

Organizing the National Academy of Medicine Knowledge and Competencies to Inform Preparation for the Child Development **TEACHER Permit**

Current Authorization for This Permit: Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a CDP Associate Teacher, a CDP Assistant, and an aide.

Domain I: The Developmental Science of Early Learning and Child Development

Candidates demonstrate knowledge of cognitive development, specific content-based knowledge and skills, general learning competencies, socioemotional development, physical development, and health. Candidates understand how these elements interact to facilitate learning and development. Candidates understand how biological and environmental factors interact to influence children's development and learning, including the positive effects of consistent, nurturing interactions that facilitate development and learning as well as the negative effects of chronic stress and exposure to trauma and adversity that can impede development and learning.

Domain II: Conditions that Promote Learning within Early Childhood Development

Candidates demonstrate the ability to establish relationships and interactions with children that are nurturing and use positive language. Candidates consistently use productive routines, maintain a schedule, and make transitions brief and productive in order to increase predictability and learning opportunities, and to maintain a sense of emotional calm in the learning environment. Candidates demonstrate the ability to promote positive social development and self-regulation while mitigating challenging behaviors in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior. Candidates have the ability to recognize the effects of factors from outside the setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect children's learning and development, and to adjust practice to help children experiencing these effects. Candidates are able to create and manage effective learning environments (physical space, materials, activities, classroom management) that promote student learning.

Domain III: Content-Focused Student Learning in the ECE Context

Candidates demonstrate a deep understanding of content and concepts important in early learning of major subject-matter areas, including language and literacy, mathematics, science, technology, engineering, arts, and social studies. Candidates demonstrate knowledge of the learning trajectories of how children learn (goals, developmental progressions, and instructional tasks and strategies) and become proficient in each of the domains and specific subject-matter

areas. Candidates are able to set appropriate individualized goals and objectives to advance young children's development and learning within and across domains and subject-areas.

Domain IV: Instructional Practice in the ECE Context

Candidates demonstrate their ability to use an effective repertoire of instructional and caregiving practices when providing instruction to students, including implementing validated curricula that engage children through nurturing, responsive interactions and facilitate learning and development in all domains in ways appropriate to children's stages of development. Candidates are familiar with the use of technology in instruction, and they demonstrate their ability to leverage different kinds of technologies in curricula and instructional practice to promote children's learning. Candidates demonstrate their ability to advance the learning and development of children who are dual language learners, as well as the learning of children who have specialized developmental or learning needs such as children with disabilities or learning delays, children experiencing chronic stress/adversity, and children who are gifted and talented.

Domain V: Assessment within the ECE Context

Candidates demonstrate knowledge of principles for observing and assessing children that are developmentally appropriate, culturally sensitive, and relevant, reliable and valid across a variety of populations, domains, and assessment purposes. Candidates are able to appropriately select and/or design assessments for formative and summative use, as applicable, to support their curriculum and instructional practices, to document student progress, and to help design learning experiences and sequences for students to meet their individual learning goals and needs. Candidates demonstrate the ability to employ and interpret a range of both informal and formal assessment tools and strategies, and use the results to understand individual children's developmental progression and determine whether needs are being met, and to use this information to individualize, adapt, and improve instructional practices.

Domain VI: Developing and Maintaining Partnerships with Family and the Community

Candidates demonstrate the ability to communicate and connect with families in a mutually respectful, reciprocal way, and to set goals with families that prepare them to engage in complementary behaviors and activities that enhance development and early learning. Candidates can recognize when behaviors and academic challenges may be a sign of an underlying need for referral for more comprehensive assessment, diagnosis, and support (e.g., mental health consultation, social services, and family support services). Candidates are able to use their knowledge of professional roles and available services within care and education and in closely related sectors such as health and social services to access and effectively use these resources as needed. Candidates demonstrate their ability to collaborate and communicate with

professionals in other roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to improving outcomes for children.

Domain VII: Supervision

Candidates demonstrate the ability to organize and supervise the work of Associate Teachers, Assistants, and Aides within the ECE program. They understand how adults learn, how to support the professional development of Associate Teachers, Assistants, and Aides to increase their effectiveness in carrying out their assigned responsibilities with children and families in the program, and how to provide appropriate feedback to program personnel for improvement purposes. Candidates apply this knowledge in working with the Associate Teachers, Assistants, and Aides to improve staff knowledge, competencies, and effectiveness. They understand and are able to use effective communication methods with the program staff they supervise, the program's Master Teacher(s) and the Site Supervisor. They are able to provide information about both the effectiveness of the instructional program and the effectiveness of the personnel they supervise to the Master Teacher(s) and/or the Site Supervisor, as appropriate, to improve program outcomes for children and their families.

