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Introduction

Welcome

Welcome to the Rhode Island's first Workforce Knowledge and Competencies (WKC) for Early Childhood Administrators and Education Coordinators. This document is intended for those working in leadership positions in child care centers, family child care homes, and in public schools. This framework is designed to be used by all administrators, education coordinators, and principals who work with children birth through eight years of age and their families. The WKC's can be used for a variety of purposes, such as: 1) informing individual professional development; 2) informing the development of job descriptions and hiring practices in early childhood programs; and 3) guiding higher education and professional development providers in designing opportunities to help early childhood leaders gain the knowledge and skills delineated in this document. We hope this document helps you in your work and that you will contribute to the ongoing refinement of this set of core knowledge and competencies over time.

Rationale and Purpose

Leadership in early childhood education is crucial, especially as expectations of early learning programs continue to rise. The knowledge and skills of program leaders set the tone for the educational and workplace environment. Effective early childhood programs must have leadership that can both manage the day-to-day operations of the program and provide the direction to move programs, schools, and the profession forward.

Rhode Island acknowledges that Administrators and Education Coordinators need to be supported to gain the knowledge and skills contained within this framework. To achieve an effective workforce at the program/school leadership level, decision makers in Rhode Island may use these competencies in a variety of ways and with a variety of stakeholders. This includes using these WKC's to:

- assess current professional development opportunities and improve and expand these opportunities to better meet the needs of leadership;
- help principals, education coordinators, and administrators identify areas for improvement in addition to areas of exceptional skill and expertise and use this information to inform and create individual professional development plans (IPDP);
- assist districts and organizations in defining job descriptions in order to ensure each elementary school and community-based program is guided by an educated, competent leader;
- guide higher education institutions to create degree programs or certificates that are aligned to these competencies;
- help families understand the type of leadership that is indicative of a high-quality early learning program; and

- serve as a tool for advocates and policymakers to develop initiatives, strengthen communication, and allocate funding based on practices that what best support early childhood professionals.

Developing a Conceptual Framework

As we have done with all our core competencies, Rhode Island first conceptualized the framework that would guide our development of these competencies. We started by agreeing upon an initial design that both separated the roles of Administrator and Education Coordinator and highlighted how these two roles complement one another.

This document is not intended to address basic knowledge of early learning and development and of the profession that serves young children. The development team wished to emphasize skills and more advanced knowledge, as opposed to spending time articulating basic knowledge. Administrators and education coordinators must display a baseline level of skill to be highly effective and this document attempts to articulate that baseline. Regardless of whether an administrator or education coordinator assesses their own skills to be higher or lower than those articulated in this document, the WKC's can still be used as a springboard for thinking about the next step of their professional development.

Applying this Document to Your School or Program

During the development of this document, the team considered that each program may divide its responsibilities differently. Public school principals may have different job duties than child care directors. Child care directors have different duties depending on the size of their program. Family child care providers often assume the role of being both the administrative and educational leader in their program.

This document is meant to define the knowledge and skills necessary for effective leadership. Depending on the structure of your program, you may be expected to possess some of the indicators defined in the administrator column and also some of the indicators defined in the education coordinator column. As a principal, you may divide some of these expectations between head and vice principals. As a family child care provider, you may be working as the sole provider in your program and therefore may not utilize many of the hiring or supervision practices described in this document. Users of this document are encouraged to think critically about their own role and how this document applies to them.

Organization

Rhode Island's core knowledge and competencies for early childhood administrators and education coordinators are organized into nine domains important to the profession. Each domain has a number of sub-headings. Although the domains are presented individually, all domains are intrinsically interrelated and interdependent. They are worded so they can be measured or demonstrated. The nine domains include:

- Leadership
- Program Management
- Continuous Quality Improvement
- Staff Support
- Community Partnerships
- Family Engagement
- Development and Learning
- Curriculum
- Child Assessment

Rhode Island Core Competencies for Early Childhood Administrators and Education Coordinators

LEADERSHIP

- L1 Promoting Professionalism
- L2 Creating a Vision, Mission, and Strategic Plan
- L3 Facilitating Shared Decision Making
- L4 Creating a Positive Work Climate
- L5 Advocating for Children, Families, and the Workforce

PROGRAM MANAGEMENT

- PAM 1 Creating Systems for Effective Internal Communication
- PAM 2 Implementing Sound Fiscal Management Practices
- PAM 3 Developing Organizational Structures, Policies and Procedures
- PAM 4 Maintaining Facilities and Equipment

CONTINUOUS QUALITY IMPROVEMENT

- CPQ1 Leading Program Improvement Efforts
- CPQ2 Promoting Evidence-Based Decision Making
- CPQ3 Managing Organizational Change

STAFF SUPPORT

- SoSS1 Recruiting, Hiring, Retaining, and Orienting Staff
- SoSS2 Supervising Staff and Promoting Professional Development
- SoSS3 Evaluating Performance

COMMUNITY PARTNERSHIPS

- CP1 Creating Systems for External Communication and Marketing
- CP2 Collaborating and Contributing to Community Partners
- CP3 Connecting Children and Families to Community-Based Services
- CP4 Ensuring Smooth Transitions and Continuity of Learning

FAMILY ENGAGEMENT

- FE1 Supporting Respectful Relationships with Families
- FE2 Promoting Family Involvement in Decision Making

DEVELOPMENT AND LEARNING

- DandL1 Supporting Children's Development in all Domains
- DandL2 Coordinating Internal and External Supports for Children
- DandL3 Supporting Children with Developmental Delays and Disabilities

CURRICULUM

- C1 Building a Meaningful Curriculum Framework
- C2 Supporting Curriculum Implementation

CHILD ASSESSMENT

- CA1 Developing Effective Systems for Child Assessment
- CA2 Supporting Developmentally Appropriate Assessment Practices
- CA3 Communicating Assessment Data to Others

Leadership

Leadership in early childhood education is critical, especially as program accountability and expectations for administrators have increased. Leadership, or the ability to motivate people to work together to accomplish an important goal¹ requires a number of essential skills. Early childhood program administrators in Rhode Island are expected to not only be leaders in their programs by demonstrating **professionalism**, creating a **vision and mission** for their programs, facilitating **shared decision making**, and cultivating a **positive work climate** for staff, but also to be **advocates for** the children, families, and the workforce. As the early childhood field continues to professionalize, so too must the leadership abilities of those making decisions within programs.

¹ Goffin, Stacie G. (2013), "Building Capacity through an Early Education Leadership Academy." Center on Enhancing Early Learning Outcomes (CEELO).

Leadership	Administrators:	Education Coordinators:
<p>L1: Promoting Professionalism</p>	<ul style="list-style-type: none"> ■ Develops and/or utilizes an established code of ethical conduct to communicate professional expectations and strengthen professionalism throughout the program. ■ Demonstrates professional conduct in keeping with professional guidelines. ■ Articulates the importance of staff's professionalism within and beyond the program. ■ Develops and Implements site-specific policies relating to confidentiality, conflict of interest, dress and demeanor, conflict resolution, and whistleblower protection. 	<ul style="list-style-type: none"> ■ Models the program's professional expectations in daily interactions with teaching staff. ■ Seeks and participates in professional development in order to cultivate one's own leadership abilities. ■ Guides, trains, and mentors teaching staff to promote professionalism. ■ Assesses one's own personal assumptions, values, beliefs, and practices that guide improvement of student learning and supports others to do the same. ■ Respectfully challenges and works to change assumptions and beliefs that negatively affect students and the educational environments.

Examples for L1: *Promoting Professionalism*

Administrator

- Treats staff, families, and children in a professional and appropriate manner.
- Supports ongoing professional learning opportunities and advancement for all teachers and staff.

Education Coordinator

- Promotes a culture of professionalism in communicating with teaching staff and families.
- Supports ongoing professional learning and certifying mechanisms for teachers and other staff.
- Demonstrates the ability to be a reflective professional and apply reflective practices in collaboration with staff to improve outcomes for children and their families.
- Demonstrates an understanding and application of a code of conduct by serving as a role model.
- Promotes compliance with ethical standards in the workplace.

