropriate assessment tools. • Ensures confidentiality of individual child’s assessments. | <ul style="list-style-type: none"> • Establishes criteria, procedures, and documentation methods for assessment. • Plans and utilizes culturally diverse assessment methods. • Utilizes a variety of appropriate assessment tools to record child observations. |

5.3 Observation and Assessment Findings and Uses

| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> Recognizes that findings in child observation and assessment assist in planning classroom curriculum. Recognizes that findings in child observation and assessment guide each individual child's development plan. | <ul style="list-style-type: none"> Modifies classroom curriculum to meet individual needs of young children based on observation and assessment findings. Develops and implements individual plans based on observation and assessment findings. Ensures that results of assessments are used responsibly and to benefit the child and family. | <ul style="list-style-type: none"> Communicates major theories, research, and issues relevant to findings in observation and assessment. Works cooperatively and collaboratively with assessment and health care teams for children with special needs. Refers children for further assessment when appropriate. Based on assessment results, establishes next steps for individual children. |

5.4 Reporting Methods

| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> Recognizes the importance of confidentiality in reporting child observation and assessment results. Identifies appropriate reporting methods for child observation and assessment. Plans for communicating observation to families. | <ul style="list-style-type: none"> Communicates observation in written and oral form. Explains the importance of ongoing assessment to staff and families. Communicates assessment results to families in a clear and supportive manner. | <ul style="list-style-type: none"> Based on assessment results, communicates next steps for individual child to families in a clear and supportive manner. Communicates assessment results with appropriate staff and administration. |

CORE KNOWLEDGE/COMPETENCY AREA 6: FAMILY AND COMMUNITY

CORE KNOWLEDGE AREA 6: Family and Community

Early care and education professionals must know and understand that the family and community are integral to each child's optimal learning and development. Knowledge and understanding of diverse family structures and influences enables early educators to support individual children and families in positive ways. Critical to young children's development is the knowledge of how to build respectful and reciprocal relationships with families, as well as, how to provide meaningful family and community involvement. Early educators must be aware of community resources and opportunities, and know how to make collaborative connections to benefit children and families.

CORE COMPETENCY AREA 6: Family and Community Includes

- 6.1 Family and Community Characteristics and Influences
- 6.2 Respectful and Reciprocal Relationships
- 6.3 Family Involvement
- 6.4 Community Collaboration and Relationships

Linkages to the West Virginia Early Learning Standards Framework (WV ELSF):

Domain: Social and Emotional Development
Standard 3: Knowledge of Family and Community

Related NAEYC Standard 2: Building Family and Community Relationships

Well prepared professionals know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Sub-Standard 2a: Knowing about and understanding family and community characteristics.

Sub-Standard 2b: Supporting and empowering families and communities through respectful, reciprocal relationships.

Sub-Standard 2c: Involving families and communities in their children's development and learning.

CORE COMPETENCY AREA 6: Family and Community

6.1 Family Characteristics and Influences

| Tier I | Tier II | Tier III |
|---|--|---|
| <ul style="list-style-type: none"> • Supports and respects strengths and differences in all families. • Recognizes that culture; language; socioeconomic factors; support systems; and special needs; may influence how families nurture their children. • Follows rules of confidentiality. | <ul style="list-style-type: none"> • Designs and implements an environment that reflects sensitivity and acceptance of diverse family structures, values, cultures and languages. • Builds on families strengths and supports diverse needs. • Involves families in contributing to the diversity of the environment. | <ul style="list-style-type: none"> • Establishes policy and practice that ensures respect and acceptance of diverse families and situations. • Articulates, analyzes, evaluates, and applies current theory and research on family systems and the effects of stress on families. • Analyzes children’s behaviors as they relate to family stress, collaborates with parents to respond to behaviors, and to access appropriate community resources. |

6.2 Respectful and Reciprocal Relationships with Families

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> • Follows established communications mechanisms for building positive relationships. • Supports children’s relationships with their families. • Accepts and follows adaptations/changes designed to meet the needs and preferences of individual children and families. | <ul style="list-style-type: none"> • Builds partnerships with families through frequent, effective communication about their child’s experiences and development. • Establishes a variety of communication mechanisms. • Adapts and/or modifies appropriate teaching strategies to reflect individual children’s and families’ needs. • Collaborates with families to resolve problems and issues. | <ul style="list-style-type: none"> • Develops and implements policies and practice that facilitates respectful and reciprocal relationships with families. • Articulates, analyzes, evaluates, and applies current theory and research on relationships with families. |

6.3 Family Involvement

| Tier I | Tier II | Tier III |
|---|---|--|
| <ul style="list-style-type: none"> • Respects the family as the child's first teacher. • Respects and supports practices that nurture parent involvement in their child's care and education. | <ul style="list-style-type: none"> • Designs and provides a variety of meaningful opportunities for parents to participate and influence their child's care and education. • Incorporates, on a routine basis, opportunities for families to share strengths, skills, and talents. • Supports and respects families' decision-making related to their child's development and learning. • Engages families in planning curriculum; evaluating program and planning transitions. | <ul style="list-style-type: none"> • Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program. • Assesses, plans, and conducts diverse opportunities for family support and participation. |