Organizing the National Academy of Medicine Knowledge and Competencies to Inform Preparation for the **MASTER TEACHER Permit**

Current Authorization for This Permit: Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a CDP Teacher, a CDP Associate Teacher, a CDP Assistant, and an aide. Also authorizes the holder to serve as a coordinator of curriculum and staff development in a child care and development program.

(Note: The competencies for this level of the permit presume mastery of all the competencies for all of the levels below the Master Teacher level, and include California-specific competencies appropriate to the role of the Master Teacher.)

Domain I: Curriculum Development

Candidates understand the principles and practices of how to design curriculum responsive to students' developmental levels, learning needs and goals, and the discipline of the subject-matter. Candidates apply these principles in designing learning experiences and sequences for students and in coordinating the curriculum for the program. Candidates are able to use their deep understanding of the content and their knowledge of the way children think about and learn about the content to design and employ instructional tasks, curricula, and activities that effectively promote learning and development within and across domains and subject-matter areas. Candidates are familiar with validated curricula appropriate for young children and can use these resources to help inform the design of their learning experiences and learning sequences for students, as well as the curriculum for the program. Candidates are able to use their knowledge of diverse student backgrounds (family structure, socioeconomic level, race, ethnicity, culture, and language) when designing and coordinating curriculum appropriate to meeting the needs of all students.

Domain II: Instructional Practices

Candidates keep current with developments in the field relating to curriculum and instructional practices, and they are able to model effective instructional practices for program staff. Candidates demonstrate the ability to select and coordinate effective instructional approaches for implementation by program staff across the areas of the curriculum. Candidates demonstrate the ability to mentor and/or coach program staff in applying effective instructional practices to help children learn the curriculum and to improve instructional outcomes for children.

Domain III: Improving the Quality of Professional Practice (Self- and Staff Development)

Candidates demonstrate their ability and motivation to access and engage in available professional learning resources and opportunities to keep current with the science of

development and early learning and with research on instructional and other practices. Candidates demonstrate the ability to identify staff needs for professional development, to organize and provide professional development activities for site personnel, and to coordinate professional development activities and opportunities provided by others. Candidates are able to apply their knowledge and abilities for self-care to manage their own physical and mental health, including the effects of their own exposure to adversity and stress.

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**Organizing the National Academy of Medicine Knowledge and Competencies to Inform
Preparation for the **SITE SUPERVISOR** Permit**

Current Authorization for This Permit: Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development in a child care and development program.

(Note: The competencies for this level of the permit presume mastery of all the competencies for all of the levels below the Site Supervisor level, and include California-specific competencies appropriate to the role of the Site Supervisor.)

Domain I: Program Site Leadership for Student Learning

Candidates are able to apply their knowledge of child development and early learning to foster and support the interactions between care and education professionals and children, effective instructional and other practices, and safe and appropriate learning environments. They keep current with advances in research on child development, early learning, and instructional and other practices, and can apply their learning to improve professional practices and learning environments. Candidates are knowledgeable about assessment principles and methods to monitor children's progress and adjust practice accordingly, and they demonstrate the ability to select appropriate assessment tools for use by the professionals in their early childhood setting. Candidates are able to formulate and implement policies that create an environment that enhances and supports quality practice and children's development and early learning. They are able to use data from assessments of care and education professionals appropriately and effectively to make adjustments to improve outcomes for children.

Domain II: Program Site Leadership for Staffing and Personnel Development

Candidates are knowledgeable about the competencies needed to work with children in the professional setting they lead, and they apply this knowledge to make informed decisions about hiring and placement of practitioners. Candidates are able to assess the quality of instruction and interactions, recognize high quality, and identify and address poor quality through evaluation systems, observations, coaching, and other professional learning opportunities. Candidates are able to use data from assessments of care and education professionals appropriately and effectively to inform professional learning and other decisions and policies. They demonstrate the ability to formulate and implement supportive and rigorous ongoing professional learning opportunities and quality improvement programs that reflect current

knowledge of child development and of effective, high quality instructional and other practices. Candidates demonstrate the ability to foster the health and well-being of their staff and to seek out and provide resources that can help staff manage stress.