Leadership	Administrators:	Education Coordinators:
<p>L2: Creating a Vision, Mission, and Strategic Plan</p>	<ul style="list-style-type: none"> ■ Works with key internal and external stakeholders to create a vision, mission, and educational goals that consider the needs of the community and align with current research, as well as state and national standards. ■ Ensures vision, mission, and goals reflect a mastery of relevant theory and research. ■ Develops a strategic plan that addresses programmatic priorities, available resources, and a timeline for implementation. 	<ul style="list-style-type: none"> ■ Provides opportunities for teaching staff to contribute to the program vision and mission. ■ Supports teaching staff in understanding and implementing the program's vision, mission, and educational goals.

Examples for L2: *Creating a Vision, Mission, and Strategic Plan*

Administrator

- Works collaboratively with the Education Coordinator, teaching staff, and families to integrate their feedback into the program's vision, mission, and philosophy.

Education Coordinator

Leadership	Administrators:	Education Coordinators:
<p>L3: Facilitating Shared Decision Making</p>	<ul style="list-style-type: none"> ■ Knows how to use a range of appropriate decision making strategies (unilateral, consultative, collaborative, delegated) based on the context of the situation. ■ Seeks alternative viewpoints and perspectives on different issues in order to make inclusive, informed decisions. ■ Works collaboratively with existing governance entities to generate new ideas, refine outdated practices, and promote consensus. ■ Looks for opportunities to honor the expertise of staff and distribute leadership authority. 	<ul style="list-style-type: none"> ■ Shares decision making responsibility with teaching staff where appropriate. ■ Provides information to the administrator in order to facilitate more informed decisions. ■ Utilizes strategies and resources to recognize, prevent, and resolve conflicts among teaching staff.

Examples for L3: *Facilitating Shared Decision Making*

Administrator

- Shares the responsibility for developing the agenda and leading staff meetings.
- Clearly defines and communicates goals and results to internal and external partners.
- Involves staff and other stakeholders in decisions that directly affect them.
- Facilitates staff meetings that are focused, substantive, and energizing.

Education Coordinator

- Shares the responsibility for developing the agenda and leading team meetings.
- Engages teaching staff and children with genuine interest in shared discussions, decision making, and problem solving.

Leadership	Administrators:	Education Coordinators:
<p>L4: Creating a Positive Work Climate</p>	<ul style="list-style-type: none"> ■ Develops policies to promote positive working conditions that foster mutual respect, trust, cooperation, collaboration, competence, and well-being. ■ Establishes, maintains and promotes relationships of respect, trust, confidentiality, collaboration, and cooperation with and among fellow staff and colleagues. ■ Regularly assesses staff's work attitudes relating to collegiality, decision making, work flow, the physical environment, and supervisor support in order to improve the quality of work life. ■ Creates an organizational culture that recognizes and appreciates individual differences and diversity of thoughts and ideas. ■ Demonstrates the ability to proactively address emerging issues, as well as manage and resolve conflict. ■ Provides guidance, consultation, and training to other administrators and staff on conflict resolutions among staff, children, and families. 	<ul style="list-style-type: none"> ■ Establishes, maintains, and promotes relationships of respect, trust, confidentiality, collaboration, and cooperation with and among fellow teaching staff.

Examples for L4: *Creating a Positive Work Climate*

Administrator

- Conducts an organizational climate assessment, shares the results with staff, and generates an action plan to follow up on recommendations.
- Resolves conflicts professionally and in a timely manner.

Education Coordinator

- Resolves conflicts with and between teaching staff professionally and in a timely manner.

Leadership	Administrators:	Education Coordinators:
<p>L5: Advocating for Children, Families, and the Workforce</p>	<ul style="list-style-type: none"> ■ Works to ensure state and local policies support equity and access to high-quality early childhood education for all children. ■ Uses current theory, resources, and research regarding early childhood education as a vehicle for advocating policy change. ■ Encourages staff to serve in advocacy roles in local and state organizations. ■ Intentionally employs a range of strategies to advocate for issues important to the profession. ■ Acts as a steward and spokesperson for early childhood education. ■ Creates and inspires change that positively influences outcomes for children, families, and the profession. ■ Advocates for equitable distribution of resources to support early childhood services. ■ Understands both the shared and divergent interests of early childhood stakeholders and how proposals for change impact them. ■ Recognizes and seizes opportunities to advance early childhood education issues and reach resolution in shared decision making processes. 	<ul style="list-style-type: none"> ■ Nurtures and supports the development of advocacy skills among teaching staff. ■ Advocates for effective services for individual children and families.

Examples for L5: *Advocating for Children, Families, and the Workforce*

Administrator

- Works with other early childhood administrators in the community to achieve parity between the salaries and benefits for early childhood practitioners working in community-based vs. school-based settings.
- Uses media to communicate program strengths and needs to external supporters.
- Collaborates with community partners to leverage and allocate resources to community wide efforts.

Education Coordinator

- Works with teaching staff and administrator to develop program "success stories".
- Uses data to develop communication strategies and messaging for the community.

Program Management

Effective early childhood programs depend on efficient and effective program operations. Early childhood administrators must create systems for effective **internal communication** that foster collaboration among staff and families and implement sound **fiscal management** practices that use federal, state, and local resources wisely. Administrators must develop **policies and procedures** that are supportive of the program's mission, vision, and goals, as well as **maintain facilities** that foster learning and provide safe and comfortable environments for children, families, and staff.

Program Management	Administrators:	Education Coordinators:
<p>PAM1: Creating Systems for Effective Internal Communication</p>	<ul style="list-style-type: none"> ■ Communicates and supports the vision, mission, and goals of the program and ensures that staff knows and understands the relationships to program operations. ■ Develops internal systems that support open and respectful communication among staff, families, board, and advisory groups. ■ Demonstrates effective communication skills and uses different strategies and modes of communication with different stakeholders that respect their diverse language and literacy abilities. ■ Maintains confidentiality in communicating with all stakeholders. ■ Ensures professional development for staff and families on the principles and strategies for effective communication. ■ Serves as a role model for direct and respectful interpersonal communication. 	<ul style="list-style-type: none"> ■ Utilizes effective interaction skills that extend and enhance communication with teaching staff. ■ Supports the program's communication protocol. ■ Works to minimize communication misunderstandings between and among teaching staff. ■ Maintains confidentiality when communicating sensitive information with teaching staff and families.

Examples for PAM1: *Creating Systems for Effective Internal Communication*

Administrator

- Regularly asks for feedback from others to strengthen clarity in written and verbal communication.
- Displays active listening skills, interest, curiosity, and concern for others.
- Engages adults and children with genuine interest in shared discussions, decision making, and problem solving.
- Offers different modes of communication to families including: written, phone, and electronic.
- Arranges for translation when necessary to ensure clear communication.
- Establishes a communication protocol for different types of issues and helps staff understand expectations relating to this protocol.
- Ensures the program maintains an electronic or written archive of important internal communications.

Education Coordinator

- Regularly asks for feedback from others to strengthen clarity in written and verbal communication.
- Displays active listening skills, interest, curiosity, and concern for others.
- Engages adults and children with genuine interest in shared discussions, decision making, and problem solving.
- Encourages, coordinates, and supports communication between teaching staff, children, and families.
- Uses multiple communication strategies with teaching staff, including face-to-face discussions.

Program Management	Administrators:	Education Coordinators:
<p>PAM2: Implementing Sound Fiscal Management Practices</p>	<ul style="list-style-type: none"> ■ Creates and implements a financial plan for the program which utilizes sound business practices, concepts, and tools. ■ Contributes to the development of an annual operating budget based on anticipated income that is designed to achieve program goals. ■ Understands how to adjust tuition, fees, resources, and staffing patterns to stay within the program's budget. ■ Understands how to access additional public and private funding at the federal, state, and local level to ensure program efforts are adequately financed. ■ Communicates financial reports to appropriate stakeholders on a regular basis. ■ Uses established accounting practices to maintain fiscal records, (i.e. balance sheets, bank reconciliations, etc.). ■ Obtains an annual independent financial review or audit and uses the results to strengthen the program's financial management system. ■ Secures required insurance coverage for loss and liability and benefits for staff. ■ Collaborates with staff, families, and other stakeholders to develop short- and long-term financial goals that align with the program's vision and mission. 	<ul style="list-style-type: none"> ■ Understands how the program's budget impacts classroom decisions relating to staffing, equipment, and materials. ■ Supports sound budgeting at the organizational level by maintaining an accurate inventory of educational resources at the classroom level. ■ Knows the program's funding sources for education services and ensures all reporting requirements are met.

