

Directors: The Center of Quality

Kansas and Missouri Early Childhood Director Credential Requirements and Competencies



Kansas and Missouri Early Childhood Director Credential

Director Credential for Early Education and Care Programs in Kansas and Missouri

Building on almost 10 years of foundational work, Missouri and Kansas stakeholders had constructed draft frameworks to credential directors of early education and care programs. During 2007 and early 2008, the Mid-America Association for the Education of Young Children (Mid-America AEYC) engaged stakeholders in both states in collaboration to achieve mutually reciprocal credentials. These stakeholders were asked to look together at the experience of 17 other states and the District of Columbia, and carefully review the structures that have been created there. They were asked to look at the best practice literature on education and credentialing of directors and incorporate some of these aspects in the final credential. Finally, they were asked to find the common ground that will allow the KS and MO credentials to be reciprocal across the state line.

This document contains the requirements and competencies necessary to earn the credentials. Director credentialing is *voluntary*—like an accreditation for an individual, rather than a program—and will reward directors and their programs with a mark of excellence well above what is required by state licensing regulations.

For more information about how to be awarded a credentialed director, contact the credentialing agency for your state:

KANSAS DIRECTOR CREDENTIAL AGENCY:

Child Care Licensing and Regulation
Kansas Department of Health and Environment
Contact: janetnewton@kdhe.state.ks.us

MISSOURI DIRECTOR CREDENTIAL AGENCY:

Association for the Education of Young Children of Missouri (AEYC-MO)
Contact: president@aeyc-mo.org

Kansas and Missouri Early Childhood Director Credential

Requirements to Earn the Credential

	PROVISIONAL CREDENTIAL*	CREDENTIAL
I. GENERAL EDUCATION	Associates degree in any field	Baccalaureate degree in any field
II. COURSEWORK IN EARLY CHILDHOOD ED OR CHILD DEV	24 credit hours	30 credit hours
II. b. Competencies	All Level 1, 2 and 3 competencies from Content Areas I, II, III, IV, V and VI, plus selected Level 4 and 5 competencies (see separate document)***	All Level 1, 2, and 3 competencies from Content Areas I, II, III, IV, V and VI, plus selected Level 4 and 5 competencies (see separate document)***
III. COURSEWORK IN LEADERSHIP AND MANAGEMENT	Approved block of 9 credit-hours OR 18 credit hours in identified topic categories#	Approved block of 9 credit hours OR 18 cr hrs covering <i>specific</i> content### AND Additional prof. development####
III. b. Competencies	All Level 1, 2 and 3 competencies from Content Areas VII and VIII, plus selected Level 4 and 5 competencies (see attached)***	All level 1, 2, and 3 competencies from Content Areas VII and VIII, plus selected Level 4 and 5 competencies (see attached)***
IV. EXPERIENCE	500 hours of paid or supervised teaching experience AND 1,000 hours of administrative experience	500 hours of paid or supervised teaching experience AND 3,600 hours of administrative experience
V. PROFESSIONAL CONTRIBUTIONS	Membership in a professional organization and documentation of one contribution in professional leadership, program improvement or advocacy^	Membership in a professional organization AND documentation of three contributions in at least two of the following: professional leadership, program improvement, advocacy ^
TERM OF CREDENTIAL	5 years, renewable once with advancement in education~	5 years, renewable with documented continuing education+

See next page for notations

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* Directors may begin with a Provisional Director Credential and may renew it once before completing the full requirements to earn the Director Credential. There is no second renewal of a Provisional Director Credential.

*** Refers to the *Core Competencies for Early Care and Education Professionals in Kansas and Missouri*

Topic categories for Leadership and Management coursework at the Provisional Credential level should include:

- Human resources development
- Personnel and cost allocation
- Operations management
- Fiscal management
- Program planning and evaluation
- Marketing and public relations
- Technology

and should provide for the competencies identified for requirement III.b at the Associate level.

Specific content for Leadership and Management coursework at the Credential level should include:

- Assessment of a program's needs
- Setting and implementing goals
- Translating program goals into well-written policies and procedures
- Evaluating program effectiveness
- Recruiting, training, and supervising staff members
- Understanding and working with leadership styles and group behavior
- Conflict resolution and human relations
- Being alert to changing demographics, social and economic trends, and developments in the field
- Implementing effective systems to track enrollment, attendance, and child observations
- Knowledge of federal, state, and local regulations governing child care centers
- Developing a budget, setting tuition rates, and preparing financial reports
- Using fundraising and grantsmanship to secure funding from various sources
- Community and family partnerships

and should provide for the competencies identified for requirement III.b at the Director Credential level.