6.4 Community Collaboration and Relationships

| Tier I | Tier II | Tier III |
|---|---|--|
| <ul style="list-style-type: none"> • Develops an awareness of community resources to support families. • Works cooperatively with volunteers and community representatives. | <ul style="list-style-type: none"> • Connects families to appropriate community resources. • Promotes interaction between children and community. • Utilizes services for children in the community (ex. Library story time, field trips, etc.). • Provides families with appropriate information, referrals, and assistance to access and coordinate appropriate community resources and services. | <ul style="list-style-type: none"> • Works collaboratively with community agencies to meet the needs of individual children and families. • Develops a partnership with the larger community to develop resources that support children and families. • Advocates for needed services and resources for families. • Develops and maintains relationships with other disciplines and specialties in related fields. |

CORE KNOWLEDGE/COMPETENCY AREA 7: PROGRAM MANAGEMENT

CORE KNOWLEDGE AREA 7: Program Management

Critical to providing an optimal environment for young children's growth and development is effective and efficient program management and evaluation. Early care and education professionals should understand the importance of personal interactions and leadership in creating a nurturing environment for children and adults. Early educators must understand effective management of human and financial resources. Knowledge of regulations, policies, and quality standards that apply to the program; and how to organize, evaluate, and implement regulations and standards enables a quality environment.

CORE COMPETENCY AREA 7: Program Management

- 7.1 Professional Interactions
- 7.2 Leadership
- 7.3 Organizational Management
- 7.4 Financial Management
- 7.5 Human Resources Management
- 7.6 Regulations, Policies and Quality Standards
- 7.7 Program Philosophy and Evaluation

CORE COMPETENCY AREA 7: Program Management

7.1 Professional Interactions

| Tier I | Tier II | Tier III |
|--|--|---|
| <ul style="list-style-type: none"> • Works cooperatively and communicates effectively with co-workers, families, children, and others. • Follows established communications chain of command. • Respects confidentiality of coworkers, parents, and others. | <ul style="list-style-type: none"> • Implements established communications chain of command. • Mentors other staff. • Facilitates exchange of professional ideas among staff. | <ul style="list-style-type: none"> • Develops an effective chain of command for communication. • Networks with other professionals. |

7.2 Leadership

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> • Demonstrates a commitment to promoting the development and learning of all children. • Supports the diverse needs of children, families, coworkers, and others. • Participates in identifying and accomplishing program goals and objectives. | <ul style="list-style-type: none"> • Communicates and supports the vision of the program. • Recognizes and supports the diverse needs of children, families, coworkers and others. • Integrates program goals and objectives into daily practice. | <ul style="list-style-type: none"> • Provides vision and direction for the program through knowledge of current research, trends, and effective practice relating to children and families. • Articulates and implements program vision, goals and expectations clearly and consistently. • Collects input and data for productive decision-making. • Develops public relations strategies to establish the program in the community. • Articulates, analyzes, evaluates and applies current theory and policies on program management. |

7.3 Organizational Management

| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> • Completes and maintains designated records. • Follows staffing and facility schedules. • Contributes to program planning as appropriate • Makes effective use of available resources. • Selects and uses materials and equipment in developmentally appropriate ways. • Communicates essential information to coworkers, families and others to maintain continuity of care. | <ul style="list-style-type: none"> • Assures appropriate documentation is maintained to meet federal, state, and local legislation, regulation and professional standards. • Monitors and adapts staffing and facility schedules to meet the legal requirements and the needs of children and families. • Manages program resources effectively. • Guides staff in the selection of appropriate materials for the classroom. • Communicates the events and changes that influence the daily operation of the program to parents and staff. | <ul style="list-style-type: none"> • Applies federal, state and local legislation, regulation and professional standards to organize and develop program records and processes. • Designs and implements staffing and facility schedules that support legal requirements and the needs of children and families. • Designs and implements policy and procedure for selection and use of materials and equipment; and for communication mechanisms that provide essential information to employees, families, and others. • Communicates effectively with board/advisory groups. |

7.4 Financial Management

| Tier I | Tier II | Tier III |
|---|---|--|
| <ul style="list-style-type: none"> • Uses time and materials efficiently. • Shows care in the use and maintenance of materials. | <ul style="list-style-type: none"> • Assists in planning and carrying out a budget • Conducts and maintains the inventory of supplies, materials, and equipment • Models and teaches the care and maintenance of materials | <ul style="list-style-type: none"> • Articulates, analyzes, evaluates, and applies current theory, research, and policy on financial management. • Develops, maintains, and reports on program budget insuring that fiscal policy supports program goals. • Seeks additional funding opportunities. • Collaborates with appropriate community partners to ensure unduplicated costs. |

