



Early Learning Professional Development Standards and Career Pathways Handbook

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Educators develop knowledge and skills in a variety of ways, and the Florida Standards and Key Competencies for Early Childhood and Afterschool Educators are designed to support formal and informal pathways. The formal pathway is a form of professional development through which the educator seeks a college degree by earning academic credits sufficient to satisfy requirements of an institute of higher learning's course of study.

On the other hand, the informal pathway is a form of professional development through which the educator seeks learning opportunities offered through Registry-approved providers that meet pre-defined standards or quality criteria (i.e., International Association of Continuing Education and Training (IACET)). These professional development opportunities may result in credentials awarded demonstrating satisfactory completion or competency attainment in a prescribed course of study.

An educator may pursue professional development in both the formal and informal pathways to increase professionalism and competence. Typically, formal pathway coursework with credit earned from institutions of higher education resulting in degree completion are portable between states. Informal pathway coursework representing completion of specialized training may result in credentials that are often termed as "stackable," meaning they build to increase competence for those working in the field. The term "micro" credential is also used to represent completion of a smaller unit of professional development that can be a part of a larger course of study. Portability between states is less certain with credential evaluation and acceptance, and is subject to each state's criteria. However, efforts are underway to increase portability of credentials between states, according to the National Workforce Registry Alliance.

Educators may also earn specializations by completing programs of education or professional development focused on specific topics such as infant-toddler, childcare center management, inclusion, etc. Specializations can be formal or informal.

In some cases, stackable or micro-credentials may be considered for academic credit by institutions of higher education. However, institutional requirements differ and policies are inconsistent. This should not deter educators from pursuing credentials and specializations that increase competency in specific areas since both pathways are valuable in increasing knowledge and skills in working with young children.

Educators, supervisors, and support professionals can utilize the Standards and Key Competencies to guide the development of individualized professional development plans for educators and evaluate courses and professional development opportunities in alignment with their identified needs.

Florida Standards and Key Competencies for Early Childhood Educators

Standard 1: Health, Safety and Nutrition

Early childhood educators understand that establishing and maintaining an environment that ensures children’s healthy development, safety, and proper nutrition is vital for their growth and well-being. They are knowledgeable of and follow relevant laws, regulations, and guidelines regarding health, safety, and nutrition. They respond appropriately to each child’s individual health needs, developmental needs, and cultural preferences and traditions. Early childhood educators recognize that children’s safety, physical and mental health are the foundations for development and learning.

Standard 1: Health, Safety and Nutrition				
Key Competency	Foundation	ECE I	ECE II	ECE III
a. Have a thorough knowledge of rules and regulations.	<ol style="list-style-type: none"> 1. Follow regulations for the release of children to authorized persons. 2. Follow regulations on staff/child ratios. 3. Follow posted emergency procedures. 4. Identify signs of child abuse and neglect and report according to guidelines. 5. Follow procedures for administering and storing medications. 6. Identify signs of suspected communicable diseases and/or atypical behaviors that may indicate illness and report accordingly. 7. Complete daily health checks on children and record any concerns to share with families. 	<ol style="list-style-type: none"> 1. Ensure health, safety, and nutritional needs of young children. 2. Display instructions for emergency procedures that can be understood by children and adults. 3. Maintain emergency supplies and equipment. 4. Verbalize, practice, and adhere to emergency, illness, communicable disease, injury response, and transportation procedures and safety drills for staff and children, including those with disabilities. 5. Monitor staff/child ratios. 6. Ensure that state/federal mandated child abuse and neglect regulations are followed. 7. Ensure confidentiality of health records and adhere to children’s health requirements as defined by state codes. 	<ol style="list-style-type: none"> 1. Assess violations of regulations according to a professional code of ethics. 2. Assist with revision of program regulations and standards according to need. 3. Assess policies and procedures for effective compliance with all applicable health and safety regulations. 4. Evaluate the relationship between regulations and program quality. 5. Evaluate facility for meeting local, state, and national standards. 	<ol style="list-style-type: none"> 1. Assess violations of regulations according to a professional code of ethics. 2. Assist with revision of program regulations and standards according to need. 3. Assess policies and procedures for effective compliance with all applicable health and safety regulations. 4. Evaluate the relationship between regulations and program quality. 5. Evaluate facility for meeting local, state, and national standards.

		8. Ensure that procedures for health referrals and reporting to families/guardians are followed.		
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Standard 1: Health, Safety and Nutrition				
Key Competency	Foundation	ECE I	ECE II	ECE III
b. Design, maintain, and assess safe environments.	<ol style="list-style-type: none"> 1. Recognize safe and unsafe use of indoor/outdoor equipment and facilities and respond accordingly. 2. Respond to children's injuries and report to appropriate staff member. 3. Follow program policies designed to address health and safety corrective measures. 4. Maintain a clean, safe, and clutter-free environment including safe equipment and toys. 5. Follow established safe sleep practices for infants. 	<ol style="list-style-type: none"> 1. Prepare safe environments that maximize the independence and inclusion of children with differing abilities. 2. Teach age-appropriate safety precautions and rules to children, and enforce rules consistently. 3. Document children's injuries and notify families/guardians. 4. Understand and follow guidelines to ensure the safety of the physical environment, including proper function and use of safety equipment. 5. Know how to access family contact numbers in case of emergency. 	<ol style="list-style-type: none"> 1. Plan and monitor safe and sanitary environments, inside/outside. 2. Modify indoor and outdoor activities to maximize the independence and inclusion of children of differing abilities. 3. Practice classroom management strategies that minimize hurtful behaviors among children. 4. Prepare dedicated safe spaces for young children that promote movement and explorations. 	<ol style="list-style-type: none"> 1. Analyze environmental design and maintenance efforts and implement strategies for improving environmental safety. 2. Articulate, evaluate, and apply current theory, research and policy on environmental safety. 3. Evaluate center's philosophy and policies for appropriate actions for guiding children's behavior that may become dangerous or hurtful to others.

c. Respond to children's health needs.	<ol style="list-style-type: none"> 1. Follow appropriate hand-washing requirements/procedures, including use of universal precautions, for self and children. 2. Follow health plans for children with special needs. 3. Discuss, model, and practice age-appropriate health and safety procedures with children. 	<ol style="list-style-type: none"> 1. Recognize signs and symptoms of common childhood health problems, and refer accordingly. 2. Model, monitor, and encourage healthy behaviors, including universal precautions. 3. Provide health resource information to families. 	<ol style="list-style-type: none"> 1. Integrate knowledge of health issues common to infants, toddlers, and young children into program procedures. 2. Prepare and implement health plans for children with special needs. 3. Plan and conduct safe field trips. 	<ol style="list-style-type: none"> 1. Evaluate policies and procedures to ensure a healthy environment on the premises and on field trips. 2. Collaborate with community health care professionals to ensure that the health needs of children are met. 3. Act as a resource and advocate for public
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Standard 1: Health, Safety and Nutrition				
Key Competency	Foundation	ECE I	ECE II	ECE III
	<ol style="list-style-type: none"> 4. Maintain a clean, sanitary environment, including toys, equipment, and furniture. 5. Follow established safe diapering practices. 	<ol style="list-style-type: none"> 4. Implement curriculum activities emphasizing healthy bodies, active lifestyle, and a safe environment. 		<ol style="list-style-type: none"> education for prevention of child abuse and neglect. 4. Identify causes of stress and trauma and assess children's resiliency and need for services. 5. Articulate, evaluate, and apply current theory on research and health practices. 6. Promote physically active and safe lifestyles.

<p>d. Promote good nutrition.</p>	<ol style="list-style-type: none"> 1. Assist children during meals and cooking sessions. 2. Follow procedures for children with special food needs and/or allergies. 3. Identify and attend to the nutritional needs of children. 4. Provide a relaxed, positive and social atmosphere during meal time. 5. Follow guidelines for sanitation practices and safe food handling. 	<ol style="list-style-type: none"> 1. Plan and implement age-appropriate nutrition education experiences with children, taking into account cultural considerations. 2. Maintain records of nutritional intake for infants, toddlers, and children with special needs. 3. Provide opportunities and reinforcement for children's practice of healthy nutritional choices. 	<ol style="list-style-type: none"> 1. Plan and evaluate menus following USDA guidelines including ethnic foods. 2. Understand and know how to make adaptations and use adaptive equipment for a wide range of special needs. 3. Follow a flexible feeding schedule for infants and toddlers that meets the child's needs and family preferences. 	<ol style="list-style-type: none"> 1. Evaluate policies and procedures that support a safe and nutritious food program and implement accordingly. 2. Evaluate policies and procedures that support a safe and nutritious food program and implement accordingly.
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Standard 2: Child Development and Learning in Context

Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age eight across developmental domains. They understand each child as an individual with unique developmental variations. They understand that children develop within relationships, that learning is constructed by adults and children together, and occurs within the context of families, cultures, languages, communities and society. They use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities.

Standard 2: Child Development and Learning in Context				
Key Competency	Foundation	ECE I	ECE II	ECE III
a. Understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development.	<ol style="list-style-type: none"> 1. Recognize that children develop at different rates and that all areas of development are interrelated. 2. Recognize that all areas of development are interrelated. 3. Know basic child development theories and their implication on a child’s development and learning. 	<ol style="list-style-type: none"> 1. Identify and understand fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains. 2. Identify critical aspects of brain development including executive function, learning 	<ol style="list-style-type: none"> 1. Understand the theoretical perspectives and research base of the developmental periods of early childhood and how development and learning intersect across the domains 2. Understand brain development in young children including executive function, 	<ol style="list-style-type: none"> 1. Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base of the developmental periods of early childhood and how development and learning intersect across the domains. 2. Understand and explain brain

Standard 2: Child Development and Learning in Context				
Key Competency	Foundation	ECE I	ECE II	ECE III
	<p>4. Identify the developmental domains and describe basic developmental milestones.</p>	<p>3. Identify biological, environmental, protective, and adverse factors that impact children’s development and learning.</p> <p>4. Understand the importance of social interaction, relationships, and play.</p>	<p>learning motivation and life skills.</p> <p>3. Understand how biology, environment, protective, and adverse factors impact children’s development and learning. Understand how social interaction, relationships, and play are central to children’s development and learning.</p>	<p>development in young children including executive function, learning motivation and life skills.</p> <p>3. Explain how and why biology, environment, protective, and adverse factors impact children’s development and learning.</p> <p>4. Explain why social interaction, relationships and play are central to children’s development and learning.</p> <p>5. Understand the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children.</p>
<p>b. Understand and value each child as an individual with unique developmental variations, ability to make choices, strengths, interests, challenges, approaches to learning, experiences, and abilities.</p>	<p>1. Identify and respond to similarities and differences among children.</p> <p>2. Encourage and support independence for all children.</p> <p>3. Recognize the different characteristics that influence child growth and development, including</p>	<p>1. Identify how each child is an individual.</p> <p>2. Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades.</p> <p>3. Identify individual characteristics of each child through</p>	<p>1. Use research and professionally recognized terminology to understand and articulate how each child is an individual with unique developmental variations, ability to make choices, strengths, interests,</p>	<p>1. Evaluate, make decisions about, and communicate effective ways to learn about children (e.g. through observation, play, etc.).</p>

Standard 2: Child Development and Learning in Context				
Key Competency	Foundation	ECE I	ECE II	ECE III
	temperament, health issues, trauma, and disability that may affect a child’s learning. 4. Practice respect for cultural diversity and the uniqueness of each child (children with special needs, handling challenging behaviors and general learning differences).	family and community relationships, observation and reflection. 4. Support young children in ways that respond to their individual developmental, cultural and linguistic variations.	challenges, approaches to learning, experiences and abilities. 2. Understand ways to learn about children (e.g. through observation, play, etc.). 3. Understand developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children.	
c. Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, early learning settings, as well as within a larger societal context that includes structural inequities.	1. Demonstrate respect for all children and their families. 2. Identify variations in rates of growth and development.	1. Identify family, social, cultural, and community influences on children’s learning and development. 2. Identify structural inequities and trauma that adversely impact young children’s learning and development. 3. Know that quality early childhood education influences children’s lives.	1. Understand the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development and learning. 2. Understand that children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse	1. Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base that shows that family and societal contexts influence young children’s development and learning. 2. Understand and articulate how structural inequities and trauma adversely impact young children’s learning and development.

Standard 2: Child Development and Learning in Context				
Key Competency	Foundation	ECE I	ECE II	ECE III
			and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics.	3. Explain how and why quality early childhood education influences children's lives.
d. Use the multidimensional knowledge (developmental period of early childhood, individual child, development and learning in cultural contexts) to make evidence-based decisions that support each child.	<ol style="list-style-type: none"> 1. Recognize that children learn through play. 2. Respond and interact positively with all children and reinforce appropriate and/or expected behaviors. 3. Encourage and support independence in all children. 4. Individualize learning opportunities based on each child's development by modifying planned curriculum and classroom environments. 	<ol style="list-style-type: none"> 1. Support (with guidance and supervision) the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive, and challenging for each child. 	<ol style="list-style-type: none"> 1. Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children. 2. Use available research evidence, professional judgments and families' knowledge and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive, and challenging for each child. 	<ol style="list-style-type: none"> 1. Generate knowledge to contribute to identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child. 2. Provide guidance and supervision to ECE I and ECE II educators in making evidence-based decisions.

Standard 3: Family and Community Partnerships

Early childhood educators understand that successful early childhood education depends upon partnerships with young children’s families. They know about, understand, and value the importance of and diversity in family and community characteristics. They use this understanding to create respectful, culturally and linguistically responsive, reciprocal relationships and to engage as partners with families in young children’s development and learning. They use community resources to support young children’s learning and development and to support families as they also support partnerships with early learning settings, schools, and community organizations and agencies.

Standard 3: Family and Community Partnerships				
Key Competency	Foundation	ECE I	ECE II	ECE III
a. Know about, understand, and value the diversity of families.	<ol style="list-style-type: none"> 1. Follow rules of confidentiality. 2. Demonstrate awareness of and respect for cultural differences and diverse family structures. 3. Recognize and respect that culture, language, socioeconomic factors, support systems and special needs may influence how families nurture their children. 	<ol style="list-style-type: none"> 1. Identify and understand diverse characteristics of families and the many influences on families Identify stages of parental and family development. 2. Understand some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for 	<ol style="list-style-type: none"> 1. Understand the theoretical perspectives and core research base on family structures and stages of parental and family development. 2. Understand the theoretical perspectives and core research base about the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives. 3. Understand the importance of building 	<ol style="list-style-type: none"> 1. Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base family structures and stages of parental and family development. 2. Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity,

Standard 3: Family and Community Partnerships				
Key Competency	Foundation	ECE I	ECE II	ECE III
		<p>young children’s lives.</p> <p>3. Understand that children can thrive across diverse family structures and that all families bring strengths.</p>	<p>on the assets and strengths that families bring.</p>	<p>and supports; home languages, cultural values and ethnicities create the context for young children’s lives.</p>
<p>b. Collaborate as partners with families in young children’s development and learning through respectful and reciprocal relationships and engagement.</p>	<p>1. Greet families respectfully.</p> <p>2. Identify ways to support the child’s relationship with his or her family.</p> <p>3. Demonstrate respect for the family’s role as primary educator.</p> <p>4. Demonstrate respect for families’ choices and goals for their children.</p>	<p>1. Identify the importance of having respectful, reciprocal relationships with families.</p> <p>2. Recognize families as the first and most influential “teachers” in their children’s learning and development.</p> <p>3. Affirm and respect families’ cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting.</p> <p>4. Identify effective strategies for building reciprocal relationships and use those to learn with and from family members.</p> <p>5. Under the supervision of ECE II</p>	<p>1. Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers.</p> <p>2. Use strategies to support positive parental and family development.</p> <p>3. Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families’ preferences and cultures and the setting’s practices and policies related to health, safety and developmentally appropriate practices.</p> <p>4. Understand a broad repertoire of strategies for building relationships and use those to learn with and from family members.</p> <p>5. Independently, and in supervising ECE I</p>	<p>1. Contribute to setting-wide efforts to initiate and sustain respectful, reciprocal relationships with families and caregivers.</p> <p>2. Understand a broad repertoire of strategies for building reciprocal relationships, with a particular focus on cultural responsiveness, and use those to learn with and from family members.</p> <p>3. Independently, and in supervising ECE I and ECE II educators, engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children’s transitions to new programs.</p>

Standard 3: Family and Community Partnerships				
Key Competency	Foundation	ECE I	ECE II	ECE III
		and ECE III educators, initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account.	educators, engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs. 6. Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible.	
c. Use community resources to support young children's learning and development and to support families, and they build partnerships between early learning settings, schools and community organizations and agencies.	<ol style="list-style-type: none"> 1. Work cooperatively and appropriately with program volunteers. 2. Identify community resources that support and assist families. 3. Maintain open, friendly, and cooperative relationships with families and communicate daily events. 	<ol style="list-style-type: none"> 1. Identify types of community resources that can support young children's learning and development and to support families. 2. Partner with colleagues to help assist families in finding needed community resources. 	<ol style="list-style-type: none"> 1. Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation 	<ol style="list-style-type: none"> 1. Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation

Standard 3: Family and Community Partnerships				
Key Competency	Foundation	ECE I	ECE II	ECE III
			services, and economic assistance. 2. Support young children and families during transitions between classrooms and/or other early learning settings to help ensure a continuum of quality early care and education.	services, housing and economic assistance. 2. Collaborate with early learning settings in the community to support and advocate for a continuum of quality early care and education that ensures successful transitions. 3. Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns).