Additional professional development for the Leadership and Management requirement of the Credential could include completion of an approved leadership development program, internship, or fellowship.

KS / MO Early Childhood Director Credential Requirements

^ *Examples of professional contribution documentation:*

Professional leadership

May include service as an active committee or board member of a professional association, work as a mentor in a structured mentoring program (e.g., as a QRS coach), offering state-approved training at professional conferences or other venues, serving as a certified trainer for a particular curriculum or program (e.g., High/Scope, Creative Curriculum, Project Construct), publication of articles in professional journals, participation as an accreditation validator, supervising student teachers or practicum students, and/or teaching a course at a college or university.

Program improvement

May be documented by changes in appropriate rating scale (e.g, ECERS) scores when ratings are done by independent observers, changes in QRS ratings, evidence of ongoing work with a technical assistance provider, documented progress on a program improvement plan, or achievement of accreditation.

Advocacy

May be documented by letter of reference from an advocacy committee member, documentation of Advocacy Day participation and visits, copies of letters sent to elected officials and the responding letters from elected officials, articles from center's newsletter, articles in elected officials' newsletters that identify the director as a visitor, photos of the director with elected officials during office visits or public events, minutes of meetings for community advocacy initiatives showing attendance by the director, articles in publications identifying the director as part of a community initiative, or letters on letterhead of lead organizations identifying the director's role in a community initiative, coverage of advocacy activities in local paper, copies of printed letters to the editor, and/or video clips of appearances on local cable or radio public affairs shows.

Directors are encouraged to describe and document other professional contributions, as appropriate to their work.

~ Must show adequate progress toward a Baccalaureate degree (approximately 30 credit hours earned beyond the Associates level), and a plan for how to complete the Baccalaureate degree within the next five years.

+ 18 clock hours per year of advanced level training (Level 4 and 5 competencies) in at least one of the eight content areas of the *Core Competencies for Early Care and Education Professionals in Kansas and Missouri*.

Kansas and Missouri Early Childhood Director Credential

Core Competencies for the Credential

Levels 1 through 3 of the *Core Competencies for Early Care and Education Professionals in Kansas and Missouri*, as listed below, are required for the Provisional (temporary) Director Credential. The grids below indicate which level 4 and 5 competencies are required to earn the Provisional Director Credential and the full Director Credential. Competencies at the full credential level are *inclusive* of those at the provisional level. Although directors may not exercise all these skills in their daily activities, they must be competent in them.

I. Child Growth and Development

Level 1 Competencies

- a Identifies basic developmental milestones of children.
- b Recognizes that children learn and develop through play.
- c Recognizes children's different personalities.
- d Accepts cultural differences and the effects those differences may have on behavior and development.
- e Addresses the requirements of children with different needs.

Level 2 Competencies

- a Identifies physical, cognitive, social/emotional, and communication developmental milestones of children.
- b Recognizes different children's personalities and individual differences in development and their impact on children's needs in the program.
- c Adapts care and education to children's changing needs.
- d Recognizes risk factors, delays, or disabilities that may indicate a need for special services.

Level 3 Competencies

- a Explains current theories and describes ongoing research.
- b. Explains physical, social/emotional, and cognitive differences of children.
- c Explains social and learning styles of children and various ways children learn.
- d Creates environments and experiences that affirm and respect cultural/linguistic diversity.
- e Employs practices that support an inclusive philosophy.
- f Uses appropriate resources and services for children with special needs.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Applies major theories and interrelationships across developmental areas. b Integrates information on growth, development, and learning patterns of individuals and groups and applies to practice. c Shares information with families about the general principles of child growth and development. d Demonstrates knowledge of inclusive philosophy and practices and recognizes the range of development in young children. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Articulates, analyzes, evaluates, and applies current theory, research, and policy on child growth and development. b Communicates major theories, research, and issues relevant to child growth and development.

II. Learning Environment and Curriculum: Creating the Learning Environment...

Level 1 Competencies

- a Follows a daily schedule.
- b Gives children choices.
- c Supports and encourages children's participation in a variety of activities.

Level 2 Competencies

- a Maintains and monitors daily schedule.
- b Provides an interesting and secure environment that encourages play, exploration, and learning, using space, relationships, materials, and routines as resources.
- c Encourages children's learning through play.
- d Arranges effective and appropriate learning centers.
- e Selects materials appropriate to the developmental levels of all children.