7.5 Human Resource Management

| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> • Knows and follows job description. • Shares program responsibilities. • Knows and follows program policies and procedures. • Assists in identifying areas for personal professional development. • Participates in staff development opportunities. | <ul style="list-style-type: none"> • Works with staff to assure awareness of developmentally appropriate practice. • Coordinates services and cooperates with other professionals. • Ensures program policies and procedures are implemented consistently. • Delegates job responsibilities. • Identifies personal professional development needs. • Identifies professional development opportunities to support staff development. • Ensures that volunteers are guided and supported. • Knows the social service, health, and education resources of the community and uses them when appropriate. | <ul style="list-style-type: none"> • Designs, implements, analyze and revise organizational structure; job descriptions; evaluations; and personnel policies and procedures. • Insures staff knows and understands expectations. • Develops staff recruitment, selection and retention program. • Designs and implements professional development plans based on program mission, goals and identified individual staff needs and interests. • Provides opportunities for professional advancement. • Articulates, analyzes, evaluates, and applies current theory, research, and policy on personnel management. |

7.6 Regulations, Policies, and Quality Standards

| Tier I | Tier II | Tier III |
|--|--|--|
| <ul style="list-style-type: none"> • Demonstrates awareness of regulations that apply to specific program/ facility. • Complies with appropriate regulations. • Follows policies and procedures designed to support regulation. • Demonstrates awareness of quality standards for early care and education programs. | <ul style="list-style-type: none"> • Understands the purpose of regulations. • Describes the functions of regulatory agencies. • Identifies strategies for working cooperatively with regulatory agencies. • Implements quality standards for early care and education programs. | <ul style="list-style-type: none"> • Articulates the rationale for regulations, policies and standards. • Designs and implements policies and procedures to comply with applicable regulations, policies and quality standards. • Participates in statewide groups and organizations to evaluate and develop regulations, policies and quality standards. • Analyzes and evaluates federal, state, and local regulations, policies, and standards. |

7.7 Program Philosophy and Evaluation

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> • Supports the program philosophy and mission statement. • Assists in evaluating program's effectiveness | <ul style="list-style-type: none"> • Verbalizes the relationship between the program's philosophy and daily practice. • Participates in a variety of program evaluation activities to improve program quality. | <ul style="list-style-type: none"> • Integrates early care and education philosophy throughout the program. • Articulates, analyzes, evaluates and applies current theory and policy on program planning and evaluation. • Analyzes and evaluates program evaluation data and uses it to make program modifications, improvements and develop goals for the program. • Establishes and implements quality assurance processes. |

CORE KNOWLEDGE/ COMPETENCY AREA 8: PROFESSIONALISM

CORE KNOWLEDGE AREA 8: Professionalism

Early care and education professionals must know and understand ethical responsibilities and practices with children, families, co-workers and community. Early educators comprehend how to seek continuous opportunities to learn; base decisions on reflection of knowledge of most effective practice; advocate for effective services and legislation for children and families; and develop collaborative partnerships.

CORE COMPETENCY AREA 8: Professionalism Includes

8.1 Ethical Standards and Professional Guidelines

8.2 Continuous Collaborative Learning

8.3 Reflective Practice

8.4 Advocacy

8.5 Collaborative Partnerships

Related NAEYC Standard 5: Becoming a Professional

Well prepared early childhood professionals identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Sub-Standard 5a: Identifying and involving oneself with the early childhood field

Sub-Standard 5b: Knowing about and upholding ethical standards and other professional guidelines

Sub-Standard 5c: Engaging in continuous, collaborative learning to inform practice

Sub-Standard 5d: Integrating knowledgeable, reflective, and critical perspectives on early education

Sub-Standard 5e: Engaging in informed advocacy for children and the profession

CORE COMPETENCY AREA 8: Professionalism

8.1 Ethical Standards and Professional Guidelines

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> Shows awareness of and practices the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC). Understands the rationale for a Code of Ethics. Recognizes the difference between a Code of Ethics and personal values. | <ul style="list-style-type: none"> Practices and promotes the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC). Discusses applicable sections of the code with colleagues in relation to workplace issues. Recognizes potentially unethical practices. Identifies ethical dilemmas. | <ul style="list-style-type: none"> Analyzes ethical dilemmas and determines appropriate course of action. Integrates the ethical code into practice, policies and instruction. |

8.2 Continuous, Collaborative Learning

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> Demonstrates awareness of professional resources. Participates in opportunities for professional growth and development. Participates in statewide early care and education professional development system (WV STARS). Shows familiarity with current research based practices in early care and education. | <ul style="list-style-type: none"> Uses professional resources to improve practices. Uses resources available through participation in professional organizations. Develops and implements a personal professional development plan. Explores current trends and research based practices in early care and education. | <ul style="list-style-type: none"> Evaluates and applies current research and trends presented in professional resources. Participates in professional organizations or groups in a leadership capacity. Facilitates professional development opportunities for others. Mentors others in professional growth. |

8.3 Reflective Practice

| Tier I | Tier II | Tier III |
|---|---|--|
| <ul style="list-style-type: none"> • Questions own practices and seek input from supervisors and colleagues. • Discusses experiences and practices with colleagues identifying areas of strengths and weakness. | <ul style="list-style-type: none"> • Uses reflections to modify and improve work with young children, families and colleagues. • Develops personal goals based on reflections of current practice. • Participates in evaluation of program related to quality standards. | <ul style="list-style-type: none"> • Examines own work, sources of professional knowledge, and the early care and education field. • Encourages the expression of multiple perspectives. • Supports and teaches reflective approaches to current practices. |