Standard 4: Child Observation, Documentation, and Assessment

Early childhood educators understand that the primary purpose of assessment (formal and informal, formative and summative) is to inform instructions and planning in early learning settings. They understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know how to use observation, documentation and other appropriate assessment approaches and tools. They are responsible and ethical in their use of assessment and assessment results. In partnership with families and professional colleagues, they document individual children’s progress, and plan learning experiences that promote positive outcomes for each child.

Standard 4: Child Observation, Documentation, and Assessment				
Key Competency	Foundation	ECE I	ECE II	ECE III
a. Understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and	1. Discuss benefits of identifying strengths and needs of children. 2. Identify differences in screening and assessment.	1. Identify and understand the central purposes of assessment. 2. Understand that observation and documentation are	1. Understand the theoretical perspectives and core research base regarding the purposes and use of assessment. 2. Understand the essentials of authentic assessment—	1. Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base regarding the purposes and uses of assessment.

Standard 4: Child Observation, Documentation, and Assessment				
Key Competency	Foundation	ECE I	ECE II	ECE III
for planning in early learning settings.	<ol style="list-style-type: none"> 3. Recognize that assessment is an ongoing process. 4. Describe differences in development and skill levels among children. 5. Recognize that observation and screening can detect early signs of developmental delay or disability and help identify the signs of child abuse and neglect. 	<p>central practices in assessment.</p> <ol style="list-style-type: none"> 3. Understand assessment as a positive tool to support young children’s learning and development. 	<p>such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas.</p> <ol style="list-style-type: none"> 3. Understand that the assessment approaches should be connected to the learning goals, curriculum, and teaching strategies for individual young children. 	
b. Know a wide-range of types of assessments, their purposes and their associated methods and tools.	<ol style="list-style-type: none"> 1. Recognize the need for informed consent from family or guardian prior to screening and assessment. 2. Protect confidentiality of children’s screening and assessment information. 3. Seek help as needed to address concerns about individual children. 	<ol style="list-style-type: none"> 1. Identify common types of assessments that are used in early learning settings. 2. Understand the components of an assessment cycle including the basics of conducting systematic observations. 	<ol style="list-style-type: none"> 1. Understand the structure, strengths, and limitations of a variety of assessment methods and tools used with young children. 2. Understand the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations. 	<ol style="list-style-type: none"> 1. Understand the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools, including formative and summative, qualitative and quantitative, and standardized assessment tools, used with young children. 2. Understand components of an assessment cycle including making decisions on "who, what, when, where, and why" in conducting systematic observations, selecting the most appropriate assessment method to

Standard 4: Child Observation, Documentation, and Assessment				
Key Competency	Foundation	ECE I	ECE II	ECE III
				gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching.
c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.	<ol style="list-style-type: none"> 1. Assist with collection of relevant background information to include with assessment records. 2. Understand importance of keeping records to document children's progress. 3. Recognize that observation and screening support quality curriculum development by focusing learning goals and objectives, lesson plans, and teaching strategies on the development and implementation of activities that strengthen the child's skills. 4. Understand the potential influences of culture, language, environment, learning style, and special needs on 	<ol style="list-style-type: none"> 1. Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed. 2. Under the supervision of ECE II and ECE III educators, support the use of assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice. 3. Understand that assessments must be selected or modified to identify and support children with differing abilities. 	<ol style="list-style-type: none"> 1. Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed. 2. Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts. 3. Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice. 4. Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, 	<ol style="list-style-type: none"> 1. Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed including high stakes assessments used for more than informing practice). 2. Understand the research base and theoretical perspectives behind harmful uses of biased or inappropriate assessments. 3. Understand the developmental, cultural, and linguistic limitations of various assessment tools; recognize the circumstances under which use of these tools may be inappropriate (including the use of their results); minimize the impact of these tools on young children; and advocate for more appropriate assessments.

Standard 4: Child Observation, Documentation, and Assessment				
Key Competency	Foundation	ECE I	ECE II	ECE III
	screening and assessment practices and results.	4. Understand legal and ethical issues connected to assessment practices.	and children with developmental delays and disabilities. 5. Understand the limitations of various assessment tools and minimize the impact of these tools on young children. 6. Analyze data from assessment tools to make instructional decisions and set learning goals for all children. 7. Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data.	4. Analyze data from assessment tools to make instructional decisions and set learning goals for children, differentiating for all children including those who are exceptional learners. 5. Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals and policymakers.
d. Build assessment partnerships with families and professional colleagues.	1. Recognize that ongoing observation, screening and assessment allow for timely referral for interventions if necessary. 2. Seek guidance and support from supervisors and other professionals as needed (such as behavioral problems, atypical behavior, developmental concerns).	1. Partner with families and other professionals to support assessment-related activities. 2. Support young children as part of IFSP and IEP teams.	1. Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children. 2. Work with colleagues to conduct assessments as part of IFSP and IEP teams. 3. Know when to call on professional colleagues when assessment findings indicate young children	1. Demonstrate ability to skillfully communicate with families about the potential need for further assessment/supports when this information may be difficult for families to hear.

Standard 4: Child Observation, Documentation, and Assessment				
Key Competency	Foundation	ECE I	ECE II	ECE III
	3. Understand importance of involving families in assessing children. 4. Understand that sharing observation and screening information with parents support their child's growth and development at home.		may need additional supports or further assessments to identify developmental or learning needs.	

Standard 5: Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and settings within which teaching and learning occur. They understand and use positive, caring, supportive relationships and interactions as the foundation for their work with young children. They are able to differentiate instruction for individual children and for groups. They use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant and evidence-based teaching approaches that reflect universal design for learning principles. They understand the importance of play and inquiry in young children's learning and development and how to support play in early education. They develop and sustain reflective, responsive, and intentional practice.

Standard 5: Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies				
Key Competency	Foundation	ECE I	ECE II	ECE III
a. Understand and use positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	1. Use children's names and interact with them at their eye level. 2. Respond appropriately to child's obvious emotional distress.	1. Establish positive and supportive relationships and interactions with young children. 2. Understand that each child brings individual experiences,	1. Understand the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners	1. Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and

Standard 5: Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies				
Key Competency	Foundation	ECE I	ECE II	ECE III
	3. Interact responsively with family members during arrival and departure times. 4. Use some words in the family’s language to show respect for individual children and families. 5. Request assistance when needed to support English language learners.	knowledge, interests, abilities, culture and languages to the early learning setting. 3. Support a classroom culture that respects and builds on all that children bring to the early learning setting.	when working with groups of children. 2. Take primary responsibility for (and support ECE I educators in) creating a classroom culture that respects and builds on all that children bring to the early learning setting.	creating a caring community of learners when working with groups of children. 2. Take primary responsibility for (and support ECE I and ECE II educators in) creating a classroom culture that respects and builds on all that children bring to the early learning setting.

<p>b. Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children.</p>	<ol style="list-style-type: none"> 1. Use “people -first language” to foster an environment of understanding and acceptance. 2. Individualize teaching strategies to best suit the learning styles and developmental needs of all children in care. 3. Plan learning experiences that are purposeful, challenging, achievable and intentional. 	<ol style="list-style-type: none"> 1. Understand that there are teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children’s executive function skills. 2. Under supervision of ECE II and ECE III educators, use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live. 	<ol style="list-style-type: none"> 1. Understand the theoretical perspectives and core research base about various teaching strategies used with young children. 2. Differentiate teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children. 3. Use teaching practices that incorporate the various types and stages of play that support young children’s development. 4. Use teaching practices that support development of young children’s executive function skills. 	<ol style="list-style-type: none"> 1. Critically analyze, synthesize, and generate new knowledge about the theoretical perspectives and research base on various instructional practices used with young children. 2. Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children. 3. Design, facilitate and evaluate teaching practices that incorporate the various types and stages of play that support young children’s development. 4. Design, facilitate and evaluate teaching practices that support
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Standard 6: Content Knowledge in Early Childhood Curriculum

Early childhood educators have and apply a solid understanding of the content of the academic disciplines. They understand content knowledge about the central concepts, methods, inquiry and application tools, and structures in each academic discipline. They understand pedagogical content knowledge about how young children learn and process information in each discipline including the learning trajectories for each discipline. They apply this knowledge in using early learning standards and other resources to make

decisions about spontaneous and planned teaching practices, and about curriculum development, implementation and evaluation that will be stimulating, challenging, and meaningful to each child.

Standard 6: Content Knowledge in Early Childhood Curriculum				
Key Competency	Foundation	ECE I	ECE II	ECE III
a. Understand content knowledge and resources – the central concepts, methods, inquiry, and application tools, and structures of the academic disciplines in an early education curriculum.	<ol style="list-style-type: none"> 1. Identify appropriate Florida Early Learning and Developmental Standards: Birth to Kindergarten at various ages. 2. Create activities designed to enhance the learning opportunities provided through play. 3. Identify the stages of play development and concepts of active learning and listening. 	<ol style="list-style-type: none"> 1. Has preparation in general education content areas as demonstrated through holding a high school credential or equivalent. 	<ol style="list-style-type: none"> 1. Has preparation in general education content areas as demonstrated through holding an associate degree. 	<ol style="list-style-type: none"> 1. Has preparation in a broad range of general education content areas as demonstrated through holding a baccalaureate degree.
b. Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the educator knowledge and practices described in	<ol style="list-style-type: none"> 1. Identify appropriate Florida Early Learning and Developmental Standards: Birth to Kindergarten at various ages. 2. Describe young children’s emerging skills. 3. Closely supervise and interact with children during physical activities. 4. Support fine and gross motor skill development 	<ol style="list-style-type: none"> 1. Understand how young children learn across core content areas. 	<ol style="list-style-type: none"> 1. Understand how children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions. 2. Understand how to engage children in learning about essential and foundational concepts, principles, and 	<ol style="list-style-type: none"> 1. Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base undergirding pedagogical content knowledge. 2. Analyze models of engaging children in learning about

Standard 6: Content Knowledge in Early Childhood Curriculum				
Key Competency	Foundation	ECE I	ECE II	ECE III
Standards 1 Two through 5 Five to support young children's learning in each content area.	<p>activities indoors and outdoors.</p> <p>5. Engage in communication and develop individual relationships with children.</p> <p>6. Foster positive interactions among children.</p> <p>7. Support children's participation in age- and ability- appropriate group activities.</p> <p>8. Encourage age-appropriate emotional expression.</p> <p>9. Identify ways young children communicate both verbally and non-verbally.</p> <p>10. Foster attachment in care with infants and toddlers.</p> <p>11. Ask children relevant open-ended questions about their surroundings and actively listen to their responses.</p> <p>12. Encourage child-centered play that takes into account the interests of children.</p> <p>13. Provide opportunities to develop mathematical and scientific thinking through use of manipulatives, tools, blocks, puzzles, sensory activities and sequencing activities.</p>		<p>theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in each curriculum area.</p>	<p>essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in each curriculum area.</p>

Standard 6: Content Knowledge in Early Childhood Curriculum				
Key Competency	Foundation	ECE I	ECE II	ECE III
	<p>14. Understand difference between a focus on “process versus product” and plan activities appropriately.</p> <p>15. Provide a variety of materials that can be manipulated and used in a variety of ways to encourage imagination and creativity.</p> <p>16. Encourage exploration in infant and toddler play.</p> <p>17. Provide formal and informal book reading experiences that encourage both listening and talking.</p> <p>18. Use age-appropriate techniques to support language and literacy such as reading, singing, talking, labeling and word and picture recognition.</p> <p>19. Help children use words or communication devices to express their thoughts.</p> <p>20. Model appropriate speech and listening techniques.</p> <p>21. Respect other languages and support English language learners.</p> <p>22. Encourage verbal and non-verbal communication with infants and toddlers.</p>			

Standard 6: Content Knowledge in Early Childhood Curriculum				
Key Competency	Foundation	ECE I	ECE II	ECE III
	23. Encourage children to try new activities. 24. Show interest in children’s ideas and choices.			
c. Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge.	1. Identify appropriate Florida Early Learning and Developmental Standards: Birth to Kindergarten at various ages. 2. Describe young children’s emerging skills.	1. Identify early learning standards relevant to their state and/or early learning setting. 2. Under guidance and supervision of ECE II and ECE III educators, support implementation of curriculum across content areas.	1. Combine their understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth- five settings. 2. Under guidance and supervision of ECE III educators, support the implementation of curriculum across content areas for K-3 settings. 3. Use resources from professional organizations representing content areas to support instructional practice.	4. Critically analyze the content in an integrated curriculum across content areas for birth-age 8 settings. 5. Supervise ECE II and ECE III educators in implementation of integrated curriculum across content areas.

Standard 7: Professionalism as an Early Childhood Educator

Early childhood educators identify and conduct themselves as members of the early childhood profession and serve as informed advocates for young children, families, and the early childhood profession. They know and use ethical guidelines and other early childhood professional guidelines. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on early childhood education to inform their practice. They have strong communication skills that effectively support their relationships and work with young children, families, and colleagues.

Standard 7: Professionalism as an Early Childhood Educator				
Key Competency	Foundation	ECE I	ECE II	ECE III
a. Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession.	<ol style="list-style-type: none"> 1. Demonstrate a positive attitude toward working with children. 2. Demonstrate commitment to program standards of developmentally appropriate practice. 3. Indicate an awareness of the Florida Standards and Key Competencies for Early Childhood Educators. 4. Advocate for early care and education as a profession based on its importance to child growth and development. 5. Participate in organizations that advocate for children and early childhood programs and professions. 	<ol style="list-style-type: none"> 1. Identify as a committed professional in the early childhood education field. 2. Be a member of a professional early childhood education organization (at the local, state, or national level). 3. Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues. 4. Advocate for resources and policies that support young children 	<ol style="list-style-type: none"> 1. Understand distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole. 2. Understand the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues. 3. Understand the basics of how public policies are developed. 	<ol style="list-style-type: none"> 1. Take responsibility for increasing the stature of the early childhood field. 2. Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels.