(continued)

KS / MO Bi-State Director Credential Core Competencies

- f Provides space balanced between active and quiet, child-directed and teacher-directed, individual and group, indoor and outdoor.
- g Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.

Level 3 Competencies

- a Plans and adapts curricula and environments, including the selection of materials, appropriate to the developmental levels of all children.
- b Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Creates learning environment using concrete manipulative materials, child choice, child decision-making, and play as a context for enhancing development and active learning. b Ensures the environment facilitates learning in all developmental areas of children: cognitive, language, physical, social, and emotional. c Plans, implements, and evaluates learning environment and curriculum to maximize learning potential. d Plans environment for children with special needs or learning styles. e considers multiple aspects of the learning environment in developing the curriculum. f Takes advantage of opportunities to modify curriculum to build on children's activities. g Develops strategies that allow children to play an important role in planning curriculum. i Chooses, uses, and evaluates appropriate technologies. j Plans, implements, and evaluates appropriate materials, activities, and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> h Articulates the major theories of teaching and learning, including their logical and empirical foundations, and applies these theories to diverse learners. <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Develops strategies that support children's role in planning curriculum. b Designs curriculum and shares curriculum designs with others. c Teaches others how to design curriculum. d Articulates, analyzes, evaluates, and applies current theory and research on design of curriculum and environment. e Communicates major theories, research, and issues relevant to early childhood care and education.

...Promoting Physical Development

Level 1 Competencies

- a Actively participates in children's activities.
- b Interacts appropriately with children during physical activities.

Level 2 Competencies

- a Plans indoor and outdoor activities for large and small motor skills.
- b Introduces sensory experiences to children.
- c Leads activities for children with special needs.
- d Incorporates a variety of equipment, activities, and opportunities to promote the physical development of children.
- e Plans activities that integrate physical development with the arts and all curriculum areas.

Level 3 Competencies

- a Adapts activities for children with special needs.
- b Integrates physical development with the arts and all curriculum areas.

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KS / MO Bi-State Director Credential Core Competencies

...Promoting Physical Development (cont.)

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Evaluates the effectiveness of physical development activities. b Evaluates appropriateness of physical development activities for the individual child. c Articulates the importance of perceptual motor development.</p> <p><u>Level 5 Competencies</u> a Explains how physical development and other areas of development interrelate. b Uses knowledge of kinesthetic learning styles when teaching others.</p>	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u> c Designs and fosters alternative approaches to learning. d Articulates, analyzes, evaluates, and applies current theory and research on promoting physical development. e Works collaboratively with other agencies to research and communicate information about promoting physical development.</p>

...Promoting Cognitive Development

Level 1 Competencies

a Encourages children to ask questions and actively listens to their responses.

Level 2 Competencies

a Asks children relevant open-ended questions.

b Maintains adult's role as facilitator or partner in play.

c Encourages play to promote cognitive development.

d Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

e Leads math, science, and nature exploration in response to children's emerging interests.

f Offers opportunities for early literacy.

g Offers learning opportunities reflecting the cultures represented in the community of the program.

Level 3 Competencies

a Revisits learning activities with children so they can reflect and build on previous learning to develop and refine thinking skills.

b Helps children explore concepts such as space, time, shape, and quantity in meaningful ways.

c Plans and guides math, science, and nature exploration in response to children's emerging interests.

d Designs learning opportunities reflective of cultures represented in the community of the program.

e Explains cognitive development and the relationship of children's earliest experiences to their individual differences.

f Provides opportunities for children to organize, compare, and contrast thoughts, words, objects, and sensations and to solve problems.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Encourages the development of logico-mathematical knowledge of children by providing direct experiences. b Varies teaching strategies to correspond to multiple learning strategies. c Plans, implements, evaluates, and modifies curriculum to encourage children to construct knowledge. d Plans activities to engage children in problem solving and constructing their own knowledge.</p>	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u> a Articulates, analyzes, evaluates, and applies current theory and research on promoting cognitive development. b Works collaboratively with community resources and agencies to research and communicate information on cognitive development.</p>

KS / MO Bi-State Director Credential Core Competencies

...Promoting Language/Communication Development

Level 1 Competencies

- a Talks with children and stimulates conversation among children.
- b Demonstrates realistic expectations for children's understanding and use of speech.
- c Reads to children, modeling proper inflection, emphasis, and meaning.

Level 2 Competencies

- a Actively communicates with children.
- b Helps children communicate with each other.
- c Encourages and supports children's verbal interactions with others.
- d Uses conversations to enrich and expand vocabulary.
- e Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- f Uses a variety of songs, books, and games including those from many cultures.
- g Encourages the relationship between spoken and printed words.