8.4 Advocacy

| Tier I | Tier II | Tier III |
|--|--|--|
| <ul style="list-style-type: none"> • Knows why quality early care and education experiences are important. • Recognizes how caring for and educating young children differs from care and education of older children. • Recognizes early care and education as a profession. | <ul style="list-style-type: none"> • Understands that national, state and local legislation and public policy affects children, families, programs and the early care and education profession. • Discusses the significance of the early years and the value of early care and education programs to families in the community. • Uses knowledge of cultural issues to support programs for children and families. | <ul style="list-style-type: none"> • Informs others about current research, trends and most effective practice. • Advocates for appropriate services and legislation for young children and families. • Advocates for recognition of early care and education as a profession. • Understands how public policies are developed and uses strategies to influence public policy. |

8.5 Collaborative Partnerships

| Tier I | Tier II | Tier III |
|--|--|--|
| <ul style="list-style-type: none"> • Identifies various services available to children birth through eight years of age. • Describes the importance of collaboration in early care and education settings. • Cooperates with a variety of agencies and professionals who enter the early childhood setting. | <ul style="list-style-type: none"> • Communicates the value of collaborative relationships to others. • Links with community agencies to develop collaborative relationships. • Uses community resources to support families. • Participates on collaborative teams. | <ul style="list-style-type: none"> • Develops and implements policies designed to facilitate collaborative relationships. • Fosters effective relationships within collaborative teams. • Practices strategies for advocacy and collaboration on a current issue. • Facilitates collaborative teams. |

WEST VIRGINIA CAREER PATHWAY

Early care and education professionals want to know that the increased quality of their work will be recognized and rewarded. The Career Pathway recognizes that individuals in the profession have diverse educational qualifications and experience, and provides a framework that encourages ongoing professional development and increased wages.

Based on the core competencies, the Career Pathway reflects and recognizes educational accomplishments and experience of all early care and education professionals from entry level to an advanced degree, and offers multiple entry into professional credentialing.

The Career Pathway identifies eight levels based on professional preparation, referred to as Levels I, II, III, IV, V, VI, VII, and VIII. Each level reflects educational preparation and experience requirements and the core competency abilities required for that level.

This Career Pathway applies to all professional roles - early childhood teachers and assistant teachers, early intervention providers, family child care providers, school-age child care providers, program directors, administrators and child care agency personnel.

West Virginia's Early Childhood Career Ladder describes the benefits of a career pathway as:

For all early childhood professionals: A tangible and visual certificate that recognizes one's accomplishments and presents a professional image to parents and the community. The career pathway can help with marketing one's professional qualifications and setting career goals.

For administrators of programs, including family child care providers: The career pathway can assist in keeping records of professional development up to date; as a way to set the rates for your center/home; help with hiring professional staff; and planning for staff development.

For parents: A career pathway educates parents and enables them to make better informed choices about their child care arrangements and builds appreciation for the profession of early care and education..

For our communities: A career pathway provides public recognition of early care and education and increases the likelihood of support for higher quality services and the resources needed to achieve a better delivery system.

WV STARS Career Pathway Levels

Level VIII:

Requirements: Advanced degree in an early care and education field or Advanced degree with 18 credit hours in early care and education & either 90 practicum hours or 1 year of relevant occupational experience or Advanced degree & 5 years of relevant occupational experience.

Abilities: Directly involved in the activities of state, regional and/or national groups; contribute to the formation, evaluation & implementation of policies within the field.

Level VII:

Requirements: Bachelor's degree in an early care and education field or Bachelor's degree with 15 credit hours in early care and education & either 90 practicum contact hours or 1 year of relevant occupational experience or Bachelor's degree & 3 years of relevant occupational experience.

Abilities: Develop, select and evaluate the child care program; apply theory into practice.

Level VI:

Requirements: Associate degree in an early care and education field or Associate degree with 12 credit hours in early care and education courses or Associate degree & 2 years of relevant occupational experience or more than 64 college credits with 12 hours in early care and education courses or more than 64 college credits with 2 years of relevant occupational experience.

Abilities: Make curricular decisions which conform to Core Knowledge and Core Competencies.

Level V:

Requirements: Apprenticeship for Child Development Specialist (ACDS) certificate or other comparable certificate program in early care & education or 28-63 college credit hours, with 9 hours in early care & education or 28-63 college credit hours & 1 year of relevant occupational experience.

Abilities: Plan and adapt programming which conforms to Core Knowledge and Core Competencies.

Level IV:

Requirements: Child Development Associate (CDA) certificate or 12 college credits in early care and education & 300 clock hours of relevant occupational experience* or 4 completed semesters of the ACDS program.

Abilities: Practice and implement programming which conforms to Core Knowledge and Core Competencies.

Level III:

Requirements: West Virginia Training Certificate in Early Care and Education (WVTCECE) which includes completion of 120 clock hours of approved training through WV STARS or more than 120 completed training hours required for the Child Development Associate (CDA) or 3 completed semesters of the Apprenticeship for Child Development Specialist (ACDS) program or completed the WV DE Early Childhood & Educational Services area of study through participating vocational schools.