Standard 7: Professionalism as an Early Childhood Educator				
Key Competency	Foundation	ECE I	ECE II	ECE III
		and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting.	4. Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels.	
b. Know about and uphold ethical and other early childhood professional guidelines.	<ol style="list-style-type: none"> 1. Demonstrate the ability to work effectively with coworkers. 2. Describe organizational structure and its relationship to job duties. 3. Explain procedures consistent with federal, state and local policies; regulations and laws, including the privacy rights of families, children; and center personnel. 4. Recognize potentially unethical activity, and report it according to guidelines and procedures. 5. Demonstrate respect for coworkers, families, and children through 	<ol style="list-style-type: none"> 1. Understand the NAEYC Code of Ethical Conduct and abide by its ideals and principles. 2. Practice confidentiality, sensitivity and respect for young children, their families, and colleagues. 3. Understand and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities. 4. Understand the basic elements of professional guidelines such as national, state, or local standards and regulations and 	<ol style="list-style-type: none"> 1. Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas. 2. Understand, reflect upon, and integrate professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/designation in the profession. 	<ol style="list-style-type: none"> 1. Facilitate the use of the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas. 2. Understand the background and significance of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations.

Standard 7: Professionalism as an Early Childhood Educator				
Key Competency	Foundation	ECE I	ECE II	ECE III
	dependability and timeliness.	position statements from professional associations.		
c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and work with families and colleagues.	1. Establish and maintain professional relationships with colleagues and other professionals.	1. Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate. 2. Supports communication with families in their preferred language. 3. Use clear and positive language and gestures with young children. 4. Use a positive, professional tone to communicate with families and colleagues. 5. Use appropriate technology with facility to support communication with colleagues and families, as appropriate.	1. Conduct sensitive, challenging conversations with young children, their families, and colleagues.	1. Facilitate ECE I and ECE II educators in using positive communication and technology with children and families. 2. Support ECE I and ECE II educators in conducting challenging conversations with young children, their families, and colleagues.
d. Engage in continuous, collaborative learning to inform practice.	1. Demonstrate and awareness of the types of professional resources. 2. Follow a professional development plan.	1. Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children.	1. Have an introductory understanding of the research base and theoretical perspectives related to continuous and	1. Understand the research-base and theoretical perspectives related to continuous and collaborative learning and leadership.

Standard 7: Professionalism as an Early Childhood Educator				
Key Competency	Foundation	ECE I	ECE II	ECE III
		2. Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines. 3. Participate in and act on guidance and reflective supervision related to strengths and areas for growth.	collaborative learning and leadership. 2. Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting.	2. Lead teaching teams in birth through age 8 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting. 3. Lead collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines.
e. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	1. Discuss experiences and practices with colleagues, identifying areas of strengths and opportunities for growth, and seek input from supervisors where improvement might be needed. 2. Identify personal commitment to program goals.	1. Regularly reflect on teaching practice and personal biases to support each child’s learning and development. 2. Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team. 3. Reflect on own needs and incorporate self-care into routines to maintain positive	1. Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of critical inquiry.	1. Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues.

Standard 7: Professionalism as an Early Childhood Educator				
Key Competency	Foundation	ECE I	ECE II	ECE III
		engagement with young children and professionalism with families and colleagues.		

Florida Standards and Key Competencies for Afterschool Educators

Standard 1: Knowledge of Regulations

Young children’s and youth’s physical and emotional safety and wellness is vital for fostering development in all areas. Afterschool and Youth Development educators ensure children and youth’s safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. They know and implement a broad array of prevention, preparedness, and health and safety practices. Educators communicate information regarding children’s and youth’s health and safety to families while maintaining confidentiality.

Standard 1: Knowledge of Regulations				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Safety and Wellness	<ol style="list-style-type: none"> 1. Identifies regulations or policies regarding health and safety, including emergency, illness, and injury procedures. 2. Identifies program policies and procedures on admitting and dismissing children/youth. 3. Practices and carries out disaster plans and drills (e.g., fire, flood, earthquake, and lockdown) including parent and communication plan. 4. Explains emergency supplies and equipment when needed and as 	<ol style="list-style-type: none"> 1. Uses diagrams, pictures, and words understood by children, youth, and adults to post instructions for emergency procedures. 2. Demonstrates emergency, illness, and injury procedures. Reports all incidences to supervisor. 3. Completes and maintains relevant first aid, cardiopulmonary resuscitation (CPR) certification, and blood borne pathogens training. 4. Assists with and involves children and youth in health and safety assessments when possible. 	<ol style="list-style-type: none"> 1. Designs, adheres to, and documents emergency, illness, and injury procedures. 2. Complies with all regulations and policies regarding health and safety. 3. Administers regulations and policies regarding the inclusion of children and youth of all cultural backgrounds and abilities. 4. Demonstrates regulations and laws pertaining to the children, youth, and families served by the program. 	<ol style="list-style-type: none"> 1. Engages children, youth, and families in the development and/or revision of health and safety procedures. 2. Assesses how regulations and policies affect the quality of the program and recommends revisions as needed. 3. Provides staff leadership and trains staff regarding regulations, policies, and protocols. 4. Develops and/or documents contingency plans to meet supervision policies and staffing level requirements in all situations.

Standard 1: Knowledge of Regulations				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<p>permitted by policies and procedures.</p> <p>5. Describes supervision and staffing level requirements.</p> <p>6. Identifies the mandated reporter role for child abuse and neglect.</p>	<p>5. Maintains that safety equipment, such as a smoke detector or fire extinguisher, is in place and operable.</p> <p>6. Maintains and demonstrates proper use of emergency supplies and equipment.</p> <p>7. Interprets and reports problems regarding supervision and staffing level requirements.</p> <p>8. Demonstrates compliance with regulations and policies regarding the inclusion of children and youth of all cultural backgrounds and abilities.</p> <p>9. Identifies, documents, and reports suspected emotional distress, abuse, and neglect of participants in an immediate and appropriate way.</p>		
b. Environmental Safety in the Program	<p>1. Identifies the environmental safety precautions of the program or center.</p> <p>2. Identifies and ensures safety in all areas, both indoors and outdoors.</p>	<p>1. Communicates and maintains characteristics of a safe environment, including use of appropriate supplies, equipment, and materials to</p>	<p>1. Employs safe indoor and outdoor environments.</p> <p>2. Facilitates child/youth participation in a process to identify and</p>	<p>1. Analyze environmental design and maintenance efforts, and implement strategies for improving environmental safety.</p>

Standard 1: Knowledge of Regulations				
Key Competency	Foundation	ASE I	ASE II	ASE III
	3. Recognizes safe materials and equipment for all activities. 4. Identifies a healthy physical environment by following health, safety, and sanitation procedures. 5. Responds to and documents participants' injuries and notifies supervisor and families if appropriate, while ensuring the comfort and care of other children and youth. 6. Observes children and youth daily for signs of illness and/or signs of abuse and neglect.	2. Adapts the indoor and outdoor environments to maximize the independence of children and youth with special needs. 3. Teachers safety precautions and rules to children and youth and enforces rules consistently. 4. Actively supervises and interacts with children and youth to ensure safety during all programmatic activities. 5. Keeps informed about and shares up to date safety information and resources with families and staff. 6. Interprets proper transportation policies and procedures involving program vans and buses. 7. Communicates transportation policies and procedures to children, youth, parents/guardians, and staff.	3. Provides opportunities for children and youth to help improve environmental safety issues. 4. Creates indoor and outdoor environments that are structured so that all areas can be viewed easily.	
c. Health and Wellness	1. Identifies healthy and balanced snacks	1. Promotes health and physical activity and	1. Designs and assesses healthy environments,	1. Designs and documents appropriate

Standard 1: Knowledge of Regulations				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<p>and/or meals within a socially, culturally, and emotionally supportive environment.</p> <p>2. Identifies health hazards in meals (e.g. allergies, choking) and takes steps to prevent dangerous situations.</p> <p>3. Identifies a variety of physical activities that meet the interests, developmental levels, and skills of children and youth.</p> <p>4. Identifies healthy behavior, including healthy eating, active living, and socially responsible behavior.</p> <p>5. Describes an awareness of risk factors and healthy living choices regarding nutrition, physical and mental health, physical activity, and healthy relationships.</p>	<p>provides an environment that contributes to the prevention of illness and chronic disease.</p> <p>2. Practices, models, and teaches children and youth appropriate hygiene and sanitation procedures.</p> <p>3. Communicates with children, youth and families about the nutritional needs of children and youth, and responds to individual and cultural food preferences.</p> <p>4. Identifies signs and symptoms of common childhood health problems, including mental health issues, and refers accordingly.</p> <p>5. Complies with instructions for the administration of medicine and approved medical treatments, including related documentation.</p> <p>6. Encourages physical activity appropriate to the developmental and physical abilities of all children and youth,</p>	<p>both indoors and outdoors.</p> <p>2. Identifies and responds to nutritional issues, including food allergies.</p> <p>3. Plans and evaluates menus; ensures that menus include healthy foods that reflect the preferences of youth and families.</p> <p>4. Compiles wellness indicators that may impact the success of children and youth.</p> <p>5. Provides an environment that promotes and incorporates daily physical activity.</p> <p>6. Plans and conducts safe field trips following program procedures to assure safety.</p> <p>7. Observes the effects of stress and trauma on children and youth and assesses their resiliency.</p> <p>8. Assembles resources that address various health related issues, including mental health issues.</p>	<p>health policies and procedures.</p> <p>2. Assesses the programs nutrition plan and adapts practices accordingly, including practices that ensure staff know and are trained to respond appropriately to an allergic reaction to food.</p> <p>3. Works with health care professionals in the community to address wellness needs of children and youth.</p> <p>4. Explains the impact of health and fitness activities on children and youth and evaluates the appropriateness and effectiveness of such activities for groups and individuals.</p> <p>5. Designs and implements activities that emphasize healthy bodies, healthy lifestyles, physical activity, and a healthy environment.</p> <p>6. Develops policies and procedures, including an approved referral</p>

Standard 1: Knowledge of Regulations				
Key Competency	Foundation	ASE I	ASE II	ASE III
		<p>and models physically active behavior.</p> <p>7. Applies healthy living strategies in program activities and interactions with children and youth.</p> <p>8. Responds to participant questions with balanced, fair, developmentally appropriate, and accurate information using program-approved referrals.</p> <p>9. Facilitates age-appropriate discussions on healthy living topics.</p>	<p>9. Helps children, youth, families, staff, and others recognize and report child abuse and neglect.</p>	<p>list, to address health-related issues.</p> <p>7. Plans activities that teach children and youth techniques to deal with stress and develop resiliency.</p> <p>8. Trains staff to respond to participant questions with balanced, fair, and accurate information.</p> <p>9. Establishes policies and procedures to comply with established laws for the documentation and notification of suspected abuse, neglect, and physical, verbal, and sexual harassment.</p> <p>10. Designs and documents policies and procedures supporting a curriculum that addresses healthy living topics.</p> <p>11. Designs programs that incorporate discussions and educational opportunities on healthy living topics.</p>

Standard 2: Child and Youth Growth and Development

Afterschool professionals understand and are able to articulate the typical stages of growth and development (developmental milestones) and individual and developmental variations, including cultural differences and special needs, in order to provide a program that meets the multiple needs of children and youth. It is critical for educators to know and be able to apply commonly accepted research and development theories regarding children and youth and to know how to create safe, nurturing, and challenging learning environments that encompass developmentally appropriate practices, establish foundations for future growth, and engage young people in building social skills and knowledge.

Standard 2: Child and Youth Growth and Development				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments, which meet all needs of children and youth.	<ol style="list-style-type: none"> 1. Identifies the basic stages of child and youth development. 2. Recognizes different personalities and temperaments in children and youth. 3. Identifies that children and youth learn and develop through experience. 4. Explains that some children and youth have special needs requirements. 5. Demonstrates awareness and respect for cultural and environmental differences, including family value and strengths. 	<ol style="list-style-type: none"> 1. Describes physical, cognitive, social, and emotional stages of child and youth development. 2. Describes the changing role and influence of peers. 3. Explains and interprets current youth cultures, such as use of technologies, vocabulary, clothing and music. 4. Explains/summarizes individual differences in personalities and development and the ways in which those differences impact individual needs and participation in the program. 5. Adapts experiences to participants' individual and group needs, 	<ol style="list-style-type: none"> 1. Applies current theories and ongoing research related to child and youth development. 2. Examines child and youth development frameworks pertaining to positive youth outcomes. 3. Shares information with families about the general principles of child and youth growth and development. 4. Distinguishes physical, cognitive, social and emotional differences among children and youth as they relate to individuals' programmatic needs. 5. Distinguishes possible risk factors, delays, or disabilities that may indicate a need for special services, 	<ol style="list-style-type: none"> 1. Select and applies major theories of child and youth development to all curricular areas. 2. Assembles information on individual growth, development, and learning styles to improve programming and professional practice. 3. Utilizes appropriate resources and makes programmatic adaptations for children and youth with special needs. 4. Prioritizes and integrates cultural, linguistic, ethnic, and socioeconomic diversity into the daily curriculum by partnering with children, youth, families, and

Standard 2: Child and Youth Growth and Development				
Key Competency	Foundation	ASE I	ASE II	ASE III
		including different learning styles. 6. Identifies and responds to the individual needs of children and youth, including those with special needs. 7. Identifies and responds to the effects cultural differences may have on behavior and development.	program adaptations, and/or consultations with a supervisor. 6. Constructs environments and experiences that respect and affirm cultural, linguistic, ethnic, and socioeconomic diversity.	community partners to incorporate and value aspects of linguistic and cultural practices.

Standard 3: Family, School, and Community Relationships

Afterschool and youth development professionals understand that children and youth live and learn across a continuum of settings including in their homes with family, in schools and other learning environments during the school day, and in a multitude of other community settings as well as in afterschool and youth development programs. Educators build on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and enhance the quality of afterschool and youth services. This includes implementing culturally competent practices, knowing about and connecting families to community resources, and taking advantage of opportunities for appropriate, positive collaborations with other family, school, and community services.

Standard 3: Family, School, and Community Relationships				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Relationships with Families	1. Identifies the role of the family as central to the development of children and youth. 2. Demonstrates awareness and respect for similarities and differences in the varying cultures and structures of families.	1. Supports the relationships of children and youth with their families and recognizes families' strengths and stress factors. 2. Communicates with family members about program activities and goals.	1. Plans and conducts family events designed to highlight families' strengths, shared interests, and diverse cultures; reduce isolation; and build community. 2. Works to ensure that the diversity of family and community	1. Facilitates and models a strengths-based, family-centered approach. 2. Creates opportunities for families and children/youth to be actively involved in program and policy development.