Examples for PAM2: *Implementing Sound Fiscal Management Practices*

Administrator

- Initiates activities to secure adequate resources for the program including: fundraising, gifts, grants, In-kind contributions, volunteer time, and collaborations with community organizations.
- Develops a compensation plan and manages the program's payroll conscientiously.
- Secures program insurance including coverage of children, personnel, volunteers, and visitors, as well as property and professional liability. Communicates the extent of coverage to staff and families.
- Appropriately utilizes reimbursement programs such as the Federal Child and Adult Care Food Program.
- Reviews and analyzes income and expenses monthly to determine cash flow and a breakeven point for the fiscal year.
- Has a reasonable plan to ensure that a fair and equitable salary scale is based on education, experience, and specialized training.

Education Coordinator

- Coordinates and supports administrator in providing feedback, ideas, and support in securing resources using a team approach.
- With the administrator, communicates fiscal structures and processes as appropriate with teaching staff.
- Assures sound resource management practices.

Program Management	Administrators:	Education Coordinators:
<p>PAM3: Developing Organizational Structures, Policies, and Procedures</p>	<ul style="list-style-type: none"> ■ Develops internal policies and procedures relating to key areas such as personnel, family engagement, financial management, health and safety, technology, emergency, and risk management that promotes the vision, mission, and educational goals of the program. ■ Ensures all policies and procedures are consistent with professional standards as well as federal, state, and local laws and regulations. ■ Includes input from key stakeholders such as families, advisory boards, and program staff in policy development. ■ Monitors program practices to ensure that policies and procedures are being implemented consistently and uniformly. ■ Regularly reviews and updates policies and procedures to ensure they support children, families, and staff in achieving program goals and desired outcomes. ■ Analyzes the program's organizational structure and ensures alignment to its vision and mission. 	<ul style="list-style-type: none"> ■ Supports administrator in monitoring and assessing policies and procedures. ■ Interprets program policies and procedures to teaching staff as needed. ■ Supports, monitors, and provides feedback to teaching staff to ensure they implement policies and procedures as intended.

Examples for PAM3: *Developing Organizational Structures, Policies, and Procedures*

Administrator

- Develops policies and procedures that reflect best practice and ensures the program complies with laws, regulations, and standards. For example:
 - Guidelines for involving families in their child's education, including IEPs and IFSPs, and other individual plans for children.
 - Recordkeeping policies and procedures to ensure accuracy, timeliness, and confidentiality.
 - A risk management plan to promote safe indoor and outdoor environments, injury prevention, and steps for responding to accidents.
 - An emergency preparedness plan.
 - Guidelines to promote health and nutrition, including up-to-date immunizations and health screenings for children.
 - Procedures for purchasing and using equipment and materials.
 - Personnel policies detailing professional expectations, staffing patterns, sick and personal leave, and grievance procedures.

Education Coordinator

Program Management	Administrators:	Education Coordinators:
<p>PAM4: Maintaining Facilities and Equipment</p>	<ul style="list-style-type: none"> ■ Conceptualizes and articulates a vision for a high-quality learning environment for children and work environment for staff. ■ Creates a system for implementing a facilities plan that ensures compliance with state and local regulations and corrects emerging issues in a timely fashion. ■ Implements practices to prevent risk and injury both in and outside of the facility. ■ Ensures facility's plan addresses the implementation of a robust infrastructure for information technology that includes regular updates or replacement of equipment and software. 	<ul style="list-style-type: none"> ■ Ensures that the learning environment is aesthetically pleasing and conducive to learning through monitoring, maintaining, and improving indoor and outdoor learning environments. ■ Ensures teaching staff are aware of facility-related policies and procedures and how to report issues. ■ Monitors the teaching and learning environment to identify and remove hazards. ■ Conducts environmental assessments to determine ways to improve learning environments.

Examples for PAM4: *Maintaining Facilities and Equipment*

Administrator

- Provides adequate space for teaching staff to meet together, plan curricula, organize learning resources, and store personal belongings.
- Provides adequate space, equipment, and materials for personal care routines.
- Ensures the interior and exterior of the facility is accessible and aesthetically pleasing, supports comfort and safety, and instills pride for all.
- Creates facility opening and closing routines.
- Dedicates space and adequate financial resources to support staff meetings, adult learning, parent engagement, and administration.
- Maintains a building fund.
- Stays informed of current regulations impacting facilities management.
- Understands and navigates municipal processes to resolve issues and improve facilities.

Education Coordinator

- Creates family-centered areas using bulletin boards, bookshelves, and space for belongings.
- Regularly monitors indoor and outdoor learning environments (the facility as well as equipment) for health and safety issues that need to be addressed.

Continuous Quality Improvement

Effective early childhood programs are not static, but rather require constant assessment using data to identify program strengths and areas requiring improvement. To do this, administrators must first establish goals for the program and the process for assessing whether the program is meeting these goals. This requires administrators to **lead program improvement** efforts, involving a variety of stakeholders to set direction and recommendations for course correction. Program leaders use **evidence-based decision making** to identify goals and take action steps to achieve those goals. Finally, leaders acknowledge that change takes time and is often not on a linear path. Effective program leadership necessitates being skilled at **managing organizational change** and understanding the power of the change process.

Continuous Quality Improvement	Administrators:	Education Coordinators:
<p>CPQI1: Leading Program Improvement Efforts</p>	<ul style="list-style-type: none"> ■ Leads the design and implementation of a system for planning continuous quality improvement. ■ Promotes organizational norms for individual and organizational self-reflection. ■ Engages diverse stakeholders in a shared decision making process to analyze internal and external data, explore new strategies and innovations, and develop a program-wide plan that includes goals, objectives, and action plans. ■ Ensures alignment between the program's vision, mission, educational philosophy, and goals. ■ Considers program strengths and assets, contextual factors, and constraints when determining goals and objectives. ■ Provides resources and support for meeting goals and objectives. ■ Assesses progress toward achieving program goals and makes course corrections, as necessary. ■ Is able to communicate the positive outcomes that will result from quality improvement actions. ■ Is adept at benchmarking progress over time and using data-based decision making for understanding trends. 	<ul style="list-style-type: none"> ■ Nurtures, among teaching staff, a culture of continuous quality improvement to maximize outcomes for children. ■ Recognizes the importance of the program improvement planning process and participates by providing data. ■ Assists in the analysis of internal and external data pertaining to educational services and contributes ideas for program improvement. ■ Shares the program improvement plan with teaching staff and communicates their role in supporting the achievement of program goals. ■ Implements activities based on the program improvement plan to ensure the continuous improvement of educational services.

Examples for CPQI1: *Leading Program Improvement Efforts*

Administrator

- Ensures agreement is reached on program goals.
- Maintains a balance between freedom of individuals to make decisions and the overall goals and vision of the organization.
- Includes representatives from teaching staff as members of stakeholder groups.
- Creates a budget that allocates sufficient resources to achieve goals and objectives.

Education Coordinator

- Helps teaching staff understand how their data collection and implementation efforts fit into the program-wide plan.