Abilities: Practice programming which conforms to Core Knowledge and Core Competencies.

Level II:

Requirements: At least 18 years old with a high school diploma or equivalent and 0-1 years of experience.

Abilities: Understand and practice Core Knowledge and Core Competencies with direction and instruction or through sponsorship/affiliation with a professional organization or qualified mentor.

Level I:

Requirements: At least 16 years old and enrolled in High School or GED preparation classes.

Abilities: Conform to Core Knowledge and Core Competencies by following supervisory direction and instruction.

REGISTRY AND CREDENTIALING

The Registry is a professional recognition and credentialing system that establishes a person's level of competence and accomplishment on the Career Pathway. Credentialing through the Registry is not mandated, but is a voluntary component of the professional development system. The Registry also identifies and tracks certified trainers and trainings in the professional development system.

Credentialing is a way to validate training and experience of professionals and ensure consistency across training systems. As a result, all people working with young children have the same core skills and competencies regardless of their work setting. Credentialing also establishes a basis to advocate for increased wages. Establishing a system that compensates for increased professional development will help attract and retain qualified staff. A more stable, educated workforce will improve child outcomes.

The Registry:

- ◆ Provides practitioners with professional records and recognition for their knowledge and skills and a means to advance along the Career Pathway.
- ◆ Registers trainers who are approved through the Trainer Approval process.
- ◆ Registers training provided by approved trainers, or sponsored by certified or master trainers.
- ◆ Issues Continuing Education Units (CEUs) to practitioners registered on the Career Pathway Registry for training provided by certified trainers or sponsored by certified or master trainers.
- ◆ Issues the West Virginia Training Certificate in Early Care and Education (WVTCECE) and recognition certificates to practitioners registered on the Career Pathway Registry.
- ◆ Provides the state with a data source of all early care and education practitioners, approved trainers and registered trainings. This data source is a valuable tool for planning, policy making and financing.

Career Pathway Registry Application Process

Through an application process in which the practitioner documents her/his professional preparation and experiential background, practitioners receive a credentialing document indicating where she/he is on the Career Pathway. Once registered, the practitioner is eligible to receive early care and education Continuing Education Units (CEUs) and the West Virginia Training Certificate in Early Care and Education.

Practitioners are registered and credentialed through the following process:

1. Practitioners complete the Career Pathway Registry Application Form to establish her/his level of credentialing and pay an up-front \$10.00 fee for the initial credential.
2. Through the application process, the Registry details each individual's professional training and experience and awards a credentialing document, signed by the Governor, indicating where that individual is on the Career Pathway.

Renewal of Credential

Practitioners must renew their credentials on the Career Pathway every three (3) years. Renewal requires:

completing a minimum of 4.5 (45 contact hours) Continuing Education Units (CEUs) in the WV Core Knowledge/Core Competencies every 3 years and/or providing 45 contact hours of STARS training in the WV Core Competencies every 3 years

OR

completing at least three college credit hours in the WV Core Knowledge/Core Competencies every three years and/or teaching at least three college credit hours in the WV Core Competencies every three years

OR

completing 1 semester of the Apprenticeship for Child Development Specialists program

OR

moving up a level on the Career Pathway at anytime. If you are renewing due to an advancement in levels on the Career Pathway, your three year renewal date will start over from the date of renewal.

Moving From One Level To Another

A professional may only move from one level to the next upon completion of approved training, a formal training program or upon completion of college credits or degree programs as specified on the Career Pathway.



TRAINING APPROVAL PROCESS

West Virginia recognizes that quality early care and education programs depend on a qualified workforce — practitioners who are prepared to meet the developmental needs of children and the unique needs of families. We are committed to the principle that training must be supportive, flexible and varied to address the diversity of practitioner skills, knowledge and experience.

The training approval process improves the quality of training offered to practitioners by ensuring that training, through workshops and training programs throughout the state, meets the minimum standards of the West Virginia Core Knowledge and Core Competencies. Through this process, trainer qualifications are approved and each training is registered.

Trainer Approval Process

An approved trainer is recognized as being qualified to offer registered training, through workshops, conferences and other training programs, to early care and education practitioners across the state. Only approved trainers, or sponsored trainers can provide registered training for practitioners on the Career Pathway to receive the West Virginia Training Certificate in Early Care and Education and WV STARS Continuing Education Units (CEUs).

The West Virginia Training Approval Board approves, through an application process, all trainer applications. The Training Approval Board is a volunteer group comprised of representatives from local early care and education provider and training agencies, professional organizations, state agencies and higher education institutions.

Trainers are certified through the following process:

1. Applicants must be credentialed on the West Virginia Career Pathway to be considered as an approved trainer.
2. Applicants complete the Trainer Certification Application Form and submit the completed application along with the \$25.00 application fee to the Training Approval Board. The Training Approval Board reviews the application and determines if the applicant is approved as an affiliate, certified, master, or specialty trainer.
3. The Registry sends the Trainer Certification Application Feedback Form informing the applicant of approval, and type, or denial. If not approved, and depending on the circumstances, the applicant may resubmit. If approved as a trainer, the Registry assigns a Certified Trainer Number and sends the Trainer Agreement and Assurances to applicant.
4. The certified trainer must sign the Trainer Agreement and Assurances and return to the Registry prior to registering any training.