Standard 3: Family, School, and Community Relationships				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<ul style="list-style-type: none"> 3. Maintains confidentiality. 4. Establishes positive communication and relationships with families. 	<ul style="list-style-type: none"> 3. Uses inclusive language that acknowledges all family types / structures, values family strengths. 4. In relating to families, demonstrates problem-solving skills, listens actively, validates different perspectives, and recognizes when additional assistance is needed. 5. Works effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds. 6. Shares knowledge of child/youth growth and development with families. 	<ul style="list-style-type: none"> cultures are reflected in all aspects of the program. 3. Partners with families in addressing developmental and behavioral issues experienced by their children/youth. 4. Uses communication strategies that do not escalate conflict. 5. Provides families with appropriate referrals to community resources. 6. Communicates effectively with families about the progress and development of their children and youth. 	<ul style="list-style-type: none"> 3. Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic, and socioeconomic diversity and legal factors that can exist between the home and setting. 4. Creates and facilitates opportunities for the development of social and support networks between families. 5. Implements effective conflict resolution techniques with families. 6. Participates with families in the development of Individual Education Plans (IEPs), if requested.
b. Partnerships with Community	<ul style="list-style-type: none"> 1. Defines the larger community context within which children, youth, and families live. 2. Identifies the community as a resource for services, activities, and volunteers; shares information with families. 	<ul style="list-style-type: none"> 1. Values and uses community resources that support and assist children, youth, and families. 2. Assists assigned volunteers in participating effectively in program activities. 3. Helps children, youth, and families see 	<ul style="list-style-type: none"> 1. Demonstrates effective working relationships with partners. 2. Helps families identify community resources specific to their needs and makes appropriate referrals. 3. Demonstrates effective working relationships with volunteers. 	<ul style="list-style-type: none"> 1. Chooses to expand relationships with community partners to meet the needs of children, youth, and families. 2. Implements and supports volunteer program best/promising practices; trains and

Standard 3: Family, School, and Community Relationships				
Key Competency	Foundation	ASE I	ASE II	ASE III
	3. Works cooperatively and appropriately with volunteers and partners.	themselves as contributors to the community.	4. Develops opportunities for children, youth, and families to participate meaningfully in community awareness and community service activities.	<p>supervises volunteers as needed.</p> <p>3. Assist with community outreach.</p> <p>4. Promotes public awareness about family and child/youth development.</p> <p>5. Develops relationships with community leaders, schools, businesses, and arts organizations to introduce children and youth to career opportunities.</p>
c. Partnerships with Schools	<p>1. Identifies that school and afterschool program should work collaboratively.</p> <p>2. Describes appropriate communication and information sharing between the program and schools.</p> <p>3. Explains education standards in place at schools attended by program participants.</p>	1. Contributes to positive relationships between school and the afterschool program.	<p>1. Develops relationships with relevant school staff to better meet the individual needs of students.</p> <p>2. Regularly shares family communications with schools, as appropriate.</p>	<p>1. Maintains ongoing dialogue with the school as needed.</p> <p>2. As appropriate, participates in shared profess with schools attended by program participants.</p>

Standard 4: Learning Environment and Curriculum

Afterschool and youth development professionals understand and utilize strategies that are characteristic of high quality environments such as consistent schedules and routines, transition activities for moving from one activity or place to another, offering interesting materials and activities appropriate to the age, group, and arranging the space to enhance learning. They know and understand a variety of developmentally appropriate curriculum models to promote physical, social, and cognitive development, communication skills, and creative expression.

Standard 4: Learning Environment and Curriculum				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Promote Positive Outcomes for Children and Youth	<ol style="list-style-type: none"> 1. Defines that lesson plans are the blueprint for implementing curriculum and follows and activity plan. 2. Describes that children and youth learn best through fun, engaging, hands-on experiences. 3. Identifies the importance of providing children and youth with choice in the process and content of curricular activities. 4. Describes how the physical space/environment can impact teaching and learning. 5. Identifies the existence of state academic standards. 	<ol style="list-style-type: none"> 1. Maintains and monitors a daily schedule that balances active and <u>quiet</u> quite, youth-directed and adult-directed, individual and group, and indoor and outdoor activities. 2. Identifies individual assets and risk factors that may impact the success of children and youth. 3. Encourages child/youth engagement in a variety of developmentally appropriate activities that facilitate fun and learning through experimentation and exploration. 4. Selects materials appropriate to participants' developmental levels and has sufficient materials prepped and ready for use at beginning of activity. 	<ol style="list-style-type: none"> 1. Implements creative, engaging, hands-on experiences in the curriculum and recognizes that these experiences should apply across all areas of development (e.g., cognitive, social, emotional) and all aspects of the curriculum. 2. Provides materials that expose youth to a variety of cultural backgrounds and practice. 3. Plans and adapts activities and the physical environment to make them appropriate for the developmental levels of all participating children and youth, including those with special needs. 	<ol style="list-style-type: none"> 1. Combines activities that are balanced between concrete, participatory experiences and adult-directed experiences. 2. Creates a curriculum and learning environment that uses authentic materials and technologies; promotes youth decision-making; and incorporates experimentation, exploration, simulation, and play to enhance development and facilitates active learning. 3. Plans and evaluates the learning environment and curriculum to maximize learning for all children and youth, including those with special needs and a variety of learning styles. 4. Collaborates with other agencies to maximize opportunities for

Standard 4: Learning Environment and Curriculum				
Key Competency	Foundation	ASE I	ASE II	ASE III
				<p>children and youth within the integrated curriculum areas.</p> <p>5. Organizes the environment so it facilitates learning in all curricular areas.</p> <p>6. Constructs knowledge and ability to modify the environment to manage behaviors and accommodate different learning styles as necessary.</p>
b. Promoting Physical, Social and Cognitive Development	<ol style="list-style-type: none"> Engages in cognitive, social, and physical activities with children and youth while maintaining a supervisory role. Identifies healthy behavior for children and youth. Encourages children and youth to ask questions for understanding and actively listens to the responses given. Discusses recognition and expression of feelings. Encourages children and youth to exhibit empathy and acknowledge the rights and possessions of others. Understands that family, school, and community have different cultural experiences that play a role in how children and youth respond to adults and peers. 	<ol style="list-style-type: none"> Encourages the cognitive, social, emotional, and physical development of children and youth through experimentation, exploration, and play. Leads activities in a manner that engages children and youth and builds their interests. Uses a variety of indoor and outdoor physical activities including structured, unstructured, staff-directed, and child/youth-directed activities. Asks children and youth relevant open-ended questions to extend their learning. Encourages children and youth to perceive events and experience in their lives as opportunities for growth. 	<ol style="list-style-type: none"> Plans and guides exploratory activities in response to child/youth interests. Incorporates cognitive, social, and physical activities into all curricular areas. Intervenes appropriately to promote the social, cognitive, and physical development of children and youth. Provides an environment that is conducive to exploration and the development of physical, social, and cognitive skills, Revisits learning activities with children and youth so they can reflect and build upon previous learning to 	<ol style="list-style-type: none"> Integrates physical, social, and cognitive activities into all curricular areas and articulates the importance of an integrated curriculum. Incorporates multiple program strategies to correspond with multiple learning styles. Develops and implements strategies that encourage the social, physical, and cognitive development of children and youth through various leadership and citizen roles. Facilitates child/youth involvement in curriculum design, implementation, and evaluation.

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Standard 4: Learning Environment and Curriculum				
Key Competency	Foundation	ASE I	ASE II	ASE III
		<ul style="list-style-type: none"> 6. Helps children and youth learn to communicate and practice communication and cooperation with others. 7. Promotes feelings of empathy and mutual respect among children, youth, and adults and helps participants feel valued as members of a group. 8. Supports children and youth's development of self-awareness and identity. 9. Supports children and youth with special needs as they participate in physical, social, and cognitive activities. 10. Facilitates a variety of physical, social, and cognitive activities that meet the interests, developmental stages, and skill levels of children and youth. 	<ul style="list-style-type: none"> thinking and reflection skills. 6. Provide a meaningful curriculum emphasizing social skills, relationships, and friendships. 7. Guides children and youth in expressing their feelings and asserting themselves in positive ways. 8. Facilitates child/youth participation in problem solving and conflict resolution. 9. Adapts physical, social, and cognitive activities for children and youth with special needs. 10. Facilitates learning opportunities that reflect the cultures represented in the community of the program. 	<ul style="list-style-type: none"> 5. Understands the impact of health and fitness activities on children and youth. 6. Engages children and youth in planning problem-solving and critical-thinking activities. 7. Creates an inclusive and collaborative program community. 8. Designs learning opportunities that reflect the cultures represented in the program community.
c. Promoting Communication Skills	<ul style="list-style-type: none"> 1. Describes effective listening and verbal skills, including the use of proper grammar. 2. Describes body language and tone of voice and its impact on others. 3. Responds to verbal and nonverbal forms of communication. 4. Stimulates conversation with and between children/youth. 	<ul style="list-style-type: none"> 1. Expands own and participants' vocabulary in a variety of ways. 2. Provides an environment that is conducive to the exploration and development of communication skills. 3. Encourages children and youth to use appropriate verbal and nonverbal 	<ul style="list-style-type: none"> 1. Offers programming opportunities for children and youth to learn effective communication skills. 2. Incorporates communication skills into all curricular areas. 3. Uses open-ended questions in one or more content areas. 	<ul style="list-style-type: none"> 1. Adapts and organizes interactions with children and youth based on culturally appropriate assessment and evaluation tools. 2. Evaluates the appropriateness and effective of communication

Standard 4: Learning Environment and Curriculum				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<ul style="list-style-type: none"> 5. Identifies the importance of using open-ended questions. 6. Recalls that children and youth communicate in a variety of ways. 	<ul style="list-style-type: none"> means of communicating thoughts and feelings. 4. Offers a variety of communication opportunities that meet the individual interests and skill levels of all children and youth, including those from diverse cultures and those with special needs. 5. Identifies barriers in communications. 	<ul style="list-style-type: none"> 4. Plans and implements communication experiences and activities based on the population of the program. 	<ul style="list-style-type: none"> activities for groups and individuals. 3. Develops and teaches strategies for integrating communication development activities into all curricular areas. 4. Continually reflects own skills for helping children and youth solve conflicts. 5. Helps children and youth who are learning a second language by providing them with the supports necessary for them to fully participate in programming opportunities.
d. Promoting Creative Expression	<ul style="list-style-type: none"> 1. Identifies the value of the process and product of creative expression. 2. Demonstrates awareness of and respect for cultural differences that may affect the ways in which children and youth express individual creativity. 3. Demonstrates awareness of and respect for individuality in children and youth. 	<ul style="list-style-type: none"> 1. Explains that a balance between process and product is important. 2. Models and creativity through various art forms. 3. Provides opportunities that encourage youth to experiment with sound, rhythm, movement, language, materials, space, and ideas in individual ways. 4. Provides time and materials for spontaneous, unstructured, and self- 	<ul style="list-style-type: none"> 1. Emphasizes the importance of the balance between process and product during activities. 2. Incorporates activities for self-expression that reflect diverse cultural traditions. 3. Engages children and youth in curricular activities that promote creative expression. 4. Modifies curriculum and experiences to ensure that all participants, including those with special 	<ul style="list-style-type: none"> 1. Celebrates creative expression through appropriate documentation and exhibition (e.g. displaying, publishing, creating portfolios). 2. Educates families about the importance of individual creative expression. 3. Advocates for the importance of children and youth representing their thoughts, feelings, and ideas through creative outlets.

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Standard 4: Learning Environment and Curriculum				
Key Competency	Foundation	ASE I	ASE II	ASE III
		5. Identifies the community as a resource for creative experiences.	needs, have access to opportunities that allow for individual creative expression. 5. Articulates the value of creative expression as necessary to the development of the individual. 6. Incorporates creative activities into all curricular areas. 7. Provides an environment where children and youth feel free to explore and develop their creative skills. 8. Involves children and youth in the development and implementation of creative activities. 9. Uses the community as a resource for creative experiences.	4. Evaluates the appropriateness and effectiveness of creative activities for groups and individuals. 5. Assesses and uses specialists in artistic disciplines to incorporate the arts into the curriculum. 6. Introduces children and youth to and helps them develop an appreciation for creative experiences in their community.

Standard 5: Interactions with Children and Youth

Afterschool and Youth Development professionals recognize the critical importance of relationships and communication in the practice of quality child and youth care (NACP). Educators have realistic and developmentally appropriate expectations regarding the behavior of children and youth and understand developmentally appropriate guidance techniques. They are aware of factors that may impact behavior and implement strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

Standard 5: Interactions with Children and Youth				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Providing Individual Guidance	<ol style="list-style-type: none"> Identifies activities for a safe, fun learning environment. Builds rapport and establishes relationships with individual children and youth (e.g. addresses participants by name and knows their basic interests). Identifies and maintains personal boundaries with children and youth (e.g. 	<ol style="list-style-type: none"> Modifies activities to ensure a safe, fun learning environment. Builds trusting relationships with children and youth, providing physical and emotional security. Interacts in a manner reflecting respect for self and others. Uses strategies to assist children and youth in learning to express emotions in positive ways, solve 	<ol style="list-style-type: none"> Uses knowledge of child/youth culture as a strategy to connect with participants. Encourages child/youth participation in establishing program/group rules. Interprets strategies that involve participants in solving problems and establishing guidelines and limits for behaviors. 	<ol style="list-style-type: none"> Adapts the learning environment and curriculum to minimize potentially disruptive behaviors. Applies theories of child/youth growth and development to improve guidance techniques. Evaluates child/youth assessments to individualize and improve guidance. Collaborates with families, schools, and

Standard 5: Interactions with Children and Youth				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<p>physical space, time, etc.)</p> <p>4. Identifies established guidelines for supervision and behavior management.</p> <p>5. Describes positive behavior guidance in responding to behaviors or situations of concern.</p> <p>6. Identifies the reasons for the behavioral issues of individuals.</p>	<p>problems, and make decisions.</p> <p>5. Interacts with children and youth in a positive, warm, nurturing manner, and avoids interactions that would cause physical and/or emotional harm to participants.</p> <p>6. Uses a variety of positive direct and indirect guidance methods to respond constructively to participants' behaviors.</p> <p>7. Provides a supportive environment that helps each child/youth know, accept, and take pride in himself or herself and develop a sense of independence and belonging.</p> <p>8. Communicates with families regarding areas of concern about the child/youth's participation in the program and develops cooperative strategies to help children and youth be successful in the program.</p>	<p>4. Interprets the reasons for the behavioral issues of individuals and responds appropriately.</p> <p>5. Establishes and communicates guidelines for acceptable behaviors.</p> <p>6. Selects guidance practices based on participants' personalities and levels of development.</p> <p>7. Demonstrates realistic expectations about the child/youth's social, emotional, physical, and cognitive abilities and needs.</p>	<p>communities to develop individually appropriate expectations for child/youth behaviors.</p>
b. Enhancing Group Experiences	1. Demonstrates awareness of age-	1. Builds trusting relationships with children and youth.	1. Encourage positive communication, problem solving,	1. Combines observation, evaluation, and direct input from children

Standard 5: Interactions with Children and Youth				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<p>specific group dynamics.</p> <p>2. Provides consistency by following established routines and proactively communicates changes.</p> <p>3. Identifies the role of organization and flexibility when working with children and youth.</p> <p>4. Utilizes prepared activities and adapts them when necessary to ensure that all children and youth are engaged.</p> <p>5. Identifies positive relationships between participants.</p>	<p>2. Discusses expectations and boundaries and ensures that children and youth understand them.</p> <p>3. Anticipates and diffuses disruptive behavior.</p> <p>4. Identifies each child/youth's abilities and uses guidance techniques accordingly.</p> <p>5. Integrates children and youth of all abilities into the group, following appropriate instructional and guidance procedures.</p> <p>6. Creates a balance of meaningful activity choices for children and youth to engage in.</p> <p>7. Develop youth's or child's sense of belonging by supporting positive peer relationships.</p> <p>8. Leads group activities in a positive, relaxed, and pleasant atmosphere.</p> <p>9. Handles activities and changes in the schedule with clear directions and patience.</p>	<p>negotiation, and relationships.</p> <p>2. Works effectively with staff team to enhance group experiences.</p> <p>3. Provides experiences that engage children and youth and respond to their interests.</p> <p>4. Examines individual strengths of participants to maximize group dynamics and promote active cooperative learning.</p> <p>5. Develops activities that foster cooperative group skills that focus on negotiating, compromising, and problem solving in both large and small groups.</p> <p>6. Involves children and youth in planning and leading activities that promote supportive relationships with peers, families, staff, and the community.</p>	<p>and youth to improve group experiences.</p> <p>2. Designs and implements responsive systems that result in the continued participation of children and youth.</p> <p>3. Integrates opportunities for children and youth to demonstrate their learning and be acknowledged through presentations, reflections, etc.</p>

Standard 6: Youth Engagement

Youth engagement is both a goal and a practice through which young people gain the knowledge and skills that support their ability to create change in their lives and the world in which they live. Afterschool and Youth Development educators act in partnership with children and youth and foster personal, cultural, social, or institutional relationships by supporting child and youth-led efforts, creating partnerships, and providing formal and informal mentoring. This includes fostering youth leadership and seeking out youth voice. Youth engagement is important at all age levels, but will look different depending on participants’ ages and developmental stages.