Domain III: Program Site Administration

Professional Behavior, Legal and Ethical Responsibilities: Candidates demonstrate effective practices for administering the early care and education program site, including managing and leading staff. Candidates are aware of their legal and ethical responsibilities and of professional behavior appropriate to the leadership role within ECE programs and settings. Candidates are able to exhibit reflective practice, good time management skills, professional relationships and positive communications with colleagues, families and stakeholders. Candidates are able to develop and evaluate ECE programs; to organize, operate and manage ECE programs effectively in accordance with applicable laws, regulations, and policies; and to hire, supervise, and evaluate program staff. Candidates are knowledgeable about administering early childhood education (ECE) programs in a variety of sites and settings, including Title 22 programs, Title 5 programs, and other program types.

Personnel Principles and Practices: Candidates are knowledgeable about principles and practices of personnel management at the program site, including components of hiring practices, staff observation practices, and staff evaluation practices. Candidates are able to formulate strategies for the compensation of staff, for team building strategies, and for dealing with conflict. Candidates are knowledgeable about principles, practices, and applicable local, state, and national laws, regulations, and policies relating to the hiring, evaluation, and termination of employees. Candidates demonstrate the ability to develop and train staff on operational policies, procedures, and handbooks, and they are able to assure that the staff is knowledgeable about applicable health and safety provisions, emergency preparedness, and mandated reporting requirements.

Business and Fiscal Management: Candidates are able to administer ECE program sites in accordance with applicable health and safety codes, including ADA provisions. Candidates assure that the program meets applicable accreditation standards. Candidates demonstrate the ability to oversee the program budget and fiscal management processes, including food services, strategic planning, budgeting, record keeping, and fundraising, to assure the ongoing effective, cost-efficient operation of the program. Candidates oversee the management of the program's facilities, advocate for the program, and work with boards, families, and the community to promote the success of the program.

Domain IV: Leadership for Developing and Fostering Partnerships

Candidates demonstrate the ability to support collaboration among the different kinds of providers under their leadership. They can enable interprofessional opportunities for themselves and their staff to facilitate linkages among health, education, social services, and other disciplines not under their direct leadership. They are able to work effectively with diverse families and to support their staff in working with diverse families.

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Organizing the National Academy of Medicine Knowledge and Competencies to Inform Preparation for the **PROGRAM DIRECTOR Permit**

Current Authorization for This Permit: Authorizes the holder to supervise a child care and development program operating at a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development in a child care and development program.

(Note: The competencies for this level of the permit presume mastery of all the competencies for all of the levels below the Program Director level, and include California-specific competencies appropriate to the role of the Program Director.)

Domain I: Administration and Supervision of Multiple Program Sites

Candidates demonstrate the ability to administer and supervise multiple program sites, including supervising designated Site Supervisors. They are able to identify program site needs, mentor Site Supervisors, and advocate for program sites as needed. Candidates are knowledgeable about the performance of the program sites they administer, and can provide professional development to Site Supervisors and other program site personnel as needed and as appropriate to improve the ability of site staff to ultimately improve outcomes for students and families.

Domain II: Communications Within and Among Stakeholders

Candidates demonstrate effective communication skills with school personnel, families, and community and other stakeholders in support of student learning and healthy student development. They are able to collaborate with others in ways that demonstrate a valuing of and respect for the input and perspectives of multiple professionals and disciplines. They are able to build positive relationships with other school personnel, families, and the community. Candidates participate effectively in teams and other collaborative structures. They can provide effective consultative services to teachers, administrators, and other school staff, and are able to facilitate effective group processes (e.g., conflict resolution, problem solving). Candidates demonstrate knowledge of variances in communication styles. They can identify, describe, and explain the differing roles and responsibilities of other helping professionals working in and with schools.

Domain III: Engagement in Multiple Systems and Cross-Systems Collaboration

Candidates demonstrate the ability to collaborate effectively within and across systems, valuing the input and perspectives of multiple stakeholders. They are able to identify and implement appropriate protocols for accessing various school- and community-based resources available to support overall school success and promote healthy development. They can effectively navigate school-based services through appropriate pre-referral and referral processes. Candidates can

participate effectively in planning, needs assessment, and resource mapping with families and school and community stakeholders. They are able to coordinate and track the comprehensive services available within the community to support healthy student and family development.

Domain IV: Data-based Decision Making

Candidates are able to identify, access, analyze, interpret, and use a wide variety of data to inform their decision making. They can use clear and effective strategies and protocols to analyze, report on and share data with staff, stakeholders and the community as appropriate for decision making purposes.

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