Master Trainer

An applicant must have:

1. An Advanced Degree (MA/MS, PhD/EdD) in an early childhood field;
2. Be credentialed on the pathway at a Level VIII;
3. Have provided at least 60 contact hours of training to adults in the last three years.

If these criteria are met, the applicant can provide training on all tiers; can mentor other trainers; and can sponsor trainers/trainings.

Certified Trainer

An applicant must have:

1. A Bachelors Degree or above;
2. Be credentialed on the pathway at a Level VII or Level VIII;
3. Have provided at least 45 contact hours of training to adults in the last three years.

If these criteria are met, the applicant can provide training on all tiers; can mentor other trainers; and can sponsor trainers/trainings.

Affiliate Trainer

An applicant must have:

1. A Bachelor Degree;
2. Be credentialed on the pathway at a Level VII

Or

1. Be credentialed on the pathway at a minimum of Level V
2. Have provided at least 25 contact hours of training to adults in the last three years.

If these criteria are met, the applicant can provide training on Tier I or II; and must be supported by a Master or Certified Trainer.

Specialty Trainer

The applicant must hold a professional license, certificate, or credential in an area of expertise.

Training Registration Process

In order to ensure that training meets the minimum standards of the West Virginia Core Knowledge/Core Competencies, all approved trainers must register each different training provided. Only registered trainings provided by approved trainers, or sponsored by approved trainers, can be used to offer practitioners credentialed on the Career Pathway early care and education CEUs and the West Virginia Training Certificate in Early Care and Education. Training is registered through the following process:

1. The approved trainer submits a Training Registration Form to the Registry for each different training offered through the professional development system. It is recommended that approved trainers register all their different trainings/presentations.
2. The approved trainer may sponsor a non-approved trainer to offer a training/presentation under this system. The approved trainer signs and submits a Training Registration Form to the Registry for the training she/he wishes to sponsor for a non-approved trainer. A approved trainer may sponsor an out-of-state trainer to offer a training/presentation under this system.
3. The Registry sends a training registration feedback form to applicant. If registered, the Registry assigns a Training Registration Number and returns the Training Registration Form to the approved trainer indicating that the training is registered. The approved trainer will also receive sign-in sheets to be used for participants seeking CEUs and/or working towards the West Virginia Training Certificate in Early Care and Education.
4. When an approved trainer, or trainer sponsored by an approved trainer, provides registered training, she/he ensures that the sign-in sheets are completed and submits the sign-in sheets to the Registry. Approved trainers must also ensure that training evaluations are completed by participants and the approved trainer will maintain these completed evaluations for three years and use the evaluations for ongoing improvement to the trainings offered.

APPEALS PROCESS

PURPOSE:

Appeals procedures have been established in the event that a person registering on the Career Pathway or applying as an approved trainer requests a review of action taken. Although registration on the Career Pathway or application as an approved trainer is voluntary, the Professional Development System recognizes the importance of establishing a process through which disagreements are expressed and reviewed.

PROCEDURES:

In the event an individual: a) is not accepted for registration on the Career Pathway, b) is registered on the Career Pathway at a level with which the applicant disagrees, or c) is not accepted as an approved trainer, the individual may:

Request a review of the action taken by submitting a written request of appeal within fifteen (15) calendar days of receipt of written notification of the action to: West Virginia Professional Development Appeals Committee, c/o West Virginia Early Childhood Training Connections and Resources/WV STARS, 611 7th Avenue, Suite 322, Huntington, WV 25701.

The written request of appeal should be presented in the following format:

Name of Petitioner: _____
Address of Petitioner: _____
Phone Number of Petitioner: _____

I am petitioning the decision made by the West Virginia Professional Development Approval Board regarding (state the action that the petitioner finds objectionable and date that action was taken).

I am requesting the West Virginia Professional Development Appeals Committee review this action because: (state the reasons petitioner thinks the action taken was unacceptable). I am requesting that (state the relief desired).

Date _____ Signature of Petitioner _____

Upon receipt of the appeal, the West Virginia Professional Development Appeals Committee will, within 60 calendar days of receipt of the written request, review all the facts and render a written response to the petitioner and the West Virginia Training Approval Board.

The WV STARS Early Care and Education Professional Development System complies with all federal requirements prohibiting discrimination on the basis of age, disability, sex, race, color or national origin.

COORDINATED TRAINING SYSTEM

Historically, the early care and education field has not been unified as a profession grounded in specialized and formalized training requirements. Consequently, many practitioners have little or no formal educational training, but have years of experience and much informal training. Limited access and low wages prohibit many from participating in specialized training programs, particularly at the college level. WV STARS recognizes that training must be available and accessible to practitioners at all levels and in all settings. This is particularly true for training that leads to increased competence, professional recognition and increased compensation.