Continuous Quality Improvement	Administrators:	Education Coordinators:
<p>CPQI2: Promoting Evidence-Based Decision Making</p>	<ul style="list-style-type: none"> ■ Keeps up-to-date on research, professional standards, and educational policies, and uses this information to measure the effectiveness of the program. ■ Uses and regularly updates professionally-accepted assessment tools and approaches to gather, analyze, and evaluate program performance and effectiveness. ■ Uses a combination of expertise of those in the program and community, along with empirical evidence, to make decisions. ■ Is able to articulate decisions and the rationale for those decisions to appropriate stakeholders. ■ Presents analysis of data to relevant stakeholders to establish strengths and needs to guide the future direction of the program. ■ Provides training for staff on program evaluation methodology including how to interpret, organize, and present data to support sound decision making. 	<ul style="list-style-type: none"> ■ Participates and supports evidence-based decision making process for all aspects of educational services. ■ Examines with teaching staff the results of program assessments and considers programmatic changes such as scheduling, grouping, and/or new equipment, as needed. ■ Examines with teaching staff the results of aggregate assessments data to consider program level changes such as adoption of different instructional practices, addition of supplemental curriculum, professional development plans, etc.

Examples for CPQI2: *Promoting Evidence-Based Decision Making*

Administrator

- Collects data from families and community groups.

Education Coordinator

- Provides training and ongoing support to teaching staff to ensure quality data collection.
- Embeds ongoing conversations about the importance of quality data and how data are used to make decisions at all levels of the organization.
- Models how to use data to make decisions.

Continuous Quality Improvement	Administrators:	Education Coordinators:
<p>CPQI3: Managing Organizational Change</p>	<ul style="list-style-type: none"> ■ Embraces change as an essential characteristic of a thriving and dynamic organization. ■ Nurtures a culture of continuous quality improvement to maximize outcomes for children. ■ Understands the nature of individual and organizational change including change models, the role of organizational culture, and leadership in the change process, and how change impacts stakeholders. ■ Develops a theory of change for the program and a set of strategies to encourage buy-in, overcome barriers, establish measurable action steps for improvement, and manage the overall pace and timeline of the change process. ■ Fosters a climate of inquiry in the workplace that encourages the use of data to offer ideas for change and improvement. 	<ul style="list-style-type: none"> ■ Describes the organization's theory of change to the teaching staff and applies strategies for engaging them in the continuous quality improvement process. ■ Helps teaching staff understand their personal reactions to change and works to strengthen buy-in. ■ Helps teaching staff celebrate small and big changes that improve the quality of educational services for children and families.

Examples for CPQI3: *Managing Organizational Change*

Administrator

- Uses positive, reflective inquiry strategies to discern the need for change.
- Helps staff understand that organizational change doesn't happen without change in individuals.
- Creates an ambitious but achievable plan to improve the quality of services for children and families.
- Helps structure the change process in small, doable steps.
- Provides periodic reports on progress on program-wide plan and how data are being used to modify plans as needed.
- Creates a culture where openness to change is cultivated, supported, and celebrated.
- Identifies the full range of positions (from champions to resisters to change) and knows how to work with all groups as the program pursues continuous improvement.
- Helps staff celebrate small and big changes that improve the quality of educational services for children and families.

Education Coordinator

- Models the use of data based decision making to improve practice.
- Models openness to new ideas.
- Provides periodic updates to teaching staff related to progress on the program-wide plan.
- Reinforces efforts by teaching staff and celebrates their successes in program improvement.

Staff Support

High quality leaders of early childhood programs must become skillful in guiding young children’s growth and development **and** in fostering the growth and development of adult learners. They are responsible for ensuring staff are informed, supported, and held accountable to high-quality standards. Leaders must ensure that the program, broader agency, or school district has policies and procedures that: provide best practice in Human Resources, enable staff to feel supported within their roles, attract new qualified staff, and support the retention of the best educators.

Systems of staff support promote a positive work culture that values the effect that dispositions, knowledge, and skills have on daily practice. Ensuring effective systems of **supervision, mentoring, and professional development** set the tone, culture, expectations, and standards for the performance and behavior of all staff. These include:

- recruiting and hiring qualified staff,
- ensuring staff are informed at the time of hire of the expectation that they will grow and improve in their knowledge and skills in working with young children and their families,
- providing smooth transitions for staff as they are on-boarded, and/ or transition between jobs within the program
- creating a culture that encourages continuous improvement and learning for staff and children,
- providing targeted professional development and follow-up practice opportunities for teaching staff so they can fully learn and implement new skills over time.
- implementing a **staff evaluation** process that ensures staff meet expectations set by the program, including implementing practices known to support children’s learning and development, and
- holding staff accountable to high-quality standards in which high-quality, regular **staff evaluation** ensures staff meet the expectations set by the program, including implementing what is necessary to support children’s learning and development.

Staff Support	Administrators:	Education Coordinators:
<p>SoSS1: Recruiting, Hiring, Retaining, and Orienting Staff</p>	<ul style="list-style-type: none"> ■ Creates written policies, aligned with the program's vision, mission, and educational goals, for recruiting, screening, and hiring new staff in accordance with state regulations and requirements. ■ Develops detailed job descriptions for each role in the program that defines requisite qualifications and responsibilities. ■ Ensures that recruitment and hiring policies and job descriptions address the need for staff who have diverse linguistic and cultural experiences as well as expertise working with children with disabilities. ■ Selects individuals who will support the vision of the program, achieve program wide goals, and effectively serve the children and families in the program. ■ Develops and implements an orientation plan for all new staff, volunteers, and interns. ■ Develops and implements policies that addresses a leadership succession plan and manages staff transition between roles as well as transition out of the program). ■ Develops and implements a staff retention plan. 	<ul style="list-style-type: none"> ■ Documents human resource issues as they arise. ■ Helps screen potential candidates for teaching positions. ■ Supports and implements the orientation process for new teaching staff, volunteers, and interns. ■ Collaborates with administrator to provide input on job descriptions and evaluations.

Examples for SoSS1: Recruiting, Hiring, Retaining, and Orienting Staff

Administrator

- Recruits and hires staff who will support the vision of the program, achieve program wide goals, and effectively serve the children and families in the program.
- Publicly welcomes new staff and introduces them to others (e.g., email announcement).
- Conducts exit interviews with those who leave to identify areas of strength and weakness and uses the information to strengthen the organization.
- Gives staff opportunities to be a part of the organization (e.g., participate on hiring teams, participate in creating/updating procedural handbooks, etc.)
- Implements a phased orientation plan.
- Pairs new teachers with a mentor or coach.
- Implements a staff transition plan to avoid any disruption in children's instruction.

Education Coordinator

- Finds ways in which to recognize the contributions teaching staff make to the program.
- Welcomes and orients new teaching staff, providing concrete feedback about their performance and developing new targets for professional growth.
- Provides input to administrator on recruitment and training.
- Helps others in administrative roles understand the needs of the educational program and articulates desired expectations for new teaching staff.

Staff Support	Administrators:	Education Coordinators:
<p>SoSS2: Supervising Staff and Promoting Professional Development</p>	<ul style="list-style-type: none"> ■ Establishes a positive organizational climate that nurtures reflective practice and supports collaborative, individual, and group learning. ■ Creates written policies, timelines, and protocols as part of a system for ongoing staff supervision and professional development. ■ Implements an individualized supervisory plan aligned with each individual's career stage, degree of experience, level of expertise, learning style, interests, and career aspirations. ■ Works with each staff member to develop an individual learning plan with targeted goals to enhance performance and promote commitment to the field. ■ Ensures professional development opportunities aligned with the program's vision, educational goals, and appropriate WKC's, which is responsive to individual goals and plans. ■ Assesses impact of professional development. ■ Utilizes principles of adult learning and reflective supervision in working with staff. ■ Addresses performance issues in a proactive and timely manner. 	<ul style="list-style-type: none"> ■ Provides/makes available a variety of effective strategies and practices to promote a system of support/cohesive teams among teaching staff. ■ Works with teaching staff to develop an individual learning plan with targeted goals to enhance performance and promote commitment to the field. ■ Provides ongoing feedback, grounded in data and connected to teaching staff's knowledge and skills, which enhance their professional skillset while increasing the quality of the classroom environment, implementation of the curriculum, and child outcomes. ■ Identifies, in partnership with teaching staff, professional development opportunities that address individual professional development goals, are aligned with the WKC's, and the program's vision and goals. ■ Utilizes principles of adult learning in working with teaching staff. ■ Utilizes videotaping, digital photography, and other technology to support supervision, mentoring, and professional development. ■ Monitors the progress of teaching staff towards achieving the organization's goals through ongoing support and supervision.

Examples for SoSS2: *Supervising Staff and Promoting Professional Development*

Administrator

- Provides coaching opportunities to build capacity for specific professional dispositions, skills, and behaviors.
- Creates sufficient time and deploys sufficient resources to utilize effective professional development approaches.
- Seeks feedback from staff members to revise plan for ongoing supervision, mentoring, and professional development for educational staff.
- Models enthusiasm for learning new practices and improving child outcomes.
- Instills an ethos of lifelong learning by modeling active engagement in professional development.
- Structures work schedules and provides needed resources and training to promote a professional learning community where staff build shared knowledge and skills.
- Provides ongoing feedback including appreciation and constructive feedback to educational staff.
- Provides release time and resources for staff to meet and learn together as a professional learning community.
- Utilizes videotaping, digital photography, and other technology to support supervision, mentoring, and professional development.

Education Coordinator

- Establishes mentoring opportunities to increase an individual's professional capacity, resulting in greater professional effectiveness.
- Encourages teaching staff and provides opportunities to work together to solve instructional problems.
- Helps teaching staff create professional development plans to meet both organizational and individual needs (e.g., meets regularly with individual staff to assure that PD is meeting their needs).
- Uses organization goals and individual staff professional development plans to help teaching staff identify a variety of professional development opportunities that align with their individual goals and interests.
- Implements a range of professional development opportunities that are matched to the range of needs within the teaching staff.
- Provides support in implementing new teaching practices which reinforces integration into a teacher's repertoire of teaching strategies.
- Creates sufficient time for educational teams to meet and learn from each other to implement the curriculum.

Staff Support	Administrators:	Education Coordinators:
<p>SoSS3: Evaluating Performance</p>	<ul style="list-style-type: none"> ■ Creates written policies, timelines, and protocols as part of a system for ongoing performance appraisal. ■ Works with each staff member to develop targeted performance goals and methods for documenting achievement of those goals. ■ Conducts ongoing formative performance appraisals of staff based on observations, meaningful criteria, and clear performance expectations. ■ Addresses performance issues in a timely manner and implements a probationary correction plan if needed. 	<ul style="list-style-type: none"> ■ Develops and implements an assessment and evaluation process that includes individual self-assessment and supervisor feedback based on multiple measures of performance (e.g. formal observation, evaluation of family engagement, feedback from peers). ■ Ensures that performance appraisal is linked to an individual's job description, is performance based, includes a formal supervisor/staff conference, is conducted at least annually, leads to an annual IPDP, and provides results that inform the program's annual professional development plan. ■ Conducts performance appraisals based on meaningful criteria and clear performance expectation for teaching staff, volunteers, and pre-service teachers-in-training.

Examples for SoSS3: *Evaluating Performance*

Administrator

- Conducts a 360° performance appraisal of all administrative staff, soliciting feedback from peers, supervisees, families, and board members, as appropriate.
- Invites a team of staff members to review the staff assessment and evaluation plan each year.
- Identifies professional development opportunities for any staff member with direct reports to improve their staff appraisal skills (giving and receiving feedback etc.).
- Helps staff understand how indicators in the assessment and evaluation process align with the organization's values and goals.
- Provides individual written and verbal feedback as part of the performance appraisal.
- Publicly acknowledges the strengths and assets of the staff and commends their efforts toward improvement and better outcomes for children.

Education Coordinator

- Models effective ways of giving and receiving feedback on a regular basis.
- Regularly visits and observes in classrooms (i.e., not just during the annual appraisal visit).

Community Partnerships

The communities served by early learning programs benefit immensely when children and families are served well and, in turn, early learning programs benefit from engaged communities. Creating community partnerships is an important aspect of the work of administrators and education coordinators. Administrators must be able to communicate about their program using strong **external communication and public relations** strategies. Early childhood administrators recognize that they do not operate in isolation and that the context of the community and **collaborating with community partners to meet the goals of the program and greater community** benefits families and children, as does having an **awareness of and contributing to community interests and needs**. They recognize the opportunity to become a pillar in their community, rather than operating in isolation from it.

Administrators and education coordinators recognize that community partnerships mean better services for children. They possess the knowledge and skills to **connect children and families to community-based services** and they utilize community partnerships to ensure strong transitions and **continuity of children's learning and development** as they progress in programs from birth to age 8.

Community Partnerships	Administrators:	Education Coordinators:
<p>CP1: Creating Systems for External Communication and Marketing</p>	<ul style="list-style-type: none"> • Demonstrates high level of oral, written, and digital communication skills. • Recognizes that external communication requires various communication styles and respect for cultural/linguistic diversity. • Communicates about and markets the program through a variety of mechanisms. For example: <ul style="list-style-type: none"> ○ press releases ○ advertisements ○ social media ○ community events and meetings ○ program hosted events. • Reports performance data to the community at least annually. • Ensures emergency management plan addresses crisis communication. 	<ul style="list-style-type: none"> • Understands and shares the program's crisis communication plan with teaching staff. • Shares responsibility with the administrator for communicating information pertaining to education services.

Examples for CP1: *Creating Systems for External Communication and Marketing*

Administrator

- Develops and implements a program marketing plan, defining and maintaining the program's branding.
- Publishes an annual report.
- Develops a welcoming climate in the program for external and internal stakeholders.
- Develops a process and routines for stakeholder site-visits such as those from public officials, families, and from other facilities.

Education Coordinator

Community Partnerships	Administrators:	Education Coordinators:
<p>CP2: Collaborating and Contributing to Community Partners</p>	<ul style="list-style-type: none"> • Develops and implements program policies designed to facilitate collaborative relationships with community organizations. • Establishes relationships with community organizations which result in formal and informal agreements that align with the program's goals and enhance the quality of the program. • Regularly monitors progress toward establishing effective community partnerships. • Infuses an assessment of external collaborations into the self-assessment process. • Contributes to the community in which the program is located by participating in community events and by sharing knowledge, experience, and program resources with the greater community. 	<ul style="list-style-type: none"> • Identifies potential community partnerships that align with program goals around education services. • Coordinates with administrator and collaborating organizations to enhance the quality of educational programs. • Participates in community events and supports and encourages teaching staff to do the same.

Examples for CP2: *Collaborating and Contributing to Community Partners*

Administrator

- Layers funding to maximize shared resources with collaborators and partners.
- Develops shared transition plans with external programs.
- Serves as board member, or on advisory councils of local government, civic organizations in order to contribute to increasing the awareness of the importance of early education and family support services.
- Develops relationships with first responders so that the program is ready to execute emergency plans if necessary.

Education Coordinator

- Assists administrator in developing a community asset and needs "map".
- Leads site-meetings with external stakeholders to create a sense of shared responsibility for children's learning and development.

Community Partnerships	Administrators:	Education Coordinators:
<p>CP3: Connecting Children and Families to Community-Based Services</p>	<ul style="list-style-type: none"> • Develops and implements procedures for identifying needs and connecting families to appropriate social, mental health, educational wellness, and medical services. • Increases children's access to out-of-school, extended learning, and summer learning opportunities. • Facilitates and supports families in making connections to formal and informal supports including helping families to connect with one another 	<ul style="list-style-type: none"> • Supports teaching staff to routinely use community resources to enhance learning activities. • Demonstrates skill in connecting children and families to appropriate social, mental health, educational wellness, and medical services and facilitates staff to do the same.

Examples for CP3: *Connecting Children and Families to Community-Based Services*

Administrator

- Works with community agencies to make information and services available in the home language of families served.
- Develops relationships and referral system with agencies to support children and families experiencing trauma.
- Facilitates and supports families in making connections to out-of-school, extended learning, and/or summer learning opportunities.

Education Coordinator

- Prepares a community resource directory for staff and families based on the needs of children and families as well as service effectiveness.

Community Partnerships	Administrators:	Education Coordinators:
<p>CP4: Ensuring Smooth Transitions and Continuity of Learning</p>	<ul style="list-style-type: none"> • Understands the importance of continuity within the early learning continuum as a core component of school readiness. • Works with the community to create a vision, develop policies, and shape early childhood services to ensure integration, communication, and consistency between the program and home, schools, after school, and other child-family affiliated organizations. • Uses individual data over time as a means for assessing children's progress as they move from one setting to the next and determining strategies for improving the alignment of children's learning. • Implements policies with community and educational partners to facilitate smooth transitions for children and families, and ensure continuity of children's learning and development. 	<ul style="list-style-type: none"> • Effectively communicates and shares current research and information about school readiness and transition practices with teaching staff. • Supports staff in determining and implementing the most effective school readiness and transition strategies for individuals and groups of children.

Examples for CP4: *Ensuring Smooth Transitions and Continuity of Learning*

Administrator

- Familiarizes children and families with settings where they will be transitioning.
- Communicates with other settings where the child participates, as well as past and future settings, to share information and engage in collaborative planning.
- Engages families in planning for children's transition to new programs.

Education Coordinator

- Engages teaching staff in developing transition plans tailored to children's individual learning needs.
- Assesses family needs for language translation as transition approaches.

Family Engagement

Early childhood administrators and education coordinators understand the roles that family members play in the lives of children, as well as the importance of partnering with families around the education of their child. Relationships with families are foundational to family engagement and thus **creating a culture to support respectful, reciprocal, responsible relationships with families** is something administrators and education coordinators must be skilled in carrying out. They understand that family engagement must be carried out in the classroom and ensure this by **supporting teachers in working with families**. This relationship-building includes constant reflection on what is and is not working in family engagement and an eye towards continuously improving in this area. In addition to building relationships, administrators understand and value the role of **promoting family involvement in program level decision making**.

Family Engagement

FE1:
Supporting Respectful Relationships with Families

Administrators:

- Establishes and communicates to others a program philosophy which clearly articulates family engagement as an essential component of the program's core values.
- Builds systems to foster respectful and effective communication between the program and families.
- Regularly monitors progress toward achieving family engagement goals.
- Serves as a role model and mentor to others on developing positive relationships with families by demonstrating respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs traditions, childrearing practices, and language.
- Ensures that diverse family cultures inform program offerings, materials, staff-child groupings, school readiness, seamless transition strategies, etc.
- Assesses and analyzes the effectiveness of family engagement strategies.

Education Coordinators:

- Communicates to others a program philosophy, which clearly articulates family engagement as an essential component of the program's core values.
- Serves as a role model and mentor to others on developing positive relationships with families by demonstrating respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs traditions, childrearing practices, and language.
- Engages families in regular, intentional, and meaningful two-way communication.
- Ensures communication between and among teaching staff and families is on-going, appropriate, and respectful of cultural/linguistic diversity.
- Develops a welcoming environment, a sense of belonging, and cultivates a shared responsibility for children's learning, growth, and development.
- Supports teaching staff in identifying families' strengths and meeting needs as they relate to their children's learning and development.
- Supports teaching staff in identifying and addressing barriers to effective family communication.

Family Engagement	Administrators:	Education Coordinators:
		<ul style="list-style-type: none"> • Creates and regularly updates written documents that focus on family engagement. • Ensures teaching staff are providing classroom environments that reflect diverse family cultures. • Supports teaching staff in planning a continuum of family engagement opportunities.

Examples for FE1: *Supporting Respectful Relationships with Families*

Administrator

- Models that families are essential members of the school leadership teams.
- Designates dedicated and welcoming space where families can gather and teachers and families can meet.
- Ensures that all job descriptions describe responsibilities, knowledge, and competencies needed by staff to create respectful, reciprocal, and responsible relationships with families.

Education Coordinator

- Encourages teaching staff to make home visits.
- Trains teaching staff in cultural competency and family-centered approaches to help ensure home visits are of appropriate intensity and duration.

Family Engagement	Administrators:	Education Coordinators:
<p>FE2: Promoting Family Involvement in Decision Making</p>	<ul style="list-style-type: none"> • Recognizes that families can contribute to decision making and connects families to opportunities to participate formally and informally in the development, governance, and evaluation of program services and policies as appropriate. • Engages families in assessing the effectiveness of family engagement, and uses family input to inform program practices and on-going strategic planning. • Regularly monitors family involvement in program level decision making. 	<ul style="list-style-type: none"> • Collaborates formally and informally with families and teaching staff to share observations, describe children's accomplishments, plan for children individually and as a group, and address concerns about children. • Connects families to program level decision making opportunities and supports teaching staff to do the same. • Supports families as decision makers for, and educators of, their children. • Utilizes family input to inform classroom practice.

Examples for FE2: *Promoting Family Involvement in Decision Making*

Administrator

- Provides information to families in a language the family can understand.
- Implements Parent Advisory Committee.
- Conducts annual family survey as part of the comprehensive program self-assessment.
- Plans and implements effective family meetings utilizing adult learning principles and the interests and needs of the families.

Education Coordinator

- Collaborates with families and teaching staff to establish, implement, and revise individual and classroom level goals.

Development and Learning

High quality early childhood programs are grounded in solid and current research and theory regarding the development and learning of children. Education coordinators and administrators must have a solid understanding of **child development** in order to create policies, procedures, and support classroom practice that is developmentally appropriate, intentional, and aimed at driving child outcomes forward. They know that child development does not necessarily occur as expected and that **influences on development** mean the program must be equipped to serve children with a variety of needs, interests, experiences, and abilities. Education coordinators and administrators know that programs must have the ability to serve children who are **dual language learners** and those **with developmental delays and disabilities**, including having clear policies and procedures to ensure each and every child and family is included within the program.

Development and Learning	Administrators:	Education Coordinators:
<p>DandL1: Supporting Children's Development</p>	<ul style="list-style-type: none"> ■ Ensures the program mission and vision articulates the importance of children's growth, development, and learning in all domains. ■ Creates program policies and practices that reflect a strong foundation in theory and current research in child development and learning. ■ Develop staffing policies that help to maintain stability and consistency in program so children experience continuity. 	<ul style="list-style-type: none"> ■ Provides vision and direction for the program through knowledge of current research, trends, and effective practice relating to children's growth, development, and learning. ■ Demonstrates ability to identify effective teaching practices and translate research into effective practices that support children's development and learning. ■ Informs the development of program policies and practices that reflect a strong foundation in developmental theory and current research on teaching and learning. ■ Supports teaching staff's and colleagues' understanding of the developmental domains and varying rates of development. ■ Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children. ■ Models and helps others develop competencies for developing relationships that enable each child's optimal development and learning. ■ Provides professional development opportunities for teaching staff and colleagues on factors that contribute to optimal child development and learning. ■ Provides opportunities for families to learn more about factors that contribute to

Development and Learning	Administrators:	Education Coordinators:
		<p>optimal child development and learning.</p> <ul style="list-style-type: none"> ■ Provides professional development for teaching staff and colleagues on incorporating a variety of effective strategies to address all developmental domains and to promote children's learning. ■ Provides professional development to teaching staff and colleagues that focus on ways young children express their feelings about separation and transitions, as well as on the importance of supporting families during times of separation and transition. ■ Guides development and planning of holistic learning experiences that capitalize on the interconnectedness of domains to promote development and learning. ■ Creates program policies and practices that promote responsiveness to the learning strengths, interests, and needs of individual children. ■ Creates program policies and practices that reflect knowledge of current theories and research on environmental and biological influences on development and their relationship to growth, risks, and delays in development.

Examples for DandL1: *Supporting Children's Development in all Domains*

Administrator

- Talks about the impact of the organization on children's development and learning.
- Designs written policies for using effective positive child guidance.

Education Coordinator

- Reads about or attends conferences to maintain current knowledge of child development and shares with staff.
- Uses program data to develop a professional development sequence that focuses on staff interest and program needs.

Development and Learning	Administrators:	Education Coordinators:
<p>DandL2: Coordinating Internal and External Supports for Children</p>	<ul style="list-style-type: none"> ■ Collaborates with health-care providers, mental health consultants, social-service agencies, safety officials, employers, and other community leaders to promote resilience and address risk factors affecting individual children and their families. ■ Evaluates the extent to which the program supports the use of appropriate strategies to individualize learning outcomes for children. 	<ul style="list-style-type: none"> ■ Supports teaching staff in identifying children's individual needs and differences and reinforces these as strengths. ■ Provides professional development for teaching staff, and colleagues, as well as learning opportunities for families, regarding influences on development, including risk and resilience factors, special needs, and individual needs and differences. ■ Provides professional development and resources for teaching staff regarding the use of strategies to respond to challenging behaviors – including support from behavioral or developmental specialists, early interventionists, and mental-health professionals as necessary. ■ Provides professional development and resources to families regarding the use of strategies to respond to challenging behaviors. ■ Provides professional development and resources to teaching staff regarding strategies for working with Dual Language Learners and their families. ■ Implements a cohesive, program-wide approach to promoting social and emotional development, preventing challenging behavior, and addressing challenging behavior that does occur. ■ Develops (or adopts) a cohesive, program-wide approach to promoting social and emotional development, preventing

Development and Learning	Administrators:	Education Coordinators:
		challenging behavior, and addressing challenging behavior that does occur.

Examples for DandL2: *Coordinating Internal and External Supports for Children*

Administrator

- Invites members of staff to review relevant policies and practices on a regular basis and to incorporate current approaches and recognize concerns and needs of the children and families served.
- Designs an overall programmatic approach that allows early childhood educators to explore their own cultural perspectives and appreciate the cultural perspectives and strengths of colleagues, children, and the community.

Education Coordinator

- Helps teaching staff articulate their concerns for children and families and share strengths/concerns with administrative staff.

Development and Learning	Administrators:	Education Coordinators:
<p>DandL3: Supporting Children with Developmental Delays and Disabilities</p>	<ul style="list-style-type: none"> ■ Develops and implements program policies and practices that support the full participation and a sense of belonging for children with developmental delays and disabilities. ■ Demonstrates knowledge of relevant laws related to identification of and service delivery to children with developmental delays and disabilities. ■ Ensures that school districts, Part C agencies, and community-based programs work collaboratively to support children and families. ■ Uses knowledge of risk factors, developmental disabilities, and developmental delays to develop policies and systems to refer children for specialized services. ■ Monitors the effectiveness of efforts to promote inclusive environments (CA). ■ <i>When appropriate</i>, evaluates and uses data to modify policies and procedures for creating and implementing IFSPs and IEPs. 	<ul style="list-style-type: none"> ■ Identifies resources and services to supplement the educational program for children with developmental delays and disabilities. ■ Knows and helps teaching staff and families know relevant laws related to children with developmental delays and disabilities. ■ Implements a cohesive approach to providing a system of supports that matches children's developmental and learning needs. ■ Assists in identifying and making environmental modifications to support children with special needs in the classroom and program. ■ Ensures that teaching staff and colleagues are informed of current best practice around educating children with special needs. ■ Supports teaching staff in creating an inclusive classroom environment that includes children socially and instructionally. ■ Implements a coordinated screening process in accordance with relevant laws and policies across systems and agencies. ■ Helps teaching staff carry out IEPs and IFSPs by providing supports such as professional development, coaching, and access to itinerant services that meet individual child

		needs.
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Examples for DandL3: *Supporting Children with Developmental Delays and Disabilities*

Administrator

- Ensures that parents of children with disabilities and/or developmental delays are members of advisory groups.

Education Coordinator

- Helps teaching staff to translate IEP/IFSP goals and objectives into everyday practices through use of activity matrices, checklists, or other formats.
- Makes time for teaching staff to consult with and observe specialists (e.g., OT, PT, SLP, itinerant special educator).
- Works with specialists to help them understand the classroom context.
- Creates opportunities for all educational team members (classroom teacher, aides, OT, PT, SLP, special educators) to participate in some of the same training events (i.e., some professional development occurs side-by-side).

Curriculum

Early childhood administrators and education coordinators know that a curriculum framework is an essential part of any early childhood education program. They are able to **build a meaningful curriculum framework** that describes a program's theoretical foundation, approach, and program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests, and is informed by the Rhode Island Early Learning and Development Standards for preschool and/or Common Core State Standards/ Grade Level Expectations. They must ensure adequate resources to **support implementation of classroom level curriculum**.

Education coordinators and administrators understand that a curriculum framework must address all four areas of curriculum, which include: 1) content, 2) process, 3) teaching and facilitating, and 4) context. They must ensure that the curriculum framework serves as the guiding document for classroom-level curriculum and support the teaching staff in implementing high-quality large group, small group, and individual experiences. Education coordinators and administrators use both a curriculum framework and classroom-level curricula to ensure that all children are learning.

Curriculum	Administrators:	Education Coordinators:
<p>C1: Building a Meaningful Curriculum Framework</p>	<ul style="list-style-type: none"> ■ Participates in the development of a meaningful, evidence-based curriculum framework. 	<ul style="list-style-type: none"> ■ Demonstrates deep knowledge of early childhood curriculum informed by research, child development theory, and guiding principles about how children learn. ■ Collaborates with staff and other stakeholders to develop a meaningful, evidence-based curriculum framework that reflects the program's understanding of and approach to: <ul style="list-style-type: none"> ○ Content ○ Process ○ Teaching and Facilitating ○ Context ■ Regularly reviews and reflects on the curriculum framework to ensure it effectively guides the program's curriculum in all four components, leads to positive child outcomes, and represents current research. ■ Leads, in collaboration with teaching staff the development or selection of high-quality, developmentally appropriate classroom level curriculum resources.

Examples for C1: *Building a Meaningful Curriculum Framework*

Administrator

- Develops a budget that shows that curriculum and implementation of the curriculum are important to the program.
- Ensures policies and procedures that allow educational staff to have time and resources needed to know and use the curriculum with fidelity.
- Attends conferences and reads literature to in order to be current about early childhood curriculum.

Education Coordinator

- Supports educational staff by protecting their curriculum planning time.
- Talks about the curriculum framework with staff and families in understandable ways.
- Writes about the curriculum framework in program newsletters and other outlets
- Attends conferences and reads literature to be current about early childhood curriculum.

Curriculum	Administrators:	Education Coordinators:
C2: Supporting Curriculum Implementation	General Implementation	
	<ul style="list-style-type: none"> • Ensures that program philosophy and policies are consistent with the goals of the curriculum framework. • Ensures staff have adequate resources to fully implement all four components of the curriculum framework at the classroom level • Ensures staff have access to professional development resources to support implementation of all four components of the curriculum framework at the classroom level. 	<ul style="list-style-type: none"> • Uses the curriculum framework to communicate the program's approach to curriculum and how the framework should be used in curriculum planning. • Provides information to families so they understand how and why the curriculum framework supports their child's learning and development.
	Content	
		<ul style="list-style-type: none"> ▪ Supports the teaching staff in planning and implementing a comprehensive, integrated curriculum aligned with relevant and applicable standards i.e. RIELDS CCSS, NGSS. ▪ Provides professional development opportunities for teaching staff to further their knowledge of content in relation to curriculum,

	<p>Process</p> <ul style="list-style-type: none"> ■ Supports the teaching staff in gathering and utilizing child assessment data that documents children's interests, learning styles, and stages of development in order to create meaningful learning opportunities. ■ Analyzes and evaluates planned learning experiences in classrooms to ensure the curriculum framework's articulation of play is being operationalized and is effective. ■ Supports the teaching staff in facilitation of and reflection on high-quality interactions between children and between children and adults to deepen learning and development. ■ Supports the teaching staff in facilitation of and reflection on child interaction with materials that allow for exploration, problem solving, and discovery. ■ Provides professional development opportunities to teaching staff to further their understanding of process and to improve curriculum in area of process.
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	Teaching and Facilitating
	<ul style="list-style-type: none">■ Supports teaching staff to utilize a variety of evidence-based instructional approaches to support individual children's development and learning.■ Aids teaching staff in reflecting on their own relationships and interactions with children, families, and teachers and how they support children's learning.■ Provides professional development opportunities to teaching staff which promotes increased and continuous use of proven teaching strategies and practices.