Standard 6: Youth Engagement				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Appropriately Engages Youth	<ol style="list-style-type: none"> Identifies positive group management practices and ensures program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth. Incorporates children and youth in the implementation of lessons and activities. Identifies different leadership roles for children/youth within programming. Listens to child/youth input, recognizes that young people are assets to and experts about their communities, and gives children/youth choices. Identifies child/youth successes and supports opportunities to learn from trial and error. 	<ol style="list-style-type: none"> Implements positive group management, shares power and works with children and youth. Engages young people in self-reflection on leadership experiences. Develops strong relationships with children and youth that encourage youth voice and foster youth leadership. Explains differences in cultural practices, individual personalities, and individual developmental stages in children and youth and the ways in which those differences impact their capacity, needs, participation and leadership opportunities in the program. Provides an environment that helps each child/youth know, accept, 	<ol style="list-style-type: none"> Shares power and foster leadership by providing opportunities. Creates opportunities for participant involvement in program design, Provides tools to foster youth empowerment and leadership opportunities for participants that align with individual developmental needs. Provides children and youth with leadership opportunities that serve others. Combines research, theory, and best/promising practices related to individual growth, development, and learning styles, and applies it to young 	<ol style="list-style-type: none"> Models positive group management practices and actions to ensure program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth. Encourages participants to take responsibility for the content and process of group work, learn from each other, and demonstrate increased leadership. Develops strategies that support child/youth voice in program design, implementation, evaluation, and group management according to developmental abilities.

Standard 6: Youth Engagement				
Key Competency	Foundation	ASE I	ASE II	ASE III
		<p>and take pride in herself or himself and develop a sense of independence.</p> <p>6. Develops participants' capacity for self-reflection, communication, empathy and tolerance of diverse opinions and cultures.</p> <p>7. Fosters decision-making, problem-solving, and goal setting skills.</p> <p>8. Engages children and youth in program design, implementation, evaluation, and group management according to developmental abilities.</p> <p>9. Explains youth culture and power dynamics within the larger community context in which children, youth, and families live.</p> <p>10. Understands and recognizes adultism.</p> <p>11. Acts as an ally for young people.</p> <p>12. Works comfortably with young people from diverse cultural backgrounds.</p>	<p>people in group settings.</p> <p>6. Analyzes own strengths and limitations in engaging children/youth and adults in effective partnerships.</p> <p>7. Educates children and youth about their democratic, social, and legal rights.</p>	<p>4. Encourages and embraces youth voice by celebrating youth culture and cultural diversity within the organizational culture and structure.</p> <p>5. Manages and interrupts overt and internalized adultism.</p> <p>6. Involves children and youth in developing organization/ program policy, including program budgeting, financial strategies, and organizational priorities as is age-appropriate.</p> <p>7. Supports the implementation of meaningful curricular activities that are informed by youth culture, youth voice, and the cultural beliefs and practices of participants.</p> <p>8. Advocates for the importance of children and youth representing their thoughts, feelings, and ideas through creative outlets.</p>

Standard 7: Cultural Competency and Responsiveness

Culture is defined as the intersection of one’s national origin, religion, language, sexual orientation, socio-economic class, age, gender identity, race, ethnicity, and physical developmental ability. Afterschool and Youth Development educators actively promote respect for cultural diversity, and in developing respectful and effective relationships and developmental practice methods. Knowledge and skills are employed in planning, implementing, and evaluating respectful programs, services and workplaces. The indicators are intended to provide a framework for the development of complex interconnected, and evolving cultural competencies. Deep engagement in cultural competency work on both personal and organizational levels requires dedication and cumulative and consistent work.

Standard 7: Cultural Competency and Responsiveness				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Engages in culturally-respectful practices.	<ol style="list-style-type: none"> 1. Develops awareness of own cultural beliefs and practices. 2. Willingly seeks new knowledge regarding cultural beliefs and practices. 3. Follows program guidelines that include respect and use of non-discriminatory language. 4. Identifies fairness and consistency when interacting with children and youth. 	<ol style="list-style-type: none"> 1. Demonstrates awareness and respect for cultural differences that may affect the ways in which children and youth express individual creativity. 2. Provides opportunities for families to share cultural backgrounds, beliefs, and practices. 3. Demonstrates awareness of and sensitivity to different cultural values and expectations. 	<ol style="list-style-type: none"> 1. Thinks critically and engages in dialogue about culturally complex situations. 2. Continuously increases own understanding of different cultural groups, including one’s own cultural identities, beliefs, practices, and biases. 3. Identifies cultural and environmental factors and the effects those factors may have on behavior and development. 	<ol style="list-style-type: none"> 1. Possesses and utilizes skills to challenge oppressive behavior, assumptions, and stereotypes as they surface among children and youth within the organization. 2. Develops understanding of own role and empathy for the struggle of others in creating system change. 3. Analyzes how issues of social equity impact interactions with

Standard 7: Cultural Competency and Responsiveness				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<ul style="list-style-type: none"> 5. Shows genuine caring and respect for individual children and youth. 6. Provides an inclusive, welcoming, and respectful environment for all children, youth, and families. 	<ul style="list-style-type: none"> 4. Become(s) familiar with a variety of world cultures, along with associated music, art, literature and trends. 5. Uses material that demonstrates acceptance of all races, ethnicities, genders, cultures, families, languages, and physical and developmental abilities. 6. Explicitly address negative stereotyping and discriminatory statement or practices when they occur. 7. Creates a safe environment for children and youth to explore their own identities, including cultural beliefs and practices. 8. Identifies culturally specific organizations as resources for staff and community. 	<ul style="list-style-type: none"> 4. Partners effectively with all families by developing reciprocal relationships to support healthy development of children and youth. 5. Builds relationships with culturally specific organizations and other relevant community partners. 6. Identifies and addresses factors that create feelings of exclusion among children and youth. 7. Creates an environment where individual children and youth take pride in their cultural identities, beliefs, and practices and value those of their peers. 8. Designs learning opportunities that are reflective of the cultures in the community and exposes children and youth to the community's cultural diversity. 	<ul style="list-style-type: none"> children, youth, families, and communities. 4. Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency. 5. Engages children, youth, families, and staff in genuine ways and integrates their perspectives into organizational decision-making. 6. Integrates international content, issues and perspectives into program plans, events and activities.

Standard 8: Program Planning and Development

Program managers understand planning, organizing, and implementing best business practices. Additionally, afterschool educators understand the importance of relationships and positive communication among colleagues, especially those working together to create a nurturing learning environment for children and youth. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards and how to meet them is essential to quality environments for children. Management supports staff and serves as role models around professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting and utilizing resources.

Standard 8: Program Planning and Development				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Program Planning and Evaluation	<ol style="list-style-type: none"> 1. Identifies the role of a responsible staff member and contributes to the program staff team. 2. Identifies and complies with program policies and standards. 3. Keeps appropriate records. 4. Defines the program’s purpose and supports the program’s mission statement. 5. Involves children and youth in the planning process. 6. Defines and follows the program’s personnel policies and procedures. 7. Identifies the importance of evaluations and assists in evaluating the program’s effectiveness. 	<ol style="list-style-type: none"> 1. Organizes, plans, keeps records, and communicates with children, youth, families, and staff effectively. 2. Assists in gathering information for program evaluation. 3. Selects and uses appropriate equipment, materials, and resources. 4. Implements activities to meet goals and objectives. 5. Involves children and youth in developing activities and learning experiences. 6. Possesses operational proficiency in use of the technology needed to function effectively in current position. 	<ol style="list-style-type: none"> 1. Conducts program observations. 2. Plans and acquires appropriate equipment, materials, and resources for the program. 3. Verbalizes the relationship between daily practices and the program’s philosophy. 4. Creates opportunities for child/youth involvement in program planning and evaluation. 5. Participates in strategic planning and goal setting for the program. 6. Plans family orientations and activities. 	<ol style="list-style-type: none"> 1. Applies knowledge of federal, state, and local legislations, regulations, and professional standards to provide healthy, safe, and effective practices for all children and youth. 2. Develops goals and objectives and implements program policies and procedures. 3. Communicates and works effectively with stakeholders. 4. Manages program evaluation methods and understands their purposes and limitations. 5. Develops curriculum framework and approaches for the program.

Standard 8: Program Planning and Development				
Key Competency	Foundation	ASE I	ASE II	ASE III
				6. Facilitates the development of child/youth leadership in planning and evaluating the program. 7. Designs and facilitates strategic planning and goal setting activities that involve staff, youth, families, and the community.

Standard 9: Child Youth Observation and Assessment

Systematic observations, documentation, and other effective and appropriate assessment strategies, in partnership with families and other professionals serving the same children, positively impacts the development and learning of those children and youth. Well-prepared educators understand the goals, benefits, and uses of individual observation and assessment including how to use this information to adapt the program to meet the needs of each child or youth.

Standard 9: Child Youth Observation and Assessment				
Key Competency	Foundation	ASE I	ASE II	ASE III
a. Appropriate Use of Assessment and Observation	1. Identifies children and youth as individuals and acknowledges that individuals develop at their own pace. 2. Describes child/youth development frameworks pertaining to positive child/youth outcomes. 3. Identifies behavior and environmental factors that may place children and youth at risk.	1. Explains the behaviors of children and youth in the context of normal growth and development and uses age-appropriate expectations as the basis for observation. 2. Explains indicators of positive child/youth development. 3. Shares concerns about behavior and environmental factors	1. Identifies and accommodates the range of development and skills among children and youth. 2. Identifies the role of risk factors on children and youth development. 3. Continually observes children and youth, analyzes and evaluates findings, and applies	1. Plans relevant and culturally appropriate assessments. 2. Communicates observations with staff, educators, children, youth, and families in a clear and supportive manner, while maintaining confidentiality. 3. Recommends that children and youth

Standard 9: Child Youth Observation and Assessment				
Key Competency	Foundation	ASE I	ASE II	ASE III
	<p>4. Identifies various ways to get to know each child or youth as an individual, including his or her strengths, needs, interests, family, and life situation.</p> <p>5. Maintains confidentiality between the program and participants' families regarding observation and assessment information.</p>	<p>with authorized individuals, such as staff and educators.</p> <p>4. Collects and organizes information to measure child/youth outcomes (e.g., using samples of a participant's work, completing skill lists, recording anecdotal notes).</p> <p>5. Assists with collection of information about child/youth behaviors.</p> <p>6. Communicates observations in written and oral form.</p> <p>7. Follows appropriate procedures for observing children and youth (e.g., remaining objective, asking open-ended and non-judgmental questions).</p>	<p>learned knowledge to practice.</p> <p>4. Administers and interprets formal and informal assessments objectively.</p> <p>5. Engages youth, staff, and families in the ongoing assessment process.</p> <p>6. Organizes various assessment methods.</p> <p>7. Interprets observation information to develop services, opportunities, and supports for children and youth.</p>	<p>seek further evaluation, when needed.</p> <p>4. Selects and considers assessment and screening information when making curriculum and program decisions for individuals.</p> <p>5. Incorporates observation information into program and/or individual plans (e.g., supporting school Individual Education Plans).</p> <p>6. Works cooperatively with assessment, school, and health care teams for children and youth with special needs.</p>

Standard 10: Professional Development and Leadership

Afterschool and Youth Development educators understand that their profession originates from a history and a core base of knowledge rooted in research that together serve as a foundation for the profession. Educators' behavior and actions must be grounded in a professional code of ethics and other professional standards related to their practice. Educators are continuous, collaborative learners who demonstrate and share knowledge, reflect on and have a critical perspective of their work, and make informed decisions. They are role models and advocates for best practices and policies.

Standard 10: Professional Development and Leadership

Key Competency	Foundation	ASE I	ASE II	ASE III
<p>a. Displaying Professionalism in Practice</p>	<ol style="list-style-type: none"> 1. Defines that employees' personal behaviors and actions within the work setting are reflected on the program. 2. Identifies and demonstrates quality work habits. 3. Enjoys working with children and youth and models a positive attitude. 4. Demonstrates respect for self and others. 5. Supports and complies with program and government regulations and standards. 6. Exhibits good hygiene and a neat personal appearance. 7. Describes the value of working as a team and cooperates with other staff. 8. Values and acts upon feedback on performance. 9. Identifies ethics, maintains confidentiality and impartiality. 10. Recognizes awareness of professional ethics for the child/youth development field. 11. Identifies and complies with the program's philosophy and goals. 	<ol style="list-style-type: none"> 1. Manages demands of personal and professional commitments. 2. Demonstrates fairness and consistency. 3. Uses effective problem-solving skills. 4. Performs well as a team member. 5. Identifies the components of a team and the purposes of a team approach. 6. Identifies performance improvement and reflection on teaching and learning, using staff interaction, training/education, and journals. 7. Demonstrates a commitment to professional ethics. 8. Explains and promotes quality in programs for children and youth. 9. Models non-discriminatory behavior. 10. Demonstrates acceptance of and respect for cultural backgrounds, beliefs, and practices among children and youth. 	<ol style="list-style-type: none"> 1. Participates in program decision-making based on accepted professional standards. 2. Demonstrate ability to ensure one's own mental and physical health. 3. Participates in group problem-solving of program issues. 4. Explains how educational practices affect the behaviors of children/youth and incorporates changes based on routine self-reflection. 5. Seeks feedback from colleagues, parents and participants; receives the feedback in a respectful manner and acts upon it as appropriate. 6. Promotes professional ethics and seeks to diminish unethical practices. 7. Maintains professional boundaries in relationships with staff, participants, and families. 8. Keeps informed about cultural competencies and trends in the field of child/youth development. 	<ol style="list-style-type: none"> 1. Examines causes and symptoms of excessive stress and/or low morale and develops strategies to reduce stress and improve morale. 2. Initiates and facilitates group problem solving. 3. Collaborates with other organizations and agencies to meet goals. 4. Evaluates current trends in the field of child/youth development and revises practices as appropriate. 5. Articulates a personal philosophy of education based on knowledge of child/youth growth and development, cultural competencies, and best/promising practices. 6. Advocates for children, youth, and families. 7. Mediates conflict resolution between others.

Standard 10: Professional Development and Leadership

Key Competency	Foundation	ASE I	ASE II	ASE III
<p>b. Ongoing professional growth</p>	<ol style="list-style-type: none"> 1. Identifies knowledge to improve professional competence and practice. 2. Accepts feedback and advice and uses it to improve professional competence and practice. 3. Identifies professional development requirements of the field. 	<ol style="list-style-type: none"> 1. Aware of and utilizes professional resources. 2. Modifies practice based on new knowledge. 3. Makes use of opportunities to improve competence, both for personal and professional growth, and for the benefit of children, youth, and families. 4. Studies and learns from one's own practice and sets goals to increase skills and abilities in child/youth development. 5. Participates in appropriate professional development opportunities. 6. Applies knowledge of best/promising practices. 7. Participates actively in professional associations and builds professional relationships. 8. Assesses the impact of personal perspectives, limitations, and biases on the effectiveness of work. 	<ol style="list-style-type: none"> 1. Uses professional resources to improve competencies and practice. 2. Continues to improve skills and abilities and sets goals to advance knowledge based on self-reflection and performance evaluation. 3. Develops and carries out a personal professional development plan. 4. Applies and works towards career goals. 	<ol style="list-style-type: none"> 1. Mentors and fosters the professional growth of others. 2. Strives to continuously deepen understanding of social issues affecting children and youth. 3. Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision-making. 4. Articulates a professional value system and implements ongoing professional self-reflection. 5. Builds upon personal strengths and identifies areas where growth can and needs to occur. 6. Participates actively in career development and works towards credentials, degrees, and/or program accreditation. 7. Participates actively in a leadership role in professional associations and builds professional relationships.