In order to address these training needs, the professional development system:

- * Has established the West Virginia Training Certificate in Early Care and Education for practitioners credentialed on the Career Pathway,
- * Is supporting and expanding the Apprenticeship for Child Development Specialists (ACDS) program throughout the state,
- * Will issue Continuing Education Units (CEUs) for practitioners credentialed on the Career Pathway for training provided by certified trainers, and
- * Is working to increase access to early childhood college credits and degree programs, including a limited scholarship program.

West Virginia Training Certificate in Early Care and Education

The West Virginia Training Certificate in Early Care and Education is awarded to those credentialed on the Career Pathway for completion of 120 training hours that meet the WV Core Knowledge/Core Competencies. Training for the certificate is provided through approved trainers at registered workshops and training programs throughout the state. Persons completing this training will receive the West Virginia Training Certificate in Early Care and Education, which also provides the 120 hours of training needed for the CDA training component.

Attaining the West Virginia Training Certificate in Early Care and Education provides practitioners with:

- * Skills and abilities based on the WV Core Knowledge/Core Competencies needed for quality care and education of young children and their families,
- * Visual recognition of training and accomplishment,
- * A mechanism to advance along the Career Pathway and to obtain the nationally recognized Child Development Associate (CDA) credential.

How To Receive the West Virginia Training Certificate in Early Care and Education

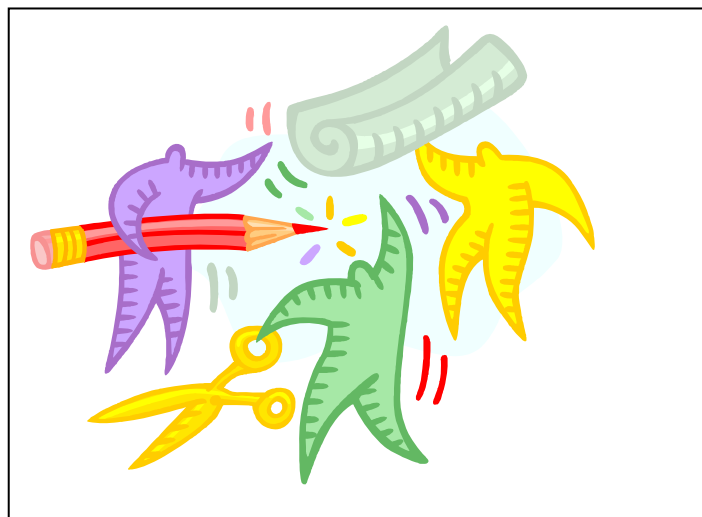
To receive the West Virginia Training Certificate in Early Care and Education, participants must:

1. Be credentialed on the Career Pathway.
2. Have at least 20 hours of training in each of the Core Knowledge Content Areas 1-2-3-4-5 and 5 hours in each of the areas 6-7-8.
3. The 5 additional training hours may be on any Core Knowledge/ Core Competency area(s) of the participant's choice.

Participants should use the West Virginia Training Certificate in Early Care and Education Self-Monitoring Tool to track their hours and ensure they are receiving the appropriate number of hours in each content area.

Attend registered trainings by approved trainers offered throughout the state and check (✓) under the box on the sign-in sheet provided by the trainer that the participant is on the STARS Registry.

The approved trainer submits the sign-in sheets to the Registry. The Registry tracks the training hours each participant has received. When participant attains the 120 hours, in the assigned areas, the Registry will issue her/him the West Virginia Training Certificate in Early Care and Education.



APPRENTICESHIP FOR CHILD DEVELOPMENT SPECIALISTS (ACDS) PROGRAM

The Apprenticeship for Child Development Specialists (ACDS) Program offers comprehensive training to practitioners in early care and education throughout the state. The program combines classroom instruction with on-the-job experience, involving participants in meaningful experiences with children as they practice the concepts being presented in the classroom. Apprentices must be of legal working age, have a high school diploma or equivalent (GED), and maintain a minimum of 20 hours per week on-the-job training in an early childhood program registered with the WV Bureau of Apprenticeship and Training.

The goals of the ACDS program are to:

- ◆ Increase the supply of well-trained early care and education practitioners to address the needs of working families in West Virginia.
- ◆ Increase the availability of training to those who work with young children and their families.
- ◆ Create a sense of professional identity for early care and education practitioners.
- ◆ Support further education of non-traditional students with a specially-tailored learning environment.

Highlights of West Virginia's ACDS program include:

- ◆ Individuals who satisfactorily complete four semesters of related instruction and 3,200 to 4,000 hours of on-the-job training receive the nationally recognized credential of Child Development Specialist through the U.S. Department of Labor.
- ◆ The ACDS Program certificate has been approved by the Head Start Bureau to be used in lieu of the Child Development Associate (CDA) credential for Head Start teachers in West Virginia.
- ◆ Individuals who have completed the program may apply for 28 to 33 college credits toward an Associate degree in occupational development with an early childhood specialization at many West Virginia community colleges.

Through participation in the program, practitioners receive accessible and valuable training and credentialing at little or no personal cost, state and national recognition, possible wage increases, and an opportunity to receive college credits for non-traditional training.

The U.S. Department of Labor, WV Bureau of Apprenticeship and Training, is the certifying agency for the program. River Valley Child Development Services manages the program statewide. More information can be found at www.wvacds.org.

CONTINUING EDUCATION UNITS

Through the West Virginia Early Care and Education Registry, practitioners on the Registry can receive Continuing Education Units (CEUs) for participation in registered trainings by certified providers offered throughout the state. One CEU is ten (10) contact/clock hours of training. CEUs are not the same as college credits.

Why Get CEUs?

- ◆ CEUs are documentation of your professional development for career enhancement. Individuals can use CEUs to keep track of their learning experiences to show their supervisor or a prospective employer.
- ◆ Individuals can use CEUs to renew their Child Development Associate (CDA) credential. The CDA now requires continuing education for renewal, through either 4.5 CEUs or a 3-credit college course in early childhood education. 4.5 CEUs = 45 contact/clock hours of training.
- ◆ Receiving CEUs through the WV Early Care and Education Registry ensures that the training received meets the minimum standards of the West Virginia Core Knowledge/ Core Competencies.

How to Get CEUs

1. Practitioners seeking CEUs in early care and education must be credentialed on the Career Pathway.
2. Practitioners attend registered trainings by approved trainers offered throughout the state and check (✓) under the box on the sign-in sheet provided by the trainer that the participant is on the Career Pathway.
3. The approved trainer submits the sign-in sheets to the Registry. The Registry records and tracks the CEUs received. If the practitioner wants verification of receiving CEUs, she/he can contact the Registry to receive a record of CEUs completed.
4. Early care and education CEUs obtained from an out-of-state workshop or conference will be recognized in our system and can be used towards the five (5) hours of discretionary training required for the Training Certificate in Early Care and Education. The participant submits the CEU certificate earned at the out-of-state training to the Registry. Ten (10) hours of out-of-state training can be used towards renewal of the pathway credential.

COLLEGE LEVEL TRAINING

The Professional Development Committee, of the PIECES (Partners implementing and Early Care and Education System) Advisory Council, is working to expand the availability and accessibility of early childhood college credits and degree programs by:

- ◆ Awarding college credit for the Apprenticeship for Child Development Specialists (ACDS) credential at several community colleges across the state.
- ◆ Awarding college credit for the CDA credential at two community colleges in the state.
- ◆ Working on agreements that facilitate the transfer of students between colleges and the transfer of college credit.
- ◆ Working on agreements in which credits from a relevant Associate degree can be applied to early childhood Bachelor's degree.
- ◆ Working on a statewide early care and education college curriculum at the Associate and Bachelor degree levels to be offered via distance learning across the state.
- ◆ Has developed a birth to pre-k teacher certification program offered at West Virginia University and Marshall University.
- ◆ Working on an early care and education leadership credential.
- ◆ Working on assessment of prior learning which may provide opportunities for students to earn college credits for prior learning.
- ◆ Working on awarding college credits for early care and education CEUs gained through the West Virginia STARS Registry.
- ◆ Providing limited scholarship monies to practitioners who have completed the Apprenticeship for Child Development Specialists program to attend colleges classes that lead to an Associate Degree in Occupational Development with an early childhood specialization, or other undergraduate degree program in child development.



SCHOLARSHIP PROGRAMS

West Virginia STARS recognizes that the cost for specialized and college level training can be prohibitive for many early care and education providers. To help address this barrier to quality training, the professional development system has limited scholarships available for early care and education practitioners to pay for specialized credentialing and college level courses. These scholarships include:

[Child Development Scholarship Program](#)

Through the Higher Education Policy Commission, limited scholarships are available for practitioners who have successfully completed the Apprenticeship for Child Development Specialists program and who are enrolled, or accepted in enrollment, in a program that leads to an Associate Degree in Occupational Development with an early childhood specialization, or other undergraduate degree program in child development.

This scholarship program provides eligible students with awards for one course per semester to pay for tuition and fees, plus \$150 for books and related educational expenses, such as travel, parking or child care. Contact the Higher Education Policy Commission at (304) 558-0530 for additional information and applications.



WEST VIRGINIA EARLY CHILDHOOD TRAINING CONNECTIONS AND RESOURCES

Training Connections is a collaborative, interagency effort that presents updated information about training, resources and professional development activities to early care and education practitioners and consumers throughout the state. The purpose is to share information about training resources with family members and personnel who provide care and educational services to children ages birth through five years, including those with special needs.

For *additional information about the Training Connections call 1-888-WVECTCR or view the website at www.wvearlychildhood.org*



We recognize that well-trained and appropriately compensated practitioners promote the optimum development of children, which lasts a lifetime.

APPENDICES

WV STARS forms may be accessed at www.wwearlychildhood.org

Career Pathway Registry Application

Career Pathway Renewal Form

Career Pathway Registry Application Feedback

Trainer Certification Application

Trainer Certification Approval Checklist

Trainer Certification Application Feedback Form

Training Registration Form

Sign-in Sheet for Early Care and Education Registered Training

Training Evaluation

Appeals Process