	Context
	<ul style="list-style-type: none"> ■ Evaluates and supports teaching staff in improving classroom learning environments to ensure they support learning in all domains, and encourage play, choice, and exploration. ■ Supports teaching staff in incorporating open-ended, high quality, traditional and nontraditional materials into curriculum to encourage problem solving and creativity and challenge children to construct knowledge. ■ Supports teaching staff in establishing, analyzing, and adapting a daily schedule that is flexible and responsive to the needs and interests of the group and individuals within the group. ■ Provides professional development opportunities to teaching staff to deepen understanding of and improve practices around curriculum planning and implementation related to context.

Examples for C2: *Supporting Curriculum Implementation*

Administrator

- Attends conferences and reads literature on curriculum implementation.
- Develops a budget that provides sufficient resources for implementing the curriculum with fidelity.

Education Coordinator

- Ensures teaching staff has access to RIELDS documents to support content curriculum planning.
- Uses and provides teaching staff with curriculum implementation checklists to reinforce use of the curriculum as planned.
- Supports teaching staff by protecting their curriculum planning time.
- Uses portion of staff meetings to highlight the importance of curriculum implementation.
- Helps teaching staff understand the connection between ongoing child assessment, curriculum planning, and child outcomes.
- Supports teaching staff in minimizing daily transitions, minimizing whole group transitions, and ensuring transitions are efficient, and provide opportunities for learning and demonstrating responsibility.

Child Assessment

Child assessment is a critical element to any educational program and administrators and education coordinators serve a key role in ensuring a comprehensive child assessment plan is carried out. Effective program level policies and practices support teachers in implementing classroom assessment practices that inform classroom curriculum and instructional practices to meet group and individual needs, detect any concerns that require intervention for individual children, and; in aggregate, inform improvement to the program's support for children's learning and development. Administrators and education coordinators must **develop, coordinate, and implement effective child assessment** systems in order to ensure effective assessment practice within every classroom.

Education coordinators and administrators must focus on **implementing supportive supervision of child assessment practices** in order to ensure responsible, valid, reliable, culturally and linguistically appropriate assessment practices occur within the program. This supervision focuses on the implementation of a comprehensive assessment plan, the conducting of developmentally appropriate, authentic, and responsible assessment, documenting and organizing assessment data, using data in curriculum and instructional planning, and communicating data to others. In addition to supporting teachers in **communicating child assessment data to others**, education coordinators and administrators must communicate data internally and externally with families, other professionals, and stakeholders in an appropriate and confidential manner.

Child Assessment	Administrators:	Education Coordinators:
<p>CA1: Developing Effective Systems for Child Assessment</p>	<ul style="list-style-type: none"> ■ Develops program policies that: <ul style="list-style-type: none"> ○ supports a comprehensive child assessment system that includes developmental screening, formative, and summative assessment. ○ fosters partnership with entities which carry out developmental screenings (i.e. pediatric practices for children ages 6 weeks to 36 months, Child Outreach for children ages 3 to 5). ○ maintains the confidentiality of all child assessment information. ■ Provides adequate resources to carry out effective, comprehensive child assessment. ■ Researches and provides valid, reliable, and culturally appropriate assessment tools that are appropriate for the children in the program and effectively support program level child assessment plans. 	<ul style="list-style-type: none"> ■ Develops a program level, comprehensive assessment system explicitly tied to the RIELDS (e.g., screening measures, formative assessments, measures of environmental quality, measures of the quality of adult child interactions, etc.). ■ Develops a written plan for implementing the child assessment system that at a minimum: <ul style="list-style-type: none"> ○ integrates a variety of developmentally appropriate assessment methods, ○ establishes clear timelines for assessments to occur and for communication of assessment data, ○ establishes confidentiality policies, ○ includes strategies to involve families in the planning and implementation process, ○ maintains consistency with program goals, curriculum, and instructional practices, and ○ plans for the organization and analysis of data. ■ Coordinates the implementation of the program assessment plan including: <ul style="list-style-type: none"> ○ supporting teaching staff in accessing available data (i.e. KidsNet) to monitor the screening results for children ages 6 weeks – 36 mos. in the program, ○ communicating with local provider and coordinating Child Outreach screenings for children ages 3 – 5 in the program.

Child Assessment	Administrators:	Education Coordinators:
		<ul style="list-style-type: none"> ○ identifying developmentally appropriate, evidence-based resources and tools to support teaching staff in their implementation of formative assessment, and ○ engaging and partnering with families to implement effective and informed child assessment. ■ Promotes ethical assessment practices and confidential management of child assessment data by the teaching staff. ■ Identifies and supports teaching staff in implementing formative assessment practices that are culturally and linguistically sensitive, reduce bias, and recognize the abilities of all children. ■ Supports teaching staff in the appropriate use of technology, including online assessment tools, to effectively implement classroom assessment plans. ■ Supports teaching staff in their implementation of a comprehensive assessment system. ■ Provides professional development opportunities to staff to facilitate understanding of an assessment system, including differences between, purposes, and uses of developmental screening, formative assessment, and formal evaluation. ■ Supports effective practice of assessment. ■ Works with families to ensure developmental

Child Assessment	Administrators:	Education Coordinators:
		<p>screening data is shared with educators.</p> <ul style="list-style-type: none"> ■ Develops program level child assessment plans. ■ Supports implementation of program level and individual child assessment.

Examples for CA1: *Developing Effective Systems for Child Assessment*

Administrator

- Provides professional learning opportunities for teaching staff on the use of multiple forms of assessments in the program.

Education Coordinator

- Builds a learning community around using child assessment to identify and implement successful curricular and instructional practices

Child Assessment	Administrators:	Education Coordinators:
<p>CA2: Supporting Developmentally Appropriate Assessment Practices</p>	<ul style="list-style-type: none"> ■ Develops policies for and supports the implementation of the child assessment system and plan. 	<ul style="list-style-type: none"> ■ Ensures teaching staff are following the program's child assessment plan. ■ Ensures that teaching staff are using assessment tools in the intended way and with reliability. ■ Regularly monitors classroom data collection and analyzes child and classroom level assessment data in order to guide and support teaching staff's appropriate implementation of formative assessment practices. ■ Facilitates teaching staff's analysis of assessment data to inform curriculum planning and instructional practice for individual children and for the entire group or classroom. ■ Supports the teaching staff in engaging families and specialists/other adults working with children in the classroom in the formative assessment process, including gathering of and analyzing data, and goal-setting. ■ Analyzes aggregate assessment data and uses trends to inform the program improvement plan.

Examples for CA2: *Supporting Developmentally Appropriate Assessment Practices*

Administrator

- Regularly observes assessment practices throughout the program.
- Analyzes assessment data and makes program and professional development choices based on data.
- Shares assessment information with external stakeholders as appropriate and useful.

Education Coordinator

- Analyzes and aggregates program-wide assessment data and uses it to provide feedback to teaching staff.

Child Assessment	Administrator	Education Coordinator
<p>CA3: Communicating Assessment Data to Others</p>	<ul style="list-style-type: none"> ■ Develops policies and procedures for sharing child assessment data within and outside the program. ■ Develops policies and procedures to communicate assessment data to families in a timely, appropriate manner. 	<ul style="list-style-type: none"> ■ Ensures that families are informed about and engaged in the assessment process supporting their children's learning and development. ■ Communicates, both in writing and verbally, child assessment data in a responsible, objective, and respectful manner and supports teachers to do the same. ■ Explains to families how the program gathers and uses assessment data.

Examples for CA3: *Communicating Child Assessment Data to Others*

Administrator

- Develops regular reporting mechanisms for communicating information about program effectiveness derived from assessment data.

Education Coordinator

- Supports open and collaborative discussions regarding assessment with families.
- Communicates assessment information to families at regular intervals throughout the program year.
- Engages and partners with families to implement home practices that are informed by child assessment results.
- Supports discussions with parents and families on assessment results.

APPENDIX A: ACKNOWLEDGEMENTS

APPENDIX B: GLOSSARY OF TERMS

APPENDIX C: REFERENCES & RESOURCES