Standard 10: Professional Development and Leadership				
Key Competency	Foundation	ASE I	ASE II	ASE III
c. Leadership and Advocacy	<ol style="list-style-type: none"> 1. Identifies the need for leadership skills in the child/youth development field. 2. Identifies problem solving and conflict resolution as critical to teamwork. 3. Identifies leadership styles and behaviors in self and others (e.g. integrity, ethics, positive energy, vision and mission, setting priorities, etc.) 4. Exhibits awareness that certain behaviors and types of communication among unfamiliar cultures can lead to misinterpretation and misunderstanding. 	<ol style="list-style-type: none"> 1. Supports the advancement of the child/youth development field. 2. Explains the importance of providing children, youth, and peers with leadership opportunities. 3. Uses effective problem solving skills. 4. Identifies community needs that affect children and youth. 5. Describes the rights of children, youth, and families in relevant settings and systems. 	<ol style="list-style-type: none"> 1. Demonstrates various leadership styles and behaviors. 2. Demonstrates knowledge of advocacy issues. 3. Promotes best/promising practices in youth development to families, administrators, colleagues, and community members. 4. Advocates for the rights of children, youth, and families in relevant settings/s and systems. 5. Supports children, youth, and colleagues in leadership roles. 6. Initiates problem-solving and conflict resolution with the program and staff. 7. Participates in activities or projects sponsored by professional associations and other boards, task forces, or committees. 	<ol style="list-style-type: none"> 1. Describes general legislative processes, including legal and advocacy issues, which impact children, youth, and their families. Communicates this information to others. 2. Explains how government policies affect family and child/youth development. 3. Creates opportunities for children, youth, and colleagues to serve in leadership roles. 4. Demonstrates knowledge of the dynamics of team building and has the ability to initiate problem solving and conflict resolution strategies for the setting and staff. 5. Serves on professional association boards and/or other boards, task forces, or committees. 6. Demonstrates a commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs.

Standard 10: Professional Development and Leadership				
Key Competency	Foundation	ASE I	ASE II	ASE III
				7. Shares knowledge of the rights and responsibilities of children, youth, parents/families, caregivers/educators and other professionals as related to exceptional learning needs.

Florida Standards and Key Competencies for Directors and Administrators of Early Childhood and Afterschool Programs

Standard 1: Organizational Administration and Programming

Directors are role models. Staff members look to the director to set the course, to create the tone of the program, and to build the best learning community. Directors incorporate best practices in education and child development into their programs and they involve all stakeholders in program improvement.

Key Competencies	Indicator
a. Effective Organizational Structure	<ol style="list-style-type: none"> 1. Creates an inclusive and diverse environment that values reflective thinking and an exchange of professional ideas. 2. Establishes effective communication and decision-making structures with program staff and other stakeholders. 3. Employs effective skills in facilitating groups and social relationships, team building, and conflict resolution. 4. Develops the business plan and strategic direction for the program and implements goals and objectives into daily practice. 5. Integrates a code of ethics into practice, policies, and instruction. 6. Models ethical conduct as it relates to the field and to the stakeholders. 7. Uses safe and effective technology for communications and program management. 8. Develops targeted marketing strategies and materials using a wide variety of media.
b. Program Planning and Development	<ol style="list-style-type: none"> 1. Develops, implements, evaluates, and revises program policies. 2. Manages the program in a way that minimizes risk. 3. Appraises and anticipates risk management issues and develops strategies to address them. 4. Ensures that the program activities value and reflect the diversity of the community. 5. Develops and implements public relations strategies to promote the program in the community and works effectively with stakeholders. 6. Promotes and builds relationships between school day and out-of-school programs.
c. Developmentally Appropriate Programming.	<ol style="list-style-type: none"> 1. Develops and implements a philosophically sound curriculum plan based on principles of child development best practices including, but not limited to, teacher-child interaction, and early learning and afterschool competencies. 2. Designs and implements effective instructional practices tied to desired outcomes. 3. Evaluates the center and its programs and uses the results for program improvement. 4. Collaborates with other agencies to research and communicate information on social, physical, and cognitive development of youth. 5. Selects appropriate informal and formal child/youth assessments and lead staff in using the results to guide classroom practices and instruction. 6. Designs and implements written policies for using appropriate, positive child guidance.
d. Communication Skills	<ol style="list-style-type: none"> 1. Collaborates with other agencies to research and share information on communication development. 2. Collaborates with language specialists to modify and adapt curricular activities and experiences to meet the language and literacy needs of each child/youth.

Key Competencies	Indicator
e. Creative Expression	<ol style="list-style-type: none"> 1. Demonstrates leadership in establishing partnerships with community organizations that stimulate creative and aesthetic experiences for children and youth. 2. Collaborates with other agencies to research and communicate information on creative development. 3. Teaches others about the importance of integrating creative activities into all curricular areas.
f. Interactions with Children and Youth	<ol style="list-style-type: none"> 1. Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes, including suspension/expulsion policies, as appropriate. 2. Involves stakeholders, including community, families, schools, children, and youth in developing written policies for effective child/youth guidance. 3. Develops individual guidance plans, using relevant professionals for support as needed. 4. Applies theories of child/youth growth and development to group management techniques. 5. Designs and develops cooperative group activities based on current research and the curriculum.
g. Youth Engagement*	<ol style="list-style-type: none"> 1. Develops policies and procedures that ensure appropriate emotional and physical boundaries between staff and participants. 2. Evaluates program activities to support leadership opportunities for children and youth. 3. Creates organizational policies and protocols that support meaningful participant engagement through youth advisory boards and advocates for youth-adult partnerships. 4. Creates organizational policies that demonstrate the value and need of youth voice, youth leadership, and youth empowerment. 5. Shares power with youth and interrupts adultism within internal and external organizational systems, groups, coalitions, committees, etc.
h. Cultural Competency and Responsiveness	<ol style="list-style-type: none"> 1. Continually seeks new knowledge and approaches related to inclusion, culture, and equity. 2. Advocates for ongoing training and deepened analysis of systems related to social equity for all staff and program participants. 3. Partners with children, youth, and families to support them as advocates, decision makers, and leaders. 4. Involves oneself in collaborative action and advocacy strategies that transform local and national systems towards social equity. 5. Continuously analyzes organizational culture, policies, procedures, and implements changes that foster more equitable and culturally relevant and responsive practices.

Standard 2: Fiscal and Legal

Directors need to manage the financial matters central to the program. Budgeting, cash flow management, grant writing, and fundraising may be required. Additionally, directors and administrators need a working knowledge of the many regulatory systems governing the operations of all aspects of the facility and program services.

Standard 2: Fiscal and Legal	
Key Competency	Indicators
a. Fiscal	<ol style="list-style-type: none"> 1. Develops written fiscal policies and procedures, following generally accepted business practices and basic accounting principles that ensures compliance with applicable guidelines. 2. Ensures that the budget reflects the program's goals and philosophy. 3. Develops and operates within a balanced budget, as appropriate to the program. 4. Prepares and presents budget and business reports to appropriate entities. 5. Applies concepts of budgetary projection, including sliding scale policies and fee policies. 6. Develops a compensation structure and manages payroll, as appropriate to the program. 7. Manages the purchase and maintenance of supplies, materials, and equipment. 8. Manages county, state, and federal reimbursement of funds. 9. Identifies, seeks, and obtains available financial resources at federal, state, and county levels.
b. Legal	<ol style="list-style-type: none"> 1. Adheres to all applicable federal, state, and county laws, codes and regulations. 2. Complies with program policy and licensing regulations. 3. Implements strategies for working cooperatively with regulatory agencies.

Standard 3: Personnel Management

Critical to program excellence is a qualified and motivated staff. The ability to hire, supervise, and evaluate employees is an essential component of the director's role. Creating a supportive work environment that builds loyalty requires effective staff development, fair performance appraisal, and appropriate incentives and benefits such as career advancement opportunities.

Standard 3: Personnel Management	
Key Competency	Indicators
a. Oversee Personnel	<ol style="list-style-type: none"> 1. Develops and implements written personnel policies that comply with applicable laws and regulations and align with best practices for recruiting, hiring, evaluating, and terminating staff. 2. Coordinates and administers benefits program for employees. 3. Develops and maintains staffing patterns that provide consistency and continuity of care. 4. Develops a system to manage and maintain personnel records. 5. Writes effective job descriptions using Florida's adopted Standards and Key Competencies and recruit personnel who understand children's unique qualities. 6. Creates a positive and supportive work environment and seeks staff input for improvement strategies.

b. Staff Development	<ol style="list-style-type: none"> 1. Incorporates a collaborative professional development model using standards and key competencies that helps staff self-evaluate, set goals, embrace learning opportunities and evaluate their growth. 2. Uses professional development plans to develop skills and use the information for retention, succession planning, and promotion/advancement on the career pathway. 3. Develops a reward/recognition plan related to performance and professional development. 4. Develops a plan for ongoing staff development based on the Florida Core Competencies for Early Childhood Educators or Afterschool Educators, whichever is relevant. 5. Supervises, coaches, and mentors staff in a way that maximizes capacity and program quality. 6. Supports staff in their pursuit of various career pathways in the field of education, and share knowledge of formal and informal training and education possibilities to encourage their professional ambitions. 7. Ensures regular staff training and oversees development of program policies, procedures, liabilities, and risk management regarding family and community involvement.
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Standard 4: Health, Safety, and Nutrition

Keeping children/youth and staff safe and healthy is a fundamental requirement of any facility. The director effectively implements policies designed to promote sound health to include physical, mental, and dental health, safety, and nutrition.

Standard 4: Health, Safety, and Nutrition	
Key Competency	Indicators
a. Health and Safety	<ol style="list-style-type: none"> 1. Evaluates the facility for adherence to county, state and national standards. 2. Adhere to health and safety requirements as defined by applicable state and local licensing regulations for children and staff and maintain necessary records, as applicable. 3. Develops and implements written policies and procedures to ensure a healthy and safe environment for children and staff. 4. Plans and monitors a system to ensure healthy children through exercise. 5. Develops and implements an emergency preparedness plan to include policies and procedures that address staff training, maintenance of emergency supplies and equipment, and the continuation of the business. 6. Develops and follows procedures to ensure that the center meets state and federally mandated child abuse and neglect regulations.
b. Nutrition	<ol style="list-style-type: none"> 1. Creates or approves menus that provide a variety of foods and comply with nutritional regulations and individual children’s dietary needs. 2. Plans and monitors a system for sanitary preparation and food service in compliance with all regulations.

Standard 5: Family and Community Relations

Programs need partnerships with families and with members of the community. Directors must know their families, advocate on their behalf, and build alliances to ensure that children and families have the opportunities they need to be successful.

Standard 5: Family and Community Relations	
Key Competency	Indicators
a. Family	<ol style="list-style-type: none"> 1. Provides families with information routinely about their child’s growth and development. 2. Designs, uses, and evaluates multiple strategies to communicate with and involve families in the program. 3. Provides families with access to information on legislative and policy changes that affect early learning and/or afterschool services.
b. School	<ol style="list-style-type: none"> 1. Explores key issues, barriers and resources for working with families and schools to develop school readiness and transition strategies. 2. Engages school personnel in reciprocal relationships in which each party understands and respects the positive impact that each type of program and learning environment can have on child and youth outcomes and school achievement.
c. Community	<ol style="list-style-type: none"> 1. Develops collaborative relationships with agencies and access community resources to meet the needs of all children and families. 2. Incorporates the cultural diversity of the community into comprehensive services and develops guidelines to assess and ensure that programming reflects the value that all cultures are welcomed and respected. 3. Works to expand community partnerships as well as mentoring and apprenticeship opportunities to expand resources for children, youth, families, and the program. 4. Participates in community asset mapping and needs assessments, and networks with other children and youth development professionals. 5. Develops a plan for volunteer participation. 6. Represents the child and youth development fields in collaborative community endeavors. 7. Develops mentoring and apprenticeship opportunities for children and youth to explore career interests, as appropriate.

Standard 6: Professional Development and Leadership

Professional Development and Leadership requires that directors see beyond the day-to-day concerns of program operations. Leaders consistently help the program clarify its values and live its vision. They influence within and beyond their program, reaching out to the progression at large.

Standard 6: Professional Development and Leadership	
Key Competency	Indicators
a. Professionalism in Practice	<ol style="list-style-type: none"> 1. Articulates the program’s vision, mission, and values, and create a culture built on norms of diversity, continuous improvement and ethical conduct. 2. Advances program practice by working collaboratively with other staff to understand and support the adoption of research and best/promising practices for children, youth, families, and staff. 3. Advocates for the implementation of current research and policies relevant to child, youth, and family development.
b. Ongoing Professional Growth	<ol style="list-style-type: none"> 1. Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships. 2. Engages in self-assessment, set personal and professional goals and demonstrate continuous learning. 3. Defines problems and gather data and available evidence to inform decisions, and apply necessary skills to solve problems.
c. Leadership and Advocacy	<ol style="list-style-type: none"> 1. Serves as a spokesperson to the community and media about child/youth development and best/promising practices in the field. 2. Implement strategies to advocate for public policies that support children and their families. 3. Provides leadership to professional associations and/or other boards, task forces, or committees.

Florida Standards and Key Competencies for Career Advisors

Introduction

The Florida Standards and Key Competencies for Career Advisors establish the framework that supports the professional development of Career Advisors who work with early childhood educators throughout Florida. These key competencies are divided into four standards. Each standard includes a distinct set of competencies along with specific indicators.

The development of the Florida Standards and Key Competencies for Career Advisors began by gathering documents from national, state, and local sources. They were then developed based upon a multidisciplinary job description review, key stakeholder input, and discussions with experts in the field. They are designed to serve as a guide to assist career advisors in helping educators refine their skills and proceed along a career pathway.

Standard 1: Career Advising Knowledge

Career Advisors will need a clear understanding of adult learning strategies and workplace environments. The knowledge of early childhood learning sites and procedures are critical, as the day-to-day workings in the field may differ greatly.

Standard 1: Career Advising Knowledge	
Key Competency	Indicators
a. Understand the National Academic Advising Association Core Values.	<ol style="list-style-type: none"> 1. Assume responsibility to the educators they advise by strengthening the importance, dignity, potential, and unique nature of each individual. 2. Involve others, when appropriate, in the advising process. 3. Be responsive to the educational community. 4. Be responsible for their professional practices and for themselves personally.
b. Demonstrate basic knowledge of early childhood professional practices.	<ol style="list-style-type: none"> 1. Understand early childhood development. 2. Recognize that educator methods must meet developmentally appropriate expectations and provide guidance accordingly. 3. Understand the typical day-to-day responsibilities of an educator. 4. Provide relevant information on various local, regional, and national early childhood education professional associations, initiatives, resources, and committees.

Standard 1: Career Advising Knowledge	
Key Competency	Indicators
c. Respond appropriately to ethical dilemmas and legal issues.	<ol style="list-style-type: none"> 1. Understand the importance of confidentiality and the boundaries of professional ethics standards. 2. Demonstrate knowledge of the Family Education Rights and Privacy Act(FERPA) and its implications. 3. Follow federal, state and local guidelines.
d. Utilize adult learning strategies.	<ol style="list-style-type: none"> 1. Support the educator’s professional growth by nurturing a culture of curiosity and interactive learning cycles that drive exploration, innovation, and reflection. 2. Practice active listening and coaching skills. 3. Use a variety of auditory, visual and kinesthetic practices and resources to promote individual development and meaningful learning experiences for the educator. 4. Practice reflection through continued examination, analysis, and evaluation of practice. 5. Encourage reflective practice with colleagues and administrators.

Standard 2: Job Specific Professional Practices

The goal of career advising is to establish a partnership that will guide educators through the process of professional development. An effective career advising approach assists educators by establishing a positive working relationship to identify goals, develop short-term and long-term educational objectives, and assist in accessing resources. Educators are given guidance on how to autonomously use the professional resources.

Key Competency	Indicators
a. Have a working knowledge of the Career Pathway	<ol style="list-style-type: none"> 1. Explain the components of the Career Pathway and guide educators in developing appropriate educational objectives based on their Career Pathway placement 2. Accurately guide and assist the educator in determining their placement along the Career Pathway 3. Assist the educator to assess the Career Pathway that best fits their career goals 4. Understand and clearly explain the articulation between the credit and non-credit pathways 5. Understand the relationship between educational offerings and career options in the field

b. Have a working knowledge of various educational resources	<ol style="list-style-type: none"> 1. Utilize the information provided in the Career Compass Guide and refereducators to additional supports in planning their educational objectives 2. Know the course offerings available through the local training organizations and accredited institutions of higher education 3. Communicate educational course offerings that are available to the educator
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Key Competency	Indicators
	<ol style="list-style-type: none"> 4. Assist educators in overcoming educational obstacles or barriers 5. Maintain collaborative working relationships with various community organizations to assure educator access to educational opportunities
c. Demonstrate a current working knowledge of financial support opportunities	<ol style="list-style-type: none"> 1. Investigate opportunities for financial support to assist the educator 2. Maintain access to various scholarships offered in the local and regional areas 3. Provide educators with information on the statewide Florida T.E.A.C.H. (Teacher Education and Compensation Helps) program and other state supported professional development opportunities- 4. Understand the necessity of meeting scholarship deadlines and effectively communicate deadline information to educators (such as: college admissions applications and process, financial aid, scholarship applications)

Standard 3: Technical Knowledge and Skills

The career advisors will need to demonstrate technical skills and knowledge in order to provide accurate and timely information to the educator. The advisor must be able to keep accurate records to effectively assist the individual educator. Information changes frequently and current information is critical to assist educators in their progress on the Career Pathway.

Key Competency	Indicators
a. Demonstrate familiarity with relevant technology	<ol style="list-style-type: none"> 1. Be aware of the instructional systems that are available and how to use them 2. Assist educators in accessing technological resources which enable them to pursue educational opportunities (i.e., web-sites, social media, and video conferencing) 3. Explain current technology requirements for the educator to use in planning and implementing their educational objectives

b. Expose educators to pertinent web-sites, list serves and software	<ol style="list-style-type: none"> 1. Remain up to date on current financial opportunities that are available for educators 2. Are able to refer educators to appropriate web-sites that will assist them in their career advancement
c. Demonstrate the ability to prepare written and oral reports and presentations	<ol style="list-style-type: none"> 1. Demonstrate the ability to maintain accurate records 2. Write accurate anecdotal notes on advising sessions and/or special conditions associated with educator progress

Standard 4: Communication and Interpersonal Skills

Advisors are aware and respect the diversity of the educators and adjust their communication accordingly. It is critical that an atmosphere of trust is established between the advisor and the educator.

Standard 4: Communication and Interpersonal Skills	
Key Competency	Indicators
a. Build relationships through a relationship-based coaching model.	<ol style="list-style-type: none"> 1. Establish a good rapport and <u>trust</u> level with the educator. 2. Convey information verbally in a clear and precise manner. 3. Practice active listening and coaching skills, by focusing on what the educator is communicating, to understand their intent in the context of their beliefs and priorities and in support of self-expression. 4. Motivate educator to pursue educational opportunities appropriate to their learning capacity and reassure them of the importance of <u>professional growth</u>. 5. Write concise and accurate records that facilitate efficient follow up. 6. Assess non-verbal and verbal clues to ensure accurate and clear communication.
b. Support diverse ability levels, learning styles, cultures and languages.	<ol style="list-style-type: none"> 1. Develop an awareness of an early learning site’s surrounding neighborhood dynamics. 2. Develop cross-cultural competency to effectively meet the needs of a diverse population. 3. Connect to, and encourage each educator, taking into consideration their individual beliefs, interests, values, and cultures.
c. Facilitate shared goal planning.	<ol style="list-style-type: none"> 1. Assist educator in creating an individualized professional development plan. 2. Encourage educator to build on current knowledge and further expand their academic and professional growth. 3. Assist educators in setting professional goals and establishing priorities. 4. Document educator progress as appropriate. 5. Encourage the establishment of a long range vision to guide educator development. 6. Demonstrate problemsolvingandcreativethinkinginhelpingtheeducator implement their plan. 7. Assist educators in their self-assessment, including awareness of their interests, values and abilities, and their involvement in the early childhood field. 8. Analyze the educator competency level in order to advise accordingly. 9. Assist educator in creating and progressing with their plans by making intentional choices. 10. Encourage reflective practice to guide continued professional growth.

Standard 4: Communication and Interpersonal Skills	
Key Competency	Indicators
d. Demonstrate the capacity to build working relationships with professional colleagues.	<ol style="list-style-type: none"> 1. Maintain distinct boundaries between professional communication and social interaction in working with educators. 2. Follow policies regarding appropriate professional behavior in the workplace. 3. Understand various organizational structures and work cultures that may exist in the early childhood sites. 4. Establish a network of key professionals to access when additional support is needed.
e. Facilitate communications with other professional development support professionals.	<ol style="list-style-type: none"> 1. Have intentional conversations with educator about other supports they are receiving that may facilitate their professional development. 2. Assist the educator in understanding what to share across support professionals (e.g., coaches, mentors, directors, etc.) so that these multiple supports can be effectively interconnected. 3. Communicate directly with other support professionals to ensure supports are effectively interconnected to maximize the impact of all of the supports received by the educator.

Florida Standards and Key Competencies for Specialists Supporting Early Childhood Inclusion

The *Florida Standards and Key Competencies for Specialists Supporting Early Childhood Inclusion* is a complementary set of competencies specifically related to the knowledge, skills, and dispositions needed by specialists who offer support to early care and education provider. The specialists who work with or on behalf of young children and their families represent diverse disciplines including, but not limited to, early interventionists, early childhood special educators, general early childhood educators, service coordinators, psychologists, therapists (e.g., speech language, occupational, physical, and infant mental health), board certified behavior analysts, health care professionals, social workers, teaching assistants, and those in leadership roles (DEC, 2017). These specialists support the development and learning of young children with developmental delays or disabilities in inclusive settings by meeting the following competencies:

Standard 1: Health, Safety, and Nutrition

Specialists supporting early childhood inclusion need to understand that children with developmental delays or disabilities may require additional accommodations to the early learning environment to ensure their health, safety, and adequate nutrition.

Standard 1: Health, Safety, and Nutrition	
Key Competency	Indicators
a. Promote safety and independence.	1. Adapt the learning environment to promote the safety and independence of individual children with disabilities or other special health related needs.

Standard 2: Child Development and Learning

Specialists supporting early childhood inclusion need to have a clear understanding of typical and atypical child development and be able to communicate concerns in a supportive and effective manner.

Standard 2: Child Development and Learning	
Key Competency	Indicators
a. Maximize potential of children with disabilities or delays.	<ol style="list-style-type: none"> 1. Maintain high expectations for all children to reach their full potential. 2. Adapt practices to facilitate every child’s development and learning needs based on individual needs. 3. Recognize characteristics of developmental delay and specific disabilities including causation, characteristics, and classification of common disabilities young children. 4. Recognize and communicate the impact of the disability or developmental delay on child development and learning. 5. Interpret challenging behavior with respect to form and function.

Standard 3: Building Family and Community Relations

Specialists supporting early childhood inclusion need to establish positive and supportive relationships with families, community partners, and other professionals that serve as part of the child’s support team.

Standard 3: Building Family and Community Relations	
Key Competency	Indicators
a. Educate families and community members about the value of inclusion.	<ol style="list-style-type: none">1. Ensure explicit engagement of families as partners in developing early care and education experiences that meet the individual needs of their children.2. Describe the benefits of inclusion for children, families, educators, and communities.3. Communicate current evidence-based trends related to teaching and nurturing children with disabilities or other special learning needs to families and educators.4. Evaluate the impact of a disability or developmental delay on the family, the child, and the community.5. Analyze the interplay between family beliefs and culture and family approaches to caring for and seeking services for their young children with disabilities or other special learning needs.6. Locate and share sources of support, resources, and information about developmental delay and disabilities for families.7. Identify processes associated with grief, loss, and coping with disability.

Standard 4: Teaching and Learning Environments and Interactions

Specialists supporting early childhood inclusion need to introduce strategies to the learning environment that maximize the success of children with developmental delays or disabilities by actively including the peer group in developmentally appropriate ways. .

Standard 4: Teaching and Learning Environments and Interactions	
Key Competency	Indicators
a. Promote positive learning outcomes for young children with disabilities and developmental delays.	<ol style="list-style-type: none">1. Demonstrate strategies for designing flexible learning environments and activities and providing multiple and varied formats for instruction to promote engagement and accommodate individual learning differences (Universal Design for Learning).2. Demonstrate strategies for integrating typically developing peers so children with disabilities or other special learning needs can learn. Develop, and for positive relationships.3. Use assistive technology, augmentative and alternative communication, and adaptive technology to facilitate participation of all children in inclusive settings.

Standard 5: Curriculum and Instruction

Specialists supporting early childhood inclusion need to work as collaborators in developing appropriate instructional strategies that align with the curriculum and meet the individual needs of children with developmental delays or disabilities.

Standard 5: Curriculum and Instruction	
Key Competency	Indicators
a. Maximize physical, social, and cognitive development through individualized evidence-based practices.	<ol style="list-style-type: none">1. Select goals, services, and settings that facilitate embedded learning within daily activities and routines.2. Design and implement intentional teaching strategies considering frequency, intensity, and methods based on individualized plans that align with goals and services listed in individualized family service plans (IFSP) and individualized education plans (IEP).3. Integrate individualized accommodations and supports, specialized instruction, and therapies into daily activities and routines and across environments, materials and people.4. Develop and demonstrate targeted and individualized supports for promoting social-emotional skills and addressing challenging behavior.

Standard 6: Child Observation, Documentation, and Assessment

Specialists supporting early childhood inclusion need to implement developmentally appropriate observation, documentation, and assessment strategies to gather and use information about children’s individual needs to promote success and continued progress in the early learning environment.

Key Competency	Indicators
Use developmentally appropriate evaluation strategies to identify and communicate the needs of children with disabilities or developmental delays	<ol style="list-style-type: none">1. Highlight the importance and impact of early identification of developmental delay or disability.2. Follow federal and state regulations for identifying young children with disabilities or other special learning and behavioral needs.3. Identify roles and processes of multidisciplinary teams in the assessment and evaluation of young children.4. Explain to families and educators the various agency policies, and procedures pertaining to screening, evaluating and assessing young children with a suspected disability.5. Adapt screening, evaluation, and assessment methods and measures for children with varying physical and sensory abilities.6. Employ systems and tools for measuring the quality of inclusive early childhood programs and services.7. Utilize data collection, progress monitoring, and evaluation strategies to inform decisions about the implementation and effectiveness of individual interventions.

Key Competency	Indicators
	8. Use parent-friendly language and avoid unnecessary jargon when communicating screening and assessment results to families.

Standard 7: Professionalism

Specialists supporting early childhood inclusion must adhere to professional standards and demonstrate ethical practices aligned with their own areas of expertise and training. In addition, specialists must comply with best practices in early childhood education.

Standard 7: Professionalism	
Key Competency	Indicators
a. Integrate critical perspectives and expertise to support the education of young children with disabilities or developmental delays.	<ol style="list-style-type: none"> 1. Apply evidence-based and recommended practices for young children, including those from diverse backgrounds, to support successful inclusion. 2. Facilitate and support the family-child and teacher-child relationships in intervention efforts (relationship-based practices). 3. Explain and abide by local, state, and federal laws and agency policies and procedures pertaining to supports and services for young children with, or at risk for, disabilities (i.e., ADA, Section 504, IDEA part B and part C). 4. Convey the rights of parents and children who have or are at risk for disabilities. 5. Promote advocacy for families of young children with disabilities. 6. Utilize funding and referral sources for assistive technology and adaptive equipment. 7. Be aware of and support positive teacher attitudes and behaviors that influence the behavior of young children with disabilities, children with special learning needs, and their families. 8. Access publications, support organizations and integrate professional development opportunities that foster early childhood inclusion. 9. Participate in frequent, regularly scheduled communication and collaboration among educators, specialists, administrators, parents, and community members to facilitate a coordinated team process. 10. Differentiate roles for families and other team members in the development, implementation, and monitoring of individualized plans. 11. Support and strengthen the knowledge and skills of teaching assistants, volunteers and support staff to facilitate successful inclusion.

Standard 8: Transitions

Specialists supporting early childhood inclusion will work with families, community partners, and other professionals that serve as part of the child’s support team to facilitate transitions both within and across early learning programs.

Standard 8: Transitions	
Key Competency	Indicators
a. Facilitate successful individual transitions.	<ol style="list-style-type: none"> 1. Assist the family in preparing for transition of their young child. 2. Participate in transition meetings to provide guidance and support as the team considers the changes the young child and family may face in the new learning environment. 3. Assist the family in understanding the expectations, supports, and services available to their child at each transition point. 4. Provide families with strategies to work on at home to help the child develop the skills he or she will need in the next learning environment. 5. Listen to family concerns about transition and try to find solutions or seek assistance using the resources available.
b. Facilitate successful group or program transitions.	<ol style="list-style-type: none"> 1. Support procedures for systematically identifying the skills of all children within an early education inclusion program. 2. Support a plan for targeting the skills that need improvement and develop strategies to guide the early educator. 3. Communicate to the early educator the expectations for the next educational setting. 4. Listen to the early educators’ concerns about transition and try to find solutions or seek assistance using the resources available.

Florida Standards and Key Competencies for Early Learning Coaches

Standard 1: Leading for Equity

The coach promotes best practices in early childhood and is able to lead equitable quality improvement efforts by integrating strategies that align with requirements and making difficult decisions that have moral and ethical implications.

Key Competency	Indicators
i. Commitment to Quality: Knowing about best practices in early childhood and being able to lead quality improvement in classrooms and programs	<ol style="list-style-type: none"> 1. Advocates, supports, and works towards ongoing implementation of early childhood standards of quality that benefit all children. 2. Demonstrates understanding of early childhood professional development systems and relevant policies, regulations, career pathways and quality and learning standards. 3. Demonstrates content competence in child development, curriculum, child assessment, standards, working with families, health and safety standards, and business practices.
j. Critical Consciousness: Thinking deeply and carefully in consideration of how power, privilege, bias, and oppression relate to beliefs and practices.	<ol style="list-style-type: none"> 1. Uses critical reflection and collaborative inquiry to engage in dialogue about equity and the impact of power, privilege and oppression on teaching and learning. 2. Supports the coachee in a broad range of contexts to examine how their interactions and decisions perpetuate the status quo.
k. Cultural Competence: Demonstrating a thoughtful, methodical approach to integrating strategies to promote cultural competence in all aspects of coaching and support	<ol style="list-style-type: none"> 1. Assists the coachee in discovering that knowledge is contextual and subjective, influenced by cultural assumptions and experiences, constructed by each individual, and co-constructed within each group of learners. 2. Demonstrates evidence-based practices that are culturally and linguistically responsive and uses multiple strategies for advancing equity and reducing disparities in opportunities and outcomes for children and adults.
l. Integrity: Making difficult decisions that have moral and ethical implications during the work, while understanding and aligning requirements of the specific coaching initiative with the needs and expectations of the coachee.	<ol style="list-style-type: none"> 1. Demonstrates ethical and professional behavior, including the ability to maintain confidentiality, trustworthiness, and integrity. 2. Demonstrates knowledge of and adherence to the “NAEYC Code of Ethical Conduct supplement for Adult Learners” for making professional decisions.

Standard 2: Building Productive Relationships

The coach creates a safe and trusting environment where a coaching partnership, in which improving teaching and learning is the main focus of conversations, can flourish.