Level 3 Competencies

- a Interacts with children in ways that facilitate the development of expressive language and thought.
- b Uses concrete experiences and play to enhance and extend young children's language development and early literacy.
- c Demonstrates an understanding of how children use language, as well as other forms of communication, at all ages and stages of development.
- d Plans, implements, and evaluates language experiences and activities.
- e Immerses children in a print-rich environment.
- f Facilitates the relationship between spoken and printed words.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Uses ongoing assessment and evaluation to adapt and modify interactions with children to meet the specific language development needs of individual children. c Recognizes and responds to the general warning signs of communication/language delays and communication/language disorders for children of various ages. d Informs others, including families, about the importance of adult-child and child-child interactions in children's language development. e Exposes children to various symbols of literacy. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> b Designs curriculum consistent with current theories of language use and language acquisition. <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Collaborates with language specialists to modify and adapt curriculum activities and experiences to meet individual language and literacy development needs of each child. b Articulates, analyzes, evaluates, and applies current theory and research on emerging trends in language acquisition, development, and early literacy.

...Promoting Social Development

Level 1 Competencies

- a Engages in everyday conversation with children.
- b Treats children as individuals with their own strengths and needs.
- c Recognizes that periods of stress, separation, and transition may affect children's social development.

Level 2 Competencies

- a Helps children learn to communicate and get along with others.
- b Models recognition and expression of feelings.
- c Encourages feelings of empathy and mutual respect among children and adults.
- d Helps children feel valued as members of the group.
- e Helps children through periods of stress, separation, and transition.
- f Helps children identify positively with the events and experiences of their lives.
- g Emphasizes cooperation in games and activities.
- h Provides many opportunities for children to participate in cooperative play.
- i Supports children's developing awareness of the individual as a member of a family and of an ethnic or social group and is sensitive to different cultural values and expectations.

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KS / MO Bi-State Director Credential Core Competencies

...Promoting Social Development (cont.)

Level 3 Competencies

- a Guides children in expressing their feelings and asserting themselves in positive ways.
- b Guides children through problem solving and conflict resolution interactions.
- c Encourages children to choose activities, timing, and playmates.
- d Helps children learn empathy and respect for the rights and possessions of others.
- e Plans activities incorporating multiple types of play (e.g., socio-dramatic, functional, or constructive play).
- f Intervenes when necessary to help children develop socially.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Provides a meaningful curriculum emphasizing social skills, relationships, and friendships. b Works to create a community in the classroom and includes children who may be isolated. c Develops and implements strategies that encourage children's social development in various roles such as leadership. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Articulates, analyzes, evaluates, and applies current theory and research on promoting social development. b Communicates to others the process for developing curriculum that promotes social development.

...Promoting Creative Expression

Level 1 Competencies

- a Values process as more important than product.
- b Encourages individuality, including unique individual expression.
- c Accepts cultural differences that may affect children's ways of expressing themselves creatively.

Level 2 Competencies

- a Emphasizes the process of creating instead of the end product.
- b Allows time for spontaneous and extended play.
- c Provides unstructured materials.
- d Encourages children to express their creative abilities.
- e Models and encourages creativity through language, music, dramatic play, and art.
- f Develops curriculum and activities to promote creative expression.
- g Provides opportunities that encourage children to play with sound, rhythm, language, materials, space, and ideas in individual ways.

Level 3 Competencies

- a Ensures that all children have access to opportunities that allow for individual creative expression.
- b Uses technology to support creative expression.
- c Modifies curriculum and experiences to promote the creative expression of all children.
- d Develops and implements creative and aesthetic activities for children in the learning environment.
- e Identifies developmental stages in domains.
- f Views community as a resource for creative and aesthetic experiences.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Demonstrates leadership in establishing partnerships with community organizations that stimulate creative and aesthetic experiences. b Encourages and integrates creative expression throughout curriculum. c Shows respect for creative expression through appropriate documentation and exhibition. d Informs families about the importance of individual creative expression. e Values creative expression as necessary to the development of the whole child. f Using specific examples, explains how children represent their thoughts, feelings, and ideas through creative outlets. g Supports each child's creative development by adapting time, space, and materials to meet the needs and interests of individual children. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Communicates the theoretical concepts underlying the ways children use art to express themselves. b Articulates, analyzes, evaluates, and applies current theory and research on promoting creative experience. c Exposes children to and helps develop their appreciation for creative and aesthetic experiences in their community. d Identifies and uses specialists in artistic disciplines to incorporate the building blocks of each art form into the program.

KS / MO Bi-State Director Credential Core Competencies

III Child Observation and Assessment

Level 1 Competencies

- a Acknowledges that children develop at their own rate.
- b Assists with collection of information about each child's development.
- c Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.

Level 2 Competencies

- a Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situation.
- b Collects and organizes information about each child, such as collecting samples of the child's work, recording anecdotal notes, and keeping accurate records.
- c Follows appropriate procedures of child observation.
- d Communicates observation in written and oral form.

Level 3 Competencies

- a Appreciates and accommodates the range of development and skills among children.
- b Continually observes children, analyzes and evaluates findings, and applies this knowledge to practice.
- c Applies basic elements of child development theory to observation.
- d Selects appropriate assessment methods.
- e Explains the importance of ongoing assessment to staff and families.
- f Recognizes environmental factors that may place children at risk.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Plans for communicating observations to families. b Communicates assessment results to families, both authentic and standardized, in a clear and supportive manner. c Plans culturally diverse, gender-equitable assessment. d Develops and implements individual plans. e When appropriate, refers children for further evaluation. f Works cooperatively with assessment and health care teams for children with special needs. <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> c Establishes criteria, procedures, and documentation methods for assessment. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Articulates, analyzes, evaluates, and applies current theory, research, and policy on assessment. b Communicates major theories, research, and issues relevant to observation and assessment. d Informs the field how to support children's self-reflection.

IV Families and Communities: Relationships with Families

Level 1 Competencies

- a Respects the family's role as primary educator.
- b Establishes positive communication and relationships with families.
- c Acknowledges the varying structures of children's families.
- d Accepts differences in children.
- e Follows rules of confidentiality.

Level 2 Competencies

- a Invites family members to play an active role in their child's education, recognizing that families' attitudes influence children's ability and interest in learning.
- b Creates and maintains open, friendly, and cooperative relations with families and communicates daily events.
- c Provides opportunities for families to share skills and talents.
- d Supports children's relationships with their families.
- e Recognizes stress factors affecting families.
- f Respects and supports cultural differences and diverse family structures.

Level 3 Competencies

- a Communicates with families about curriculum, an individual child's progress, and developmental growth.
- b Applies the family-centered approach to early intervention.
- c Strives to ensure that community diversity and cultures are reflected in program.
- d Works effectively with families from a variety of cultural, linguistic, and socioeconomic backgrounds.

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KS / MO Bi-State Director Credential Core Competencies

Families and Communities: Relationships with Families (cont.)

- e Provides families with appropriate referrals to community resources.
- f Plans and conducts family conferences.
- g Implements effective conflict resolution techniques with families.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <p>a Shares knowledge of general child development with families.</p> <p>b Practices a strengths-based, family-centered early intervention approach.</p> <p>c Involves and supports families in development of Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs).</p> <p>d Explains how families within many cultures are different and have different family structures.</p> <p>f Assesses, plans, and conducts activities for family support and participation.</p>	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 4 Competencies</u></p> <p>e Articulates the various theories of family systems and the effect of stress/crisis on families.</p> <p>g Articulates and applies theories of family development and dynamics within pluralistic cultures.</p> <p><u>Level 5 Competencies</u></p> <p>a Articulates, analyzes, evaluates, and applies current theory and research on relationships with families.</p> <p>b Accesses appropriate formalized family assessment and intervention resources for diverse families.</p> <p>c Involves family members as decision makers in programs.</p>

...Use of Community Resources

Level 1 Competencies

- a Values and uses community resources that support and assist families.
- b Recognizes volunteers as a valuable community resource.
- c Works cooperatively and appropriately with volunteers.

Level 2 Competencies

- a Identifies community agencies providing assistance for children and families and makes appropriate referrals.
- b Helps families obtain clear and understandable information about their children's disabilities and information about the family's legal right to services.

Level 3 Competencies

- a Uses community resources to support families.
- b Assists with public awareness activities to inform the community about early care and education services.
- c Promotes public awareness about early care and education by educating consumers.
- d Assists with community outreach efforts.
- e Participates in community needs assessments.
- f Works effectively with volunteers if needed.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <p>a Develops relationships with community resources and provides families with resource information.</p> <p>b Works collaboratively with other community resources providing services to children and families.</p> <p>c Implements and supports volunteer programs, if needed.</p> <p><u>Level 5 Competencies</u></p> <p>a Works collaboratively with agencies to meet the needs of families in the community.</p>	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <p>b Works to develop resources in the community.</p> <p>c Represents the early childhood field in collