

**Core Body of Knowledge
January 2005**

**Core Body of Knowledge
for
Oregon's Childhood Care and Education Profession**



**Core Body of Knowledge
January 2005**

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A Guide to the Core Body of Knowledge

This guide for the **Core Body of Knowledge** will be used by a broad range of individuals in the childhood care and education profession, for a variety of purposes.

- **Childhood care and education professionals** will use this guide to select community-based training, create a plan to acquire the core body of knowledge, and move to desired steps on the Oregon Registry.
- **Trainers and professional organizations** will use this guide to plan community-based training to support professionals in acquiring knowledge appropriate to their level of professional development.
- **Administrators and directors** will use this guide to support employees through professional development planning.
- **State agencies** will use this guide to provide background for policy and planning related to benchmarks, certification and registration, scholarship, compensation, and program participation.
- **Higher education** will use this guide to provide a basis for articulation from community based training to degree completion.
- **Oregon Registry review teams** will use this guide as a basis for analyzing community-based training of Oregon Registry applicants.



Core Body of Knowledge

The **Core Body of Knowledge** is the basis for the training and education essential for on-going professional development in the childhood care and education profession.

- Ten specific **core knowledge categories** make up the Core Body of Knowledge for Oregon's Childhood Care and Education Profession: Diversity; Families & Community Systems; Health, Safety & Nutrition; Human Growth & Development; Learning Environments & Curriculum; Observation & Assessment; Personal, Professional & Leadership Development; Program Management; Special Needs; and Understanding & Guiding Behavior.
- **Key concepts** are the big ideas in each core knowledge category.
- **Sets of knowledge** are the progression of increased depth and breadth of knowledge within each core knowledge category. Each set provides increased knowledge on how to place that knowledge into practice in professional work. The three sets of knowledge are Set One (Introductory Knowledge) Oregon Registry Steps 1 - 7, Set Two (Intermediate Knowledge), Oregon Registry Steps 7.5 - 9, and Set Three (Advanced Knowledge) Oregon Registry Steps 9.5 - 10.
- **Standards** are what the professional is learning within each core knowledge category and within each set of knowledge.
- **Steps** are the sequence from Enrollment through Step 12 in the Oregon Registry. Each step represents increased training and education in the Core Body of Knowledge.
- **Supporting explanations** are explanations of how the key concepts in each core knowledge category relate to best practices and to the everyday work with children, youth and families.
- **Sample Topics** are examples of topics a professional may look for in training sessions, or topics a trainer may use to plan training sessions, workshops, seminars, and other professional development activities that would meet the requirements for core knowledge in the Oregon Registry.

The **Core Body of Knowledge for Oregon's Childhood Care and Education Profession** provides a **foundation** for both the Oregon Registry and the Oregon Registry Trainer Program.

Please read **The Profession: Appendix A** for information regarding the profession of Childhood Care and Education.



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Please read **The System: Appendix B** for information regarding the Oregon Registry, Oregon Registry Trainer Program, Oregon's Professional Development System, and Oregon's Childhood Care and Education Infrastructure.

Please read **The Process: Appendix C** for information regarding the development of the Core Body of Knowledge for Oregon's Childhood Care and Education Profession.



A Guide on How to Read and Understand the Core Body of Knowledge

For each of the 10 core knowledge categories there is a multiple-page table containing the following:

Title and definition of the core knowledge category: A specific area of knowledge. The total of all of the 10 core knowledge categories combined make up the Core Body of Knowledge for Oregon's Childhood Care and Education Profession

Key Concepts: The big ideas in each core knowledge category

Supporting Explanations: Explanations of how the key concepts in each core knowledge category relate to best practices, and to the everyday work with children, youth and families

Set One Standards (Standards for Registry Steps 1-7)	Set Two Standards (Standards for Registry Steps 7.5-9)	Set Three Standards (Standards for Registry Steps 9.5-10)
<p>The first of three groups or sets of knowledge providing introductory knowledge in the core knowledge category.</p> <p>What the professional is learning in Set One includes:</p> <ul style="list-style-type: none"> Awareness Basic Principles Definition Description Explanation Fundamentals Identification Introduction Overview 	<p>The second of three groups or sets of knowledge providing intermediate knowledge in the core knowledge category.</p> <p>What the professional is learning in Set Two includes:</p> <ul style="list-style-type: none"> Application Development Examination Exploration Implementation Influences Links Practice Selection 	<p>The third of three groups or sets of knowledge providing advanced knowledge in the core knowledge category.</p> <p>What the professional is learning in Set Three includes:</p> <ul style="list-style-type: none"> Analysis Comparison Critical Examination Evaluation In-depth Study Interrelationships Research Strategies Theoretical



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Set One Sample Topics (Topics for Registry Steps 1-7)	Set Two Sample Topics (Topics for Registry Steps 7.5-9)	Set Three Sample Topics (Topics for Registry Steps 9.5-10)
<p>For Professionals: Examples of some of the topics that a professional may look for/take in training sessions, workshops, seminars, and other professional development activities that would meet the requirements for knowledge for Registry Steps 1 - 7.</p> <p>For Trainers: Examples of some of the topics that trainers may use to develop training sessions and other professional development activities that would meet the requirements for knowledge for Registry Steps 1 - 7.</p>	<p>For Professionals: Examples of some of the topics that a professional may look for/take in training sessions, workshops, seminars, and other professional development activities that would meet the requirements for knowledge for Registry Steps 7.5 - 9.</p> <p>For Trainers: Examples of some of the topics that trainers may use to develop training sessions and other professional development activities that would meet the requirements for knowledge for Registry Steps 7.5 - 9.</p>	<p>For Professionals: Examples of some of the topics that a professional may look for/take in training sessions, workshops, seminars, and other professional development activities that would meet the requirements for knowledge for Registry Steps 9.5 - 10.</p> <p>For Trainers: Examples of some of the topics that trainers may use to develop training sessions and other professional development activities that would meet the requirements for knowledge for Registry Steps 9.5 - 10.</p>

Questions????

If you have questions on how to use this guide to the Core Body of Knowledge, the Oregon Registry, the Oregon Registry Trainer Program, or the Oregon Professional Development System, please contact the Oregon Center for Career Development in Childhood Care and Education, toll free phone 1 (877) 725-8535, Fax 503-725-5430, Email centerline@pdx.edu or, website www.centerline@pdx.edu.



Core Knowledge Categories

- Diversity
- Families & Community Systems
- Health, Safety & Nutrition
- Human Growth & Development
- Learning Environments & Curriculum
- Observation & Assessment
- Personal, Professional & Leadership Development
- Program Management
- Special Needs
- Understanding & Guiding Behavior



Definitions of Core Knowledge Categories

Diversity Knowledge of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth.

Families & Community Systems Knowledge of the complex characteristics of children's families and communities. Establishing respectful relationships and communication with family and community members.

Health, Safety & Nutrition Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

Human Growth & Development Knowledge of social, emotional, cognitive and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.

Learning Environments & Curriculum Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

Observation & Assessment Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

Personal, Professional & Leadership Development Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participating in leadership, advocacy, personal growth, and professional development activities.

Program Management Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.



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Special Needs Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

Understanding & Guiding Behavior Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.



Diversity

Knowledge of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth.

Key Concepts:

- Acceptance and tolerance toward all differences can be promoted by infusing anti-bias awareness throughout all programs and learning environments.
- Childhood care and education environments routines, and curricula can reflect the lives, cultures, and languages of families, children, professional staff, and the community.
- Parents and other family and community members are essential resources for diverse learning.
- Assessment of individual development and growth is as unbiased as possible in all matters of diversity.
- Personal values, attitudes, beliefs and biases can impact interactions with children and adults.

Supporting Explanation:

People are diverse. The development of attitudes, preferences, and prejudice among children depend greatly on the information they receive from the curriculum, environment, and people that surround them. Creating a safe and sensitive learning environment that respects and values the children, families and staff is important.

All programs have children and adults who come from families or communities exhibiting a variety of values and beliefs. People are diverse with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles.

It is important to foster awareness, respect, and appreciation of individuals and families. This can be promoted by attending to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, child rearing practices, and language.



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Diversity Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Discussion of assessment tools that use as unbiased methods as possible in all manners of diversity.	Examination or application of assessment tools that use as unbiased methods as possible in all manners of diversity.	Critical examination, comparison, or evaluation of assessment tools that use as unbiased methods as possible in all manners of diversity and their implications.
Discussion of the impact of personal values, attitudes, beliefs and biases on interactions.	Exploration of the impact of personal values, attitudes, beliefs and biases on interactions.	Critical examination of the impact of personal values, attitudes, beliefs, and biases on interactions and their implications.
Awareness of environments and activities that reflect cultures of children in the program.	Development of culturally appropriate programs and environments.	Critical examination of the links between culturally relevant programs and practices and child development.
Awareness of environments and activities that reflect a diverse community and society.	Development of culturally diverse programs and environments.	Critical examination of theories of bias and social justice.



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Diversity Sample Topics

<p align="center">Set One (Topics for Registry Steps 1-7)</p>	<p align="center">Set Two (Topics for Registry Steps 7.5-9)</p>	<p align="center">Set Three (Topics for Registry Steps 9.5-10)</p>
<p>Criteria for judging a curriculum's anti-bias content.</p> <p>Norms and mores in diverse cultures.</p> <p>Incorporating native language, and linguistically and culturally diverse routines.</p> <p>Family and community members as resources for multicultural learning.</p> <p>Environments and materials that reflect the cultures of children in the program.</p> <p>How cultural differences affect creative expression.</p> <p>Supporting language development in English and the home language.</p> <p>Multicultural environments and materials.</p> <p>Unbiased assessment.</p> <p>Identifying personal values, attitudes, beliefs, and biases.</p>	<p>Infusing anti-bias throughout all programs and learning environments.</p> <p>Incorporating cultures relevant to participating families and staff.</p> <p>Activities and materials addressing learning styles, developmental needs and cultural diversity.</p> <p>Cultural context in staff-child groupings.</p> <p>The role of family culture, religion, and child-rearing practices in classrooms.</p> <p>Family goals, traditions and culture in planning environments and curriculum.</p> <p>Effects of personal values/attitudes/beliefs/biases on human interactions.</p> <p>Reflecting community diversity and cultures in the program.</p> <p>Working effectively with families from various cultural, linguistic and socioeconomic backgrounds.</p>	<p>Research in techniques to infuse anti-bias awareness.</p> <p>Policy design supporting both a variety of beliefs and program philosophies.</p> <p>Design of policies and programming sensitive to family goals, traditions and cultures.</p> <p>Research on biases of assessment tools.</p> <p>Critical examination of personal values, attitudes, beliefs, and biases.</p> <p>Working with prejudice and bias in the program and community.</p> <p>Family structures in various cultures.</p> <p>Sharing culturally responsive child development information with families.</p>



Families & Community Systems

Knowledge of the complex characteristics of the children's families and communities. Establishing respectful relationship and communication with family and community members.

Key Concepts:

- Understanding and valuing the importance and complex characteristics of children's families and communities are important.
- Providers respond empathetically and knowledgeably to families' feelings and concerns regarding child care, guidance, and their child's development. Communication is in the home language whenever possible.
- Good family relations are established by respecting, supporting, and empowering families. This can be done by expressing interest in their culture, concerns, and accomplishments, and by involving families in the program.
- Relationships are developed with other disciplines and specialties in related fields.

Supporting Explanation:

Childhood care and education programs are an integral part of the community. Understanding and valuing the importance and complex characteristics of children's families and communities enables everyone to work together. Programs which benefit children play a key role in working with families to ease school transitions and provide access to community resources and services.

A provider's role may also be as a spokesperson, advocate and community leader for children and their families. Developing and maintaining relationships with other disciplines and specialties in related fields can strengthen the services provided for the children and families in the community.



Families & Community Systems Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Awareness of characteristics of family and/or community systems.	Exploration of theories of family development and community systems.	Research on family development, family systems, and/or community systems.
Basic principles of partnerships with families.	Application of techniques to develop positive partnerships with families.	Critical examination, comparison, or development of practices that involve families in programs.
Identification of ways to respect, support, and empower families.	Development of strategies to respect, support, and empower families.	Critical analysis of research and theories of family support and empowerment.
Awareness of community resources to support families.	Utilization and coordination of community resources to support families.	Critical analysis or development of community systems to support families.
Identification of opportunities to network with professionals from other programs that support children and families.	Application of techniques to develop links with other programs, agencies and specialties to form community systems that support children and families.	Critical examination, research, or evaluation of techniques to form community systems that support children and families.



Families & Community Systems Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
Principles of families and community systems.	Theories of families and community systems.	Research in families and community systems.
Childhood care and education from the family's perspective.	Effects of family and community factors on development and learning.	Role as spokesperson, advocate and community leader for children and their families.
Families as primary care provider and educator.	Developing and maintaining relationships with other disciplines and specialties.	Families as collaborating decision-makers.
Family orientations, home visits, and conferences.	Including families in program components.	Innovative ideas and actions to promote communication.
Working with parents to ease school transitions.	Incorporating family and resources into curriculum.	Public awareness activities.
Effective communication skills with families and community partners.	Volunteerism in childhood care and education programs.	How family and community systems impact individual thought and child rearing beliefs and practices.
Ethics of confidentiality.	Strategies to involve different families in different ways.	Ethical dilemmas in relationships with families, community and society.
Maintaining communication and connection with families.	Ethical commitments to families and communities.	Supporting families in various stages of parenting.
Services available to assist children and families.	Discussions and decisions with family regarding children, program, and philosophy.	In-depth examination of current theory and research on family relationships.
Maintaining continuity between home and childhood programs.		Theories of family development and



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<p>Involving families in the program respectfully.</p> <p>How families' attitudes influence children's ability and interest to learn.</p> <p>Stress factors affecting families.</p> <p>Community resources as curriculum enrichment.</p>	<p>Sharing knowledge of child development with families.</p> <p>Variations in parenting styles.</p> <p>Using adult learning principles in family meetings and parent education groups.</p> <p>Assisting families in discovering resources and developing skills.</p> <p>Creating program evaluations for families and using results for program planning.</p> <p>Factors that impact on families and their ability to nurture their children.</p> <p>Evaluating family stressors and crises.</p> <p>Making referrals based upon family strengths.</p>	<p>dynamics in pluralistic cultures.</p> <p>Study of strengths-based, family-centered early intervention approaches.</p> <p>Involving families in child assessments.</p> <p>Community resources and agencies as sources of research and information.</p> <p>Collaborating to improve programs and practices for young children and families.</p>
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Health, Safety & Nutrition

Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

Key Concepts:

- Keeping children and staff safe and healthy require the implementation of laws, practices and routines in all aspects of the program.
- An understanding of nutrition supports positive growth and development of young children.
- Advocating for policies and procedures that affect the nutritional welfare of the individuals in the program and in the broader community is an important role.
- Recognizing signs and symptoms of abuse and neglect and domestic violence—and knowing the proper course of action to take in these situations—is required as a mandatory reporters.

Supporting Explanation:

The health and safety of community members, especially the children, is a number one priority. Children need a safe place to stay.

Knowledge of health and safety laws, practices, and routines (such as adequate supervision, routine care and maintenance of materials and equipment, and other risk management plans) contributes to a family's sense of comfort and a child's health and welfare.

A child's nutrition strongly affects his/her physical, social, emotional and cognitive development.

Familiarity with the causes, results and treatments for abuse and neglect of children and domestic violence makes the reporting process easier for all parties involved.



Health, Safety & Nutrition Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Identification of safe and healthy activities for children, families, and professionals.	Development of safe and healthy activities for children, families, and professionals.	Analysis and synthesis of research on practices and procedures to promote health and safety of children, professionals, and families.
Identification of safe and healthy environments for children and adults.	Exploration and application of safe and healthy environments in daily lives.	Analysis, synthesis, and implications of research on safe and healthy environments in childhood care and education settings.
Introduction to nutrition.	Exploration and application of sound nutritional practices.	Examination of nutrition research and its implications for childhood care and education practices for children and families.
Fundamentals of child abuse and neglect, especially required information and reporting procedures for mandated reporters.	Examination of the effects of child abuse and neglect on brain development, attachment, and behavior.	Critique of programs for the prevention and remediation of effects of child abuse, stress, neglect, and trauma.
Definitions of domestic violence and awareness of programs for prevention and treatment.	Examination of the effects of domestic violence on the well-being of children and adults.	Critique of programs for the prevention and treatment of effects of domestic violence.
Identification of ways to balance work and play in daily lives.		Development of health and wellness policies and programs for children and professionals.



Health, Safety & Nutrition Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
Principles of safety, health and nutrition.	Theories on safety, health, and nutrition.	Research in safety, health, and nutrition.
First Aid, CPR and Food Handlers training.	Compliance with state and national health and safety standards.	Code of ethics as a monitoring tool for compliance with regulations.
Recognizing and reporting child abuse and neglect.	Developing health, safety, and nutrition policies.	Design and implementation of curriculum promoting healthy bodies/lifestyles/environment.
Sudden Infant Death Syndrome.	Infectious disease control practices.	Analyze policies to minimize staff and child illness and injury.
Preparing staff and children for drills and emergencies.	Choosing healthy bodies/lifestyles/environment curriculum	Policies and procedures affecting health, safety, or nutritional welfare of the broader community.
Effects of child nutrition on development.	Menu evaluation regarding nutritional value and balance, cultural preferences, individual allergies, and special needs.	Meeting the health care needs of individual children.
Child safety and supervision.	Links between health, safety, and nutrition practices and children's development and individual needs.	Effective relationships with families regarding health issues.
Procedures for sanitation.	Health records, communication, and confidentiality.	Policies and procedures for continuous monitoring and adjustments of health and safety practices.
Laws, practices, and routines that promote healthy, safe environments.	Health resources for families.	Affect of regulations on program quality.
Effects of environmental toxins on human development.	Causes, results, and treatments for	
Keeping health records and reporting hazards.		



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<p>Informing families of health, safety, and nutritional best practices.</p>	<p>abuse and neglect to children.</p>	<p>Designing and evaluating emergency preparedness plans.</p> <p>Developing programs and practices supportive of abused and neglected children.</p> <p>Developing and implementing a reporting plan for child abuse and neglect.</p>
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Human Growth & Development

Knowledge of social, emotional, cognitive, and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.

Key Concepts:

- Knowledge of human growth and development is based on major principles, theories, and research.
- All areas of human growth and development are interrelated and are linked to how humans learn.
- Humans grow and develop socially, emotionally, cognitively, and physically.
- Children's healthy growth and development is influenced by environmental, biological, and social factors.

Supporting Explanation:

An understanding of human growth and development enables the professional to recognize typical and atypical behavior and development. This information also guides daily childhood care and education practices and influences work with individual children.

When designing programs for children, it is important to be knowledgeable of all developmental areas and optimal periods of development.



Human Growth & Development Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Overview of major principles, theories, and research.	Examination or application of major principles, theories, and research.	Focused critical examination of, or comparison between, major principles, theories, and research or their implications.
Discussion of how all areas of development are interrelated and are linked to how humans learn.	Examination or application of how all areas of development are interrelated and are linked to how humans learn.	Analysis or theoretical and practical study of how all areas of development are interrelated and are linked to how humans learn.
Introduction to social, emotional, cognitive, and physical development.	Exploration or application of social, emotional, cognitive, intellectual, and physical development to child care practices.	Focused critical examination of social, emotional, cognitive, intellectual, and physical development or their implications.
Description of children constructing their own understandings of the world around them through active learning.	Examination of how children construct their own understandings of the world around them through active learning or application of practices supporting this concept.	Theoretical and practical study of how children construct their own understandings of the world around them through active learning or the implications of this idea.
Overview of how healthy development is influenced by environmental, biological, and social factors.	Examination of how healthy development is influenced by environmental, biological, and social factors or application of practices that support this concept.	Theoretical and practical study of how healthy development is influenced by environmental, biological and social factors or evaluation and implications of various practices.
Fundamentals of Developmentally Appropriate Practice.	Application of the principles of Developmentally Appropriate Practice.	Critical examination of Developmentally Appropriate Practice and how it reflects current research.



Human Growth & Development Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
Principles of human growth and development.	Theories in human development and learning.	Research in human development and learning.
Domains and stages of development.	Influences on growth and development.	Interrelationships among theories, domains of development, culture, and learning.
Links between development and learning.	Typical and atypical behavior or development.	In-depth study of theories of human development and learning.
Practices that support all areas of growth and individual needs.	Links between theories of human development and learning.	Program design based upon theory and research in human development and learning.
NAEYC's Developmentally Appropriate Practice guidelines.	Links between culture and learning.	Affect of development and learning on individual capacities, temperament, and life experiences.
Individual differences in growth, development, and learning.	Individual and group programs based on human development and learning.	Comparison of current research with current Developmentally Appropriate Practice guidelines and practices.
Optimal periods of development.	Construction of knowledge through children's active learning and social interactions.	
Importance of play and active learning in growth and development.	How to implement NAEYC's Developmentally Appropriate Practice guidelines in program activities.	
Effects of stress, separation, and transition on development.		
Developmental indicators of special needs.		
Sense of community within and beyond the classroom.		



Learning Environments & Curriculum

Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

Key Concepts:

- It is important to know, understand, and use a wide variety of effective approaches, strategies, and tools to positively influence children's development and learning.
- When planning learning experiences, it is important to consider: program philosophy and goals; family and community expectations; developmental stages, needs, interests, cultures, abilities; quality and content standards. Smooth, predictable routines and transitions, as well as a good balance in scheduled activities, are also important.
- It is important to organize space that is predictable, appropriate, flexible, orderly, and aesthetic. It can encourage active involvement, initiative, responsibility, creativity, and a growing sense of autonomy.
- All supplies, equipment, and materials reflect children's development, diversity of ability, culture, families, circumstances, and community. They also support all areas of learning and development.
- Selection and use of materials are guided by individual learning styles, varying developmental levels, special needs, and the languages and cultures of the people in the group.

Supporting Explanation:

Curriculum is experience that allows learners to acquire, construct, and practice skills, concepts, creative expression, attitudes, and dispositions through interactions with others and through carefully selected materials and thoughtfully planned activities.

Learning environments include all of the relationships with people and all of the various interactions with materials in all of the settings in which people grow and learn. Children vary in prior experiences, rates of development, learning styles, and interests. An environment that maximizes the potential for each person to acquire and construct knowledge, skills, and understandings includes a variety of opportunities.

As individuals grow and learn, the specific areas of content may become the focus of study. It is important to know, understand, and use a wide variety of effective approaches, strategies, and tools to positively influence children's development and learning. Children need opportunities and support to understand, acquire, and use verbal, nonverbal, written, and spoken communication. Print- and conversation-rich environments help children develop language skills, self-expression, vocabulary, and early literacy skills.



Learning Environments & Curriculum Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Introduction to effective ways to integrate language, literacy, the arts, science and technology, mathematics, social sciences, health, physical education, and life skills.	Exploration or application to effective approaches, strategies, and tools integrating language, literacy, the arts, science and technology, mathematics, social sciences, health and physical education, and life skills.	Evaluation of effective approaches, strategies, and tools integrating language, literacy, the arts, science and technology, mathematics, social sciences, health and physical education, and life skills and the implications of each.
Overview of major principles, theories, and research on learning environments.	Examination or application of major principles, theories, and research on learning environments.	Comparison between major theories, and research on learning environments and their implications.
Introduction to environmental choices based on individual learning styles, varying development levels, special needs, and language and cultures of the people in the group.	Examination or application of environmental choices based on individual learning styles, varying development levels, special needs, and language and cultures of the people in the group.	Critical examination, comparison, or evaluation of environmental choices based on individual learning styles, varying development levels, special needs, and language and cultures of the people in the group.



Learning Environments & Curriculum Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
Principles of curriculum components.	Curriculum theories and frameworks.	Research in curriculum theory and learning environments.
Principles of learning environments.	Theories in learning environments.	Designing and evaluating learning experiences consistent with program philosophy.
Promoting creative expression.	Reflection of program philosophy in curriculum and environment.	Effects of environmental factors on development, diversity, temperament, stress, and sensory integration dysfunction.
How materials and equipment can support child development.	Choosing approaches, strategies, and tools to promote development and learning.	Evaluating books and materials for literacy, listening, and drawing.
Routines and transitions that support development.	Intermediate study of literacy and language theory, research and practices.	Advanced study of literacy and language theory, research, and practices.
Promoting positive group participation skills.	Developmentally and functionally appropriate individual activities, small group, and large group activities.	Advanced study of research and theories on play.
Outdoor activities for development and learning.	Theories of play.	Designing, implementing, and evaluating curriculum and environments for comprehensive development and learning opportunities.
Introduction to types of play.	Co-operative learning methodology and techniques.	Researching, designing, implementing
Introduction to literacy and language development and practices.	Developmentally effective approaches to teaching and learning.	
Teacher as facilitator and play partner.	Curriculum content areas and concepts.	
Ways to modify curriculum to meet a child's individual needs.		
Creative expression as necessary to		



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<p>the development of the whole child.</p> <p>Experiences, activities and interactions that allow children to construct their own knowledge.</p> <p>The importance of each content area in young children's learning.</p> <p>The importance of each developmental domain in young children's learning.</p> <p>Making developmentally appropriate toys and games.</p> <p>Changing curriculum and environments to change behaviors.</p> <p>Arranging effective and appropriate learning centers.</p> <p>Selecting equipment and materials.</p> <p>Arranging equipment and space to promote development and learning.</p> <p>Program tours.</p>	<p>Linking curriculum and environment to assessment results.</p> <p>Curriculum and environment reflecting children's needs and interests.</p> <p>Learning centers that promote growth in multiple subjects and developmental domains.</p> <p>The role of repetition and reflection in refining thinking and skills.</p> <p>Analysis and selection of commercial toys, games and software.</p> <p>Planning service-learning and leadership activities for school-aged children.</p> <p>Comparing curricula and environments.</p>	<p>and evaluating group experiences for individual growth, group management, and co-operative learning activities.</p> <p>Changing curriculum and environments in response to assessment results.</p> <p>Major theories, research, and controversies related to content areas, curriculum models, and teaching methodologies.</p> <p>Strategies supporting child-directed curriculum planning.</p> <p>Researching claims of commercial toys, games and software.</p>
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Observation & Assessment

Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

Key Concepts:

- Observations and assessments can be used to learn to know each person as an individual.
- There are many observation, record-keeping and assessment tools and procedures available.
- Which tool is selected and used depends on who is being assessed and why the assessment is being conducted. It also depends on the compliance of the tool with established criteria and standards.
- Observation and assessment procedures are used in a manner that promotes and demonstrates communication between colleagues, families, and specialists in planning, coordinating, implementing, and evaluating program support for children and staff.

Supporting Explanation:

Observation and assessment aid in understanding and responding to children's personal, cultural and developmental needs. Observation and assessment also help to improve the effectiveness of environments and programs.

The right assessment methods, whether formal or informal, written or verbal, provide valid, reliable, accurate and helpful information regarding programs, curricula, environment, children, and staff.

A collaborative approach in observation and assessment improves communication with stakeholders (parents, specialists, staff, etc.). Collaboration makes the assessment more effective and decisions regarding further referrals to specialists more responsive to everyone involved.



Observation & Assessment Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Overview of basic techniques and methods for useful observation, assessment, and record keeping.	Exploration or application of techniques and methods of observation, assessment, and recordkeeping to the care and education setting.	Comparison and critique of various instruments and procedures used for observation, assessment, and record keeping.
Overview of tools used for observation, assessment, and record-keeping.	Selection of instruments and tools that promote authentic and developmentally appropriate assessment.	Selection of instruments and tools that promote and demonstrate communication and collaboration among staff, families, and referral specialists.
Techniques for sharing observations with families and specialists.	Development of communication systems for sharing observations and assessments with families, specialists, and community.	Development of systems for program accountability through authentic assessment and evaluation.
Protection of confidentiality in the context of ethical conduct	Responsible use of observation and assessment.	Critique of national models of program evaluation and effectiveness research.



Observation & Assessment Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
Principles of observation and assessment.	Theories of observation and assessment.	Research in observation and assessment.
Recording factual and descriptive observations.	Appropriate and inappropriate use of assessment methods.	Assessment tools that respect diversity and ability.
Observation procedures.	Assessing programs, environment, curriculum, children, and staff.	Evaluation of observation and assessment tools and techniques.
Interpreting observations.	Applying human development theory to observation.	Choosing and improving observation and assessment tools.
Tools for observing, recording, and record-keeping.	Program planning and curriculum implementation based on observations and assessments.	In-depth interpretation of assessment information.
Sharing observations and records with professionals, families, and/or specialists.	Involving families in assessment and planning.	Establishing documentation methods for assessment.
Protecting privacy in the observation and record-keeping process.	Communicating and documenting assessment information.	Integrating assessment procedures throughout the program.
Procedures and purposes of child assessment.	Selecting observation and assessment tools.	Assessment follow-up.
	Authentic assessment methods.	Research regarding developmental screening tests and assessments.
	Pairing authentic assessment and formal assessment.	Assessment tools as a method of communicating with colleagues, families and specialists.



Personal, Professional & Leadership Development

Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participating in leadership, advocacy, personal growth, and professional development activities.

Key Concepts:

- Professionals consider themselves as professionals and their work as a professional field of learning and practice.
- Professionals pursue learning opportunities that help to fulfill a personal and professional development plan.
- Professionals take advantage of opportunities to improve competence for personal and professional growth and for the benefit of the children and families.
- Professionals value reflection on teaching and learning and use a variety of reflective activities, such as staff interaction, training/education, and journals.
- Professionals value the professional action of putting into practice new knowledge that is gained.
- Professionals understand the history, issues, trends and philosophies of the childhood care and education profession and the career development system of Oregon that give validity to the field.
- Professionals develop a philosophy, value-system, rationale, and organizational climate for their work.
- Professionals participate in professional development activities, childhood professional organizations, mentoring, and advocacy.
- Professionals have strong personal character traits and follow ethical standards.
- Professionals follow applicable federal, state, and local standards, policies, regulations and laws.
- Professionals use scientific research and resources relevant to childhood care and education, and the families and community related to their programs.

Supporting Explanation:

In order to provide high quality childhood care and education, those who care for children must be professionals and be recognized as professionals.

People working in the field place high quality as a priority. Established standards for the profession define what is necessary to promote a high quality of care and education.



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Personal, Professional & Leadership Development Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Identification or discussion of professionalism.	Exploration and application of professionalism.	Study of professionalism of the childhood care and education field from a comparative perspective.
Overview of applicable federal, state, and local standards, policies, regulations, and laws.	Exploration and application of applicable federal, state, and local standards, policies, regulations, and laws.	Critical examination, comparison, or evaluation of applicable federal, state, and local standards, policies, regulations, and laws.
Fundamentals of professional development plans.	Examination and application of professional development plans.	Analysis or evaluation of professional development plans and their implications.
Overview of the history, issues, trends, and philosophies of the childhood care and education profession and the career development system of Oregon.	Examination of the history, issues, trends, and philosophies of the childhood care and education profession and the career development system of Oregon.	Theoretical and practical study of the history, issues, trends, and philosophies of the childhood care and education profession and the career development system of Oregon and their implications.
Fundamentals of a professional code of ethics.	Application of professional code of ethics to professional practice in relationship to children, families, colleagues, and community.	Critical analysis of code of ethics in relationship to best practice, current research, and professional trends.
Identification of leadership roles and work in childhood care and education.	Exploration of qualities, values, methods, and skills in leadership.	Analysis of various educational theories and their relationship to concepts and practices of leadership.



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Personal, Professional & Leadership Development Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
<p>Principles of personal, professional, and leadership development.</p> <p>Child care as a profession.</p> <p>Applying ideals and principals to serving children, families, communities, and society.</p> <p>Legal and regulatory requirements for establishing safe, nurturing, inclusive, and enriching programs.</p> <p>Starting a professional development plan.</p> <p>Introduction to the Code of Ethics.</p> <p>How to be a self-directed learner.</p> <p>Introduction to the childhood care and education profession and Oregon's career development system.</p> <p>Introduction to resources and professional organizations in childhood care and education.</p> <p>How to stay up-to-date in the field.</p>	<p>Theories of personal, professional, and leadership development.</p> <p>Organizational and community leadership.</p> <p>Reflective practices.</p> <p>Relationship between theory and practice.</p> <p>Introduction to collaborating with professional disciplines.</p> <p>Establishing a professional climate that fosters child development, learning, and positive relations within the organization and community.</p> <p>Developing and implementing personnel practices that promote professional development for self and staff.</p> <p>Developing a professional development plan.</p> <p>Using the Code of Ethics to make professional decisions.</p>	<p>Research in personal, professional, and leadership development.</p> <p>Establishing a system for following standards, policies, regulations, and laws.</p> <p>Leadership and advocacy in the profession.</p> <p>How to be an effective board and committee member.</p> <p>How to work with the media.</p> <p>Evaluating and implementing staff training and development plans.</p> <p>Personal philosophy of childhood care and education based on knowledge of child development and best practices.</p> <p>Evaluation of current trends in childhood care and education.</p> <p>Program decision-making based on professional standards.</p> <p>How to conduct action research.</p>



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<p>Participating in a mentoring relationship.</p> <p>Recognizing burnout and stress.</p>	<p>Re-evaluating and updating a professional development plan.</p> <p>Intermediate study of the childhood care and education profession and Oregon's Professional Development System.</p> <p>Choosing a childhood care and education philosophy that works for you.</p> <p>Factors contributing to quality in childhood care and education.</p> <p>How to read a scientific study.</p> <p>Putting scientific research into practice.</p> <p>Coaching and mentoring.</p>	<p>Application of current educational research to planning and decision-making.</p> <p>Legislative and advocacy processes that impact children and their families.</p> <p>Promoting an environment encouraging reflection and self-directed learning.</p> <p>Promoting a strong code of ethics in the program.</p> <p>Models of professional development and promoting professional growth for others.</p> <p>Advanced study in the childhood care and education profession and professional development systems.</p>
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Program Management

Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.

Key Concepts:

- The relationship between the program's philosophy and daily practice, to the professional guidelines and mandates guiding the program is important.
- Managing a program entails designing program policies that support the financial needs and the program's goals.
- Balance in a program necessitates meeting legal and regulatory requirements while advocating for children, families, staff, and board.
- Promoting the philosophy and the needs of the program and responding to the needs of the community provides balance in a program.
- It is important to incorporate evaluation, planning, implementation, and management procedures into comprehensive programming and individual activities that match learner needs, diversity issues, and inclusion of children with special needs. This includes acquisition, inventory, and evaluation of curriculum, equipment and materials, and other resources (financial, personnel, time).
- It is important to provide strong leadership and visionary direction by planning for, recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers.
- Program success depends on good public relations and marketing, and understanding how the program relates to the larger community.

Supporting Explanation:

Program management means knowing, understanding and affecting all components of the program. Building an effective program requires the ability to carefully observe, listen to, motivate and challenge key people, such as staff and volunteers.

Competent and committed program staff and volunteers receive acknowledgement and support.

Building partnerships with families, colleagues, and community agencies creates more awareness and access to resources available in community. Good will goes a long way in retaining enrollment and affecting morale of professionals and families.



Program Management Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Fundamentals of accepted business practices.	Examination or application of accepted business practices.	Theoretical and practical study of accepted business practices and their implications.
Identification of legal and regulatory requirements.	Examination or application of legal and regulatory requirements.	Theoretical and practical study of legal and regulatory requirements and their implications.
Discussion of the importance of promoting the philosophy of the program.	Examination of the philosophy of the program and how to promote it.	Evaluation of the philosophy of the program.
Discussion of public relations and marketing.	Examination of how the program relates to the larger community.	Intensive examination, evaluation or analysis of comprehensive programming and individual activities that match learner needs, diversity issues, and inclusion of special needs children and adults..
Overview of recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers.	Examination or application of recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers.	Critical examination, comparison or evaluation of accepted practices for recruiting, hiring, orienting, supporting, valuing, training, supervising, and evaluating the growth and development of staff and volunteers and their implications.
Fundamentals of building partnerships with families, colleagues, and community agencies.	Exploration or application of practices to build partnerships with families, colleagues, and community agencies.	Critical examination, comparison or evaluation of accepted practices for building partnerships with families, colleagues, and community agencies and their implications.



Program Management Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
<p>Principles of program planning, evaluation, personnel management, and financial management.</p> <p>Basic business practices.</p> <p>Roles and responsibilities (such as accountability, confidentiality, custody, child abuse and neglect, anti-discrimination laws, labor laws, contracts, liability, insurance, public health codes, tax codes, accounting practices).</p> <p>How to be a leader and a team player.</p> <p>Communication and positive interactions among staff, families, professionals, and community members.</p> <p>Maintaining records and documentation.</p> <p>Tax responsibilities.</p> <p>Inventory and maintenance of equipment and materials.</p>	<p>Theories of program planning, development, and evaluation.</p> <p>Frameworks for management of personnel, finances, programs.</p> <p>Comparison of program philosophies and frameworks.</p> <p>Reflection of program philosophy in curriculum and environment.</p> <p>Review and implementation of laws and legal issues.</p> <p>Program quality indicators, evaluation, and best practices.</p> <p>Interrelationships between program philosophy, daily practice, professional guidelines, and mandates.</p> <p>Staff recruitment, hiring and retention.</p> <p>Effective communication among staff, families, and administrators.</p> <p>Staff and volunteer supervision and meetings.</p>	<p>Research and policy on program planning, evaluation, personnel, and financial management.</p> <p>Critical review and application of research and best practices for program design.</p> <p>Strategic planning and goal setting.</p> <p>Comprehensive program design and implementation.</p> <p>Program philosophy and daily practices within the boundaries of professional guidelines and mandates.</p> <p>Program evaluation.</p> <p>Critical examination of laws and legal issues.</p> <p>Relationships between early childhood and school age programs.</p> <p>Constructive relationships with host agencies, funders, or sponsors.</p> <p>Relationships between program and</p>



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<p>Basic advertising techniques.</p>	<p>Professional development of staff.</p> <p>Programs and partnerships to make families feel welcome and participatory.</p> <p>How the program can respond to community needs.</p> <p>Budget-planning to maintain financial solvency, accounting principles, staffing costs.</p> <p>Links between program resources, children's and families' needs, and program goals.</p> <p>Identification, development and use of appropriate community resources and collaborations.</p> <p>Facility maintenance.</p> <p>Basic marketing and public relations techniques.</p>	<p>community.</p> <p>Implications of staffing and enrollment patterns on program income and quality.</p> <p>Design and implementation of job descriptions, evaluations, and procedures.</p> <p>Personnel development programs.</p> <p>Hiring, supervision, and evaluation with vision.</p> <p>Public relations strategies.</p>
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Special Needs

Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

Key Concepts:

- Children are children first regardless of abilities or disabilities.
- Awareness of, knowledge about, and sensitivity to children with special needs are key to providing high quality care and education for all children.
- Children with special needs can be supported by making changes to the program, materials and environment.
- It is important to develop daily activities in which all children can participate.
- Families need clear and understandable information about their child's abilities and special needs.
- Families need information about available resources and the child and family's legal rights to services.

Supporting Explanation:

Children with special needs develop within a broad range of human growth and development.

An understanding of special needs allows professionals to identify the resources and develop appropriate programming.

Developing an inclusive child care program provides for individualized, high quality care and education for all children in the program.

Both parents and professionals have specialized knowledge about children with special needs that must be shared.

Knowledge of available special needs resources assists in meeting the specific needs of children and families.

Clear and understandable information about abilities, disabilities, services, and rights supports the professional, the parents, and the child.



Special Needs Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Overview of special needs within the ages and stages of human growth and development.	Examination of the distinctions, similarities, and differences among the types of special needs.	In depth study of the underlying factors associated with the various types of special needs.
Fundamentals of inclusive child care.	Taking the necessary steps to create an inclusive child care program.	Evaluating the effectiveness of different strategies in operating an inclusive child care program.
Introduction to partnering with parents of children with special needs.	Development of policies and procedures for communication and collaboration with parents of children with special needs.	Evaluation of effectiveness of communication systems and opportunities for parental involvement in providing services to children with special needs.
An introduction to the team approach to services for children with special needs.	Understanding and implementing IEPs and IFSPs for children with special needs.	Exploration of various educational theories underlying specialized services to children with special needs.
Basic principles of making adaptations to programs, materials, and environments.	Selecting specific program, material, and environmental adaptations.	Evaluation of effectiveness of program, material, and environmental adaptations for specific children with special needs.
Understanding laws and regulations regarding services to children with special needs.	Examination of program policies and procedures for meeting the needs and rights of children with special needs.	Intensive examination of and advocacy for child and family's legal right to services.



Special Needs Sample Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
<p>Developmental indicators of special needs.</p> <p>Purpose and implementation of Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs).</p> <p>Implementing behavior support and management plans.</p> <p>Health, safety, and nutrition for children with special needs.</p> <p>Risk of child abuse in special needs populations.</p> <p>Feeding issues for children with special needs.</p> <p>Appropriate use of adaptive equipment.</p> <p>Exploring curricula and environments sensitive to special needs.</p> <p>A survey of intervention strategies.</p> <p>Collaboration with specialists to</p>	<p>Theories of special needs and inclusion.</p> <p>Potential impacts on families who have a child with special needs.</p> <p>Implementation of behavior support and management plans.</p> <p>Inclusion of all children into group activities.</p> <p>Environmental and program adaptations to support children with special needs.</p> <p>Linking human service knowledge and strategies to intervention strategies.</p> <p>Planning curricula to meet IEP objectives and IFSP outcomes.</p> <p>Planning curricula to meet needs of talented and gifted children.</p> <p>Referrals and follow-up using a family-centered approach.</p> <p>Knowledge and implementation of laws</p>	<p>Research in special needs and inclusion.</p> <p>Implementation of appropriate health appraisal procedures.</p> <p>Developing IEPs/IFSPs using strength-based, family-centered approaches.</p> <p>Designing behavior support and management plans.</p> <p>ADA compliance and staff training.</p> <p>Developing alternative and augmentative communication systems.</p> <p>Developing plans to meet health care needs.</p> <p>Working with family members who have special needs.</p> <p>Designing, implementing, and evaluating curricula and environment for inclusion.</p> <p>Advocacy for children's and families' rights for services.</p>



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<p>develop and implement special needs plans.</p> <p>Collaborating with families of children with special needs.</p> <p>Working with talented and gifted children.</p> <p>Program's legal requirements and family's legal rights.</p>	<p>for early intervention, early special education, and special education.</p>	
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Understanding & Guiding Behavior

Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.

Key Concepts:

- Knowledge about understanding and guiding behavior is based upon current principles, theories, and research.
- Understanding developmentally appropriate guidance and discipline strategies come from knowledge of both human development and positive relationships.
- It is important to understand behavior in the context of personal factors, such as developmental stages, individual temperaments, and learning styles.
- It is important to understand behavior in the context of environmental and social factors, such as families, cultures, and other external influences.
- Cooperative strategies of guidance are based upon practices that foster self-esteem, self-regulation, and constructive behavior.

Supporting Explanation:

An understanding of how children develop and knowledge of guidance and discipline theories will lead to strategies that foster self-esteem, self-regulation, constructive behavior, and positive relationships.

A positive regard for children by nurturing adults, in an environment of mutual respect, promotes healthy learning and development. Pro-social behavior can be learned through modeling of appropriate behaviors by others.

When designing programs that support pro-social behavior, it is important to be knowledgeable of both developmental and environmental-social factors, such as diverse values, cultural influences, individual needs, abilities, and learning styles. The end result will be developmentally and culturally appropriate guidance and discipline.



Understanding & Guiding Behavior Standards

Set One (Standards for Registry Steps 1-7)	Set Two (Standards for Registry Steps 7.5-9)	Set Three (Standards for Registry Steps 9.5-10)
Overview of major principles.	Examination or application of major principles and theories.	Focused critical examination and comparison between major theories and research.
Discussion of how developmentally appropriate guidance and discipline strategies come from knowledge of development and relationships.	Examination or application of various guidance and discipline strategies to promotion of healthy development and relationships.	Analysis and practical research in developmentally appropriate guidance and discipline strategies.
Introduction of theory on guidance and behavior.	Exploration or application of theory and research on guidance and behavior.	Focused critical examination of theory and research on guidance and behavior.
Description of behavior in context of personal factors, such as developmental stages, temperaments, and learning styles.	Examination of behavior in context of personal factors, such as developmental stages, temperaments, and learning styles.	Theoretical and practical research on behavior in context of personal factors, such as developmental stages, temperaments, etc.
Description of behavior in context of environmental factors, such as families, cultures, and other external influences.	Examination of behavior in the context of environmental factors, such as families, cultures, and other external influences.	Theoretical and practical research on behavior in context of environmental factors, such as families, cultures, and other external influences.



Understanding & Guiding Behavior Topics

Set One (Topics for Registry Steps 1-7)	Set Two (Topics for Registry Steps 7.5-9)	Set Three (Topics for Registry Steps 9.5-10)
Principles of guiding behavior.	Theories in guiding behavior.	Research in guiding behavior.
Appropriate guidance techniques based on human development.	Cooperative strategies that demonstrate realistic expectations.	In-depth study of interactions between guidance, human development, and positive relationships.
Developing guidance strategies with families.	Relationship between trust, security and independence.	In-depth study of interactions between guidance, learning environment, and curriculum.
Facilitating the development of self-control and empathy in children.	Interaction between guidance, human development, and positive relationships.	Guidance programs that respect diversity.
Facilitating trust, security, and independence in children.	Theories of child development applied to individual and group management techniques.	Development of individual and group guidance policies.
Cooperative strategies of guidance.	Instruction and guidance that address individual differences.	Analysis of cooperative strategies of guidance.
Modeling and promoting positive, warm, nurturing relationships.	Development of individual guidance plan.	Intervention and conflict resolution in children's playing and learning.
Reflecting respect for self and others.	Supportive climates that encourage open communication.	Strategies for positive adult-child and child-child communication.
Supporting children in the process of maturation.	Individual behavior problems related to stress.	Research in individual guidance and group management techniques.
Appropriate supervision.		



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Glossary

Core Body of Knowledge: The basis for the training and education essential for on-going professional development in the childhood care and education profession; a foundation for both the Oregon Registry and the Oregon Registry Trainer Program.

Core Knowledge Category (CKC): Ten specific **core knowledge categories** make up the Core Body of Knowledge for Oregon's Childhood Care and Education Profession: Diversity; Families & Community Systems; Health, Safety & Nutrition; Human Growth & Development; Learning Environments & Curriculum; Observation & Assessment; Personal, Professional & Leadership Development; Program Management; Special Needs; and Understanding & Guiding Behavior.

Key concepts: The big ideas in each core knowledge category.

Sample Topics: Examples of topics a professional may look for in training sessions, or topics a trainer may use to plan training sessions, workshops, seminars, and other professional development activities that would meet the requirements for core knowledge in the Oregon Registry.

Sets: A progression of increased depth and breadth of knowledge within each core knowledge category. Each set provides increased knowledge on how to place that knowledge into practice in professional work. The three sets of knowledge are Set One (Introductory Knowledge) for Oregon Registry Steps 1-7, Set Two (Intermediate Knowledge) for Oregon Registry Steps 7.5-9, and Set Three (Advanced Knowledge) for Oregon Registry Steps 9.5-10.

Standards: What the professional is learning within each core knowledge category and within each set of knowledge.

Steps: A sequence from Enrollment through Step 12 in the Oregon Registry. Each step represents increased training and education in the Core Body of Knowledge.

Supporting Explanation: An explanation of how the key concepts in each core knowledge category relate to best practices and to the everyday work with children, youth and families



Appendix A: THE PROFESSION

The Profession

The profession of Childhood Care and Education is:

- A vital industry with jobs, productive workers, a tax base, and purchases of goods and services.
- A critical workforce allowing many families to work or to gain education necessary to work.

The profession of Childhood Care and Education includes all types of care and education for young children, and before/after school, and summer care programs for school age children. Work in the profession involves care, nurturance, education, relationships, environments, and experiences.

Children and youth are the foundation for the future. Infants become toddlers, toddlers become preschoolers, preschoolers become youth, youth become young adults, and young adults become adults. Children become elementary, high school, and college students, citizens, the core of society, and the future workforce.

Children and youth benefit from high quality experiences, relationships, and environments provided by highly trained and educated professionals.

The Professional

The Childhood Care and Education professional possesses personal attributes appropriate for working with children and families, achieves training and education in an identified core body of knowledge, translates knowledge into practice, accumulates experience in the field, has a strong commitment to professional ethics, and follows professional practices.

Childhood Care and Education professionals are individuals working in many settings and positions within the profession. Childhood Care and Education professionals also use core skills and knowledge in positions within other professions working with children, youth, and families.

Childhood Care and Education professionals work in a variety of settings: family child care homes, child care centers, for profit or corporate programs, not-for-profit or faith-based programs, early intervention or special education programs, Head Start or preschool programs, kindergarten through 3rd grade classes, teen parent or relief nursery programs, and



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before/after school or summer programs. Individuals may work as family child care providers, child care center staff, teachers, aides, assistants, program staff, coordinators, and specialists.

Childhood Care and Education professionals work in support programs such as: resource and referral agencies, state agencies, independent consulting businesses, professional organizations, and higher education programs. Individuals may provide services for professionals as instructor, trainer, mentor, certification specialist, registration specialist, administrator, director, program support staff, and program management staff.

Professional Development

Professional development is training and education combined with quality professional experience that leads to increased knowledge and quality practice.

Professional development can include many venues and may follow either a college course credit and community-based training path, or a degree and certificate path. Opportunities for professional development may include: individual college credit classes at a community college, university, or private college; community based training sessions; professional organization conferences; state certification or credential programs, and national credential programs.



Appendix B: THE SYSTEM

The Infrastructure

The State of Oregon, Employment Department, Child Care Division has developed an infrastructure to achieve four core outcomes in child care:

- Safety - children are safe and healthy while in care
- Accessibility - parents can find the child care they need when they need it
- Affordability - parents spend less than 10% of household income on child care
- Quality - child care prepares children to succeed in school and life

These core outcomes are joined together and supported by state level policy. Long term planning for each of these core outcomes has strategies for accomplishment and sustainable programs, some of which are funded and some of which exist as known gaps in service. Each of these core outcomes also has indicators of achievement.

One of the strategies in the State of Oregon's plan and infrastructure to achieve quality is the development and operation of a Professional Development System.

Professional Development System

The Oregon Professional Development System is a framework that weaves the profession together.

A Professional Development System includes:

- Core Body of professional knowledge
- Professional development pathways leading to achievement of that knowledge
- Professional standards and qualifications
- Professional certifications and credentials
- Trainer and training approval and evaluation systems
- Professional, personal, and leadership development opportunities
- Multiple delivery methods for professional development
- Access to and outreach for professional development opportunities
- Mentoring, coaching, advising, and peer support
- Quality practices
- Research and evaluation
- Public engagement efforts and initiatives
- Funding for professional development
- Scholarships
- Compensation and retention initiatives
- Quality rewards and reimbursements



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The National Picture

Oregon is connected to the two primary resources for the development and implementation of state professional development systems.

The National Child Care Information Center (NCCIC), a service of the Child Care Bureau, provides professional development system information and resources, development of a national core knowledge crosswalk, and links to other federal initiatives.

The National Registry Alliance (NRA) is a professional organization of administrators of state professional development systems. The National Registry Alliance provides information and support for state professional development systems, national leadership, and the opportunity for connection to and collaboration with other states.

The Oregon Center for Career Development in Childhood Care and Education

The Oregon Center for Career Development in Childhood Care and Education (OCCD) works as part of the state infrastructure to set professional standards, develop systems for professional development, and provide support through professional development programs and services.

In carrying out its work, OCCD values national leadership and research, follows the state plan and infrastructure, and within that infrastructure acts as a coordinating agency in collaboration with partners. In developing programs, OCCD assures stakeholder input and feedback, uses pilot programs and field tests, implements proven practices, and conducts annual reviews.



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January 2005**

Programs and Supports for Professionals

There are many programs operated by agencies within the state infrastructure, which support quality. Some of the programs and supports that are connected to professional development include:

Oregon Registry: Pathways to Professional Recognition in Childhood Care and Education
Oregon Registry Trainer Program
Oregon Statewide Scholarship Program
Oregon Child Care Resource and Referral Network and Programs
Oregon Statewide Mentoring Program
Oregon Statewide Training Initiatives
Oregon School Age Care, Enrichment, and Recreation Program
Oregon Inclusive Child Care Program
Oregon Professional Organizations and Conferences
Oregon Training Calendars
Oregon Child Care Quality Improvement Program
Oregon Quality Rating Scales Program
Oregon Structural Indicators
Oregon 5 Steps to Quality Child Care Public Information Campaign

Benefits and Results

The benefit and result of a state professional development system and a variety of programs and supports for professionals is a well trained and educated workforce in the field of childhood care and education.

A quality workforce results in high quality programs and services for children, youth, and families.

High quality programs and services for children, youth and families result in the positive growth and development of children and youth, and a stronger social, educational and economic future.



Appendix C: THE PROCESS

Development of the Core Body of Knowledge for Oregon's Childhood Care and Education Profession

This document is a result of many hours of team effort and in-depth research.

The Professional Development Registry Work Group and the Trainer Standards Work Group of the Training and Quality Committee of the State Childhood Care and Education Coordinating Council developed the core knowledge categories and the professional steps. The subsequent Implementation Work Group reviewed a model for the standards and sets for each level professional development step and each core knowledge category.

The Core Body of Knowledge was developed after studying childhood care and education professional core knowledge and standards from many other states such as Iowa, New York, New Jersey, Pennsylvania, Kentucky, Hawaii, Colorado, Missouri and Kansas. Other documents that contributed to the Core Body of Knowledge were: NAEYC criteria for program accreditation, Oregon Early Childhood Foundations learning standards, Oregon K-12 Content and Benchmark Standards, Rating Scales, and Bloom's Taxonomy for educational objectives.

The Importance of the Core Body of Knowledge

The Core Body of Knowledge is a cornerstone of Oregon's Professional Development System.

- The Core Body of Knowledge provides a foundation for the Oregon Registry and the Oregon Registry Trainer Program.
- The Core Body of Knowledge outlines what a childhood care and education professional is learning within each core knowledge category and within each set of knowledge.
- The Core Body of Knowledge provides guidance for best practices in order to provide high quality care and education for children and youth.
- The Core Body of Knowledge provides guidance for the content and depth of professional development activities provided to those professionals who work with children and youth.