Key Competency	Indicators
<p>a. Trust: Creating brave, supportive environments that produce ongoing mutual respect, empathy, and collaboration and encourage risk taking.</p>	<ol style="list-style-type: none"> 1. Uses positive interpersonal skills to develop a respectful, authentic, open, encouraging, and responsive relationship with the coachee. 2. Uses culturally responsive strategies in establishing and maintaining the coaching relationship (i.e. uses language that is gender-neutral, racially and ethnically inclusive). 3. Demonstrates empathy and provides support as needed while maintaining a collaborative relationship that encourages vulnerability and risk taking and is focused on positive change even when disagreements or conflicts surface.
<p>b. Active Listening: Focusing on what the coaches is communicating to understand their intent in the context of their beliefs and priorities to support self-expression.</p>	<ol style="list-style-type: none"> 1. Partners with coachee to identify learning and communication styles and preferences, and demonstrates respect for and interest in the individual abilities, curiosity, and creativity of coachee. 2. Seeks out, leverages, prioritizes and accepts, without judgment, coachee’s expression of feelings, concerns, beliefs and ideas, making them a focal point of the interaction. 3. Summarizes, paraphrases, and restates to reflect back what the coachee has said for clarity and understanding.
<p>c. Effective Communication: Communicating clearly during interactions with the coachee, and using language that has the greatest positive impact on practice</p>	<ol style="list-style-type: none"> 1. Is direct and articulate when sharing coaching objectives, providing feedback, and making recommendations. 2. Includes different forms of communication that support relevant and effective conversation loops. 3. Shares with the coachee the specific structures and processes of how information will be communicated with other stakeholders.
<p>d. Coaching Agreement: Understanding the program vision, policies, and workplace conditions, and having the ability to create a climate that supports the</p>	<ol style="list-style-type: none"> 1. Explains goals, scope, and structure of the coaching initiative to the coachee, including: the nature of the partnership, time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, ethics, and roles of others. 2. Negotiates and co-develops coaching agreements that include clear expectations, roles, responsibilities, and lines of communication and authority among stakeholders; makes adjustments as needed, including bringing closure when appropriate.

Key Competency	Indicators
development of an effective coaching partnership and implementation plan.	

Standard 3: Facilitating Learning and Growth

The coach enacts a learning stance, using strengths-based approaches and strategies that are conducive to becoming conscious of practice and developing a culture of learning that leads to sustainable changes in practice.

Key Competency	Indicators
a. Learning Stance: Developing a culture of learning and implementing effective, evidence-informed adult learning strategies to support sustainable changes in practice.	<ol style="list-style-type: none"> 1. Models humility, openness to learning, curiosity, and risk-taking when planning and guiding the coaching process. 2. Engages in continuous professional growth and collaborative learning to improve own coaching practice. 3. Cultivates disposition in coachee that will ultimately drive self-directed learning and independence.
b. Strengths-Based Approaches. Using a variety of strategies and adjusting supports and guidance based on each individual coachee's strengths, interests, and needs.	<ol style="list-style-type: none"> 1. Leverages individual coachee's strengths and interests as assets to address technical and adaptive challenges and accomplishing goals. 2. Consciously selects strategies that create a productive disequilibrium and encourages coachee to seek out different or innovative approaches to addressing barriers.
c. Creating Awareness. Using powerful questioning and strategies to help the coachee become conscious of practice and make interpretations in support of their goals.	<ol style="list-style-type: none"> 1. Uses strategies to elicit coachee's expertise, extend and deepen their thinking, evaluate alignment of values with goals, and discover new possibilities for action. 2. Assists coachee to identify major strengths and high-leverage opportunities for learning and growth. 3. Communicates broader perspectives to help coachee discover alternate viewpoints and consider new possibilities for action.
d. Adult Learning Expertise: Employing knowledge, skills, and dispositions to	<ol style="list-style-type: none"> 1. Facilitates job-embedded learning experiences that are differentiated according to individual strengths, interests, learning needs, and preferences.

Key Competency	Indicators
design effective learning experiences and promote ongoing learning	2. Chooses a variety of evidence-based instructional practices that are connected to the coachee’s focus and/or guiding question. 3. Makes connections between theory and practice to lay the groundwork for integrating new teaching practices into daily activities.

Standard 4: Using Data for Improving Teaching and Learning

The coach uses multiple sources of objective data to describe the coaches teaching practice and engages with them in collaborative action planning that supports individual and programmatic teaching and learning goals.

Key Competency	Indicator
a. Data-driven decision making: Using multiple sources of data to describe the coachee’s practice and engaging in collaborative action planning that supports individual and programmatic goals.	1. Strategically collects, consolidates, and filters formative and summative data about teaching and learning to identify strengths, barriers and opportunities to address both technical and adaptive challenges. 2. Organizes observational data about teaching and learning into data displays that drive reflective conversations where the coachee draws conclusions about their practice.
b. Collaborative Goal Setting and Action Planning: Developing and maintaining a coaching plan that outlines actions that address concerns and major areas for learning and program improvement.	1. Collaborates with coachee to articulate and prioritize goals that are attainable, compelling, timely, and child-focused to make high-impact decisions 2. Chooses the coaching strategies most appropriate for the specific objectives and learning needs of the coachee, depending on their readiness level (i.e. consultation, technical assistance, collaboration, modeling, etc.) 3. Supports the coachee in identifying actions and strategically accessing different resources to take advantage of activities, partnerships, and/or environmental conditions that will contribute to achieving goals
c. Managing Progress: Maintaining focus on coachee’s stated priorities while holding all stakeholders accountable for agreed-upon actions and goals.	1. Continuously provides feedback on goals and current activities to support ongoing reflection. 2. Encourages coachee autonomy by gradually transferring responsibility for making decisions, addressing key concerns, and securing resources and supports. 3. Follows through on commitments, maintains fidelity to practices, tracks progress between coaching sessions, and adjusts the coaching plan as necessary.

Standard 5: Reflecting on Practice

The coach is curious and critical about their own practice and that of the coaches, and nurtures inquiry cycles that provoke professional growth.

Key Competency	Indicators
a. Reflective Practice: Continually contemplating one’s actions by critically examining, refining, and becoming more conscious of practice	<ol style="list-style-type: none"> 1. Models continual self-reflection as an important strategy for professional growth. 2. Creates intentional spaces for reflection and guides coachee to pause, think about, and examine how their beliefs and assumptions are unfolding in their practice and what impacts they are having on children and families.
b. Inquiry: Nurturing a culture of curiosity and iterative learning cycles that drive individual coachee’s exploration, innovation, and professional growth.	<ol style="list-style-type: none"> 1. Models and cultivates an inquiry stance, in which wonderings are used to drive coachee practical explorations throughout the program to promote authentic learning and launch coaching cycles. 2. Guides inquiry about practice by collecting, assessing, and analyzing data about key practices to indicate what is working and what is not working, for whom, and why, to promote reflection and dialogue about power, privilege, bias, and oppression and help plan next steps.

Standard 6: Assessing Coaching Success

The coach continually monitors and evaluates their own professional performance and the impact on coaching outcomes using feedback, self-reflection, and measurable criteria for success.

Key Competency	Indicators
Assessment: Continually monitoring and evaluating own professional performance and impact of the coaching process on outcomes using measurable criteria for success.	<ol style="list-style-type: none"> 1. Intentionally seeks feedback from coachee on their experience of, and satisfaction with, the coaching partnership and incorporates appropriate changes in practice. 2. Uses self-reflection, data from coaching logs, and other feedback tools to assess the quality of coaching conversations and overall coaching process. 3. Uses data to identify gaps in own learning and engages in professional development to address growing edges and continuously build coaching capacity.

Key Competency	Indicators
outcomes using measurable criteria for success.	

Career Pathways for School Readiness Programs

School Readiness program providers with teachers, directors or support staff serving children birth to school age may enter a Florida Early Learning and After-School Career Pathway in accordance with Rule 6M-4.735, Professional Development Standards and Career Pathways.

Career Pathways Foundational Child Care Training Requirements

Child Care Facilities	Family Child Care Homes	School-Age Care
DCF Part I Training (30 hours) DCF Part II Training (10 hours) Early Literacy (5 hours) DEL Approved Introductory Training	DCF Family Child Care Home Training (30 hours) Early Literacy (5 hours) DEL Approved Introductory Training	DCF Part I Training (30 hours) DCF Part II Training (10 hours)
Specific course titles are found on the DCF's Child Care Training and Credentialing website.		

Professional Development Designations

A School Readiness teacher or director will receive one of the below designations along their career pathway based on successful completion or attainment of the below:

Early Childhood or After-School Educator I	Early Childhood or After-School Educator II	Early Childhood or After-School Educator III
Core Training Requirements	Core Training Requirements	Core Training Requirements
Foundational Child Care Training	Foundational Child Care Training	Foundational Child Care Training
Florida Staff Credential or one of the following: <ul style="list-style-type: none"> National Early Childhood Credential (formerly CDA) Formal Educational Qualification (e.g. academic degree) Birth through Five Child Care Credential (FCCPC, ECPC or CACC) 	Associate degree or higher in field* or Associate degree with at least 21 early childhood education/child development, child development, early education or youth development credits from a US Department of Education accredited institution.	Bachelor's degree or higher in field* or Bachelor's degree with at least 36 early childhood education/child development, family and child sciences, elementary education or youth development credits from a US Department of Education accredited institution.

<ul style="list-style-type: none"> School-Age Child Care Credential (FCCPC or SAPC) 		
<p>*Degrees/coursework in areas outlined for DCF Florida Staff Credential will be considered in field.</p>		

Credentials

Criteria or requirements for informal specializations may include but are not limited to the examples listed in the chart.

Credentials
<p>Infant Family Associate (IFA) Infant Family Specialist (IFS)</p> <p style="text-align: center;">Micro-credentials</p> <p>Micro-credentials represent completion of a smaller unit of professional development or training that can be part of a larger course of study, including informal specializations. Recognized micro-credentials include but are not limited to the below. A combination of recognized micro-credentials can be counted towards a specific specialization.</p> <p>Dual Language Learners Emergent Literacy Inclusion/Special Needs Infant-Toddler Trauma Informed Care</p>

Specializations

Recognized specializations can be formal or informal and include but are not limited to those listed in Chart A and must meet minimum requirements listed in Chart B below.

Chart A. Specializations
Infant-Toddler Preschool Child Care Center Management School Age Early Childhood Education Inclusion Dual-Language Learners Infant-Toddler Developmental Specialist Certified Coach/Technical Assistance Specialist/Coach Certified Communities of Practice Facilitator Infant Mental Health Specialist (IMHS) Infant Mental Health Mentor-Clinical (IMHM-C) Infant Mental Health Mentor-Policy (IMHM-P) Infant Mental Health Mentor Research/Faculty (IMHM-R/F)

Chart B. Specialization Requirements
Institution Requirements
<p>Registry approved institutions must meet at least one of the below requirements:</p> <ul style="list-style-type: none"> • Be accredited by a national or regional accreditation organization recognized by the United States Department of Education; • Be licensed by the Florida Commission for Independent Education; or • Be accredited by the International Association for Continuing Education and Training (IACET).
Subject Matter Requirements
<p>A specialization must meet the following minimum subject matter criteria:</p> <ul style="list-style-type: none"> • Align with the Florida Early Learning Professional Developmental Standards (FL EL PD Standards) and the Florida Early Learning and Development Standards (FELDS); • Align with the Florida Early Learning Specialization Critical Components in the specialization topic area; • Include a minimum of 180 clock hours total across the trainings that comprise the specialization, which is equivalent to the time required to earn a 12-credit hour college credit certificate; and • Form a cohesive content focus with appropriate sequencing that builds and expands knowledge in the focal area with breadth and depth to demonstrate learning of the intended subject matter.

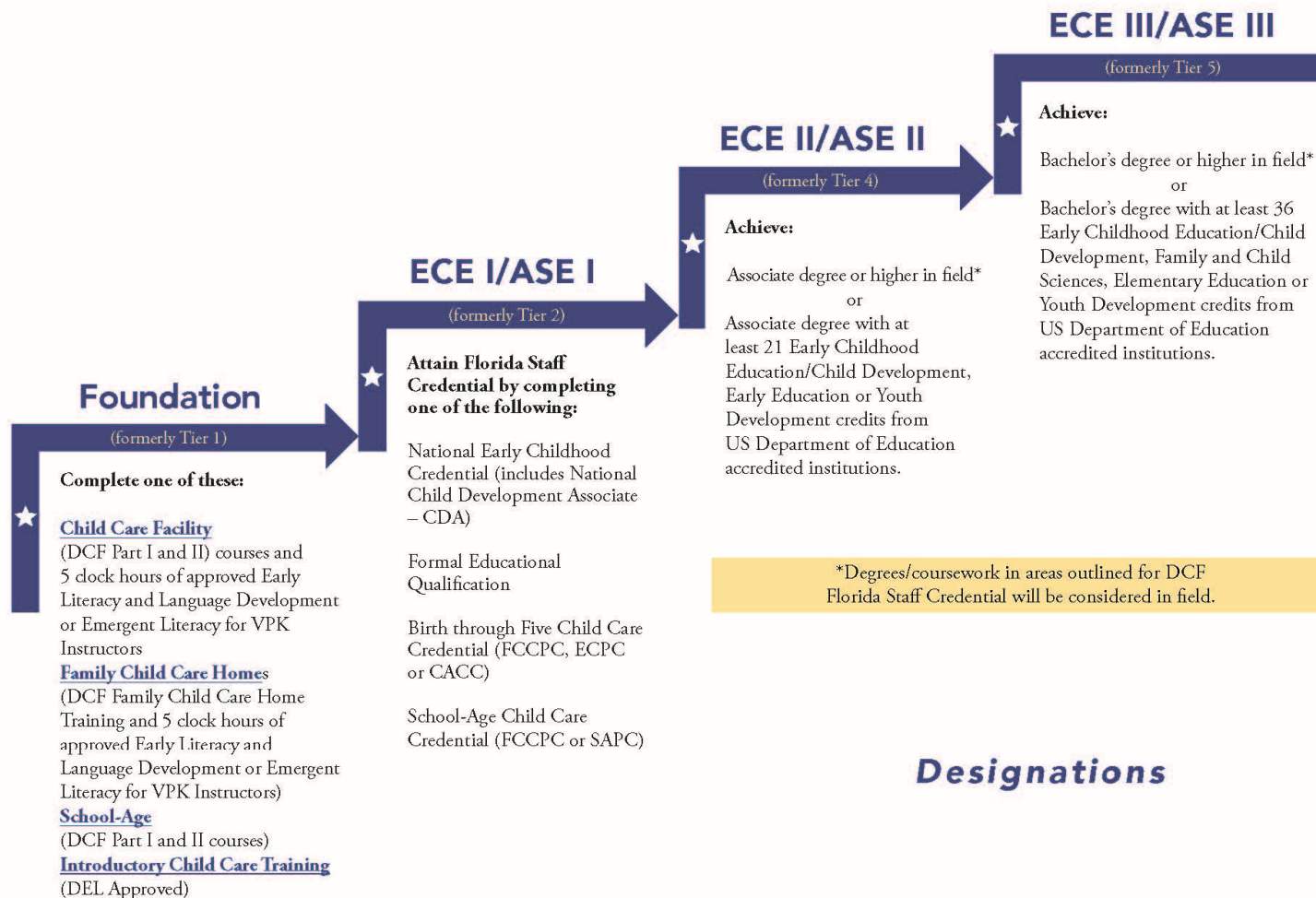
Florida Early Learning and Afterschool Career Pathway

Certificates, Credentials, and Degrees

Specializations

Specialized Education & Training

★ Specializations and micro credentials are reflected on the educator's registry record and can be added to any of the designations (ECE, ASE, I, II, III).
Articulating credentials to college credits is subject to institutional review but may occur at any level along the pathway.



Designations

CORE TRAINING REQUIREMENTS Required to Earn Registry Designations

- Florida Early Learning and Developmental Standards approved training
- Florida Core Competencies approved training (FCE/FCAE/FCDA)
- Trauma Informed Care for Child Care Professionals (TICC) Training

ECE = Early Childhood Educator
ASE = Afterschool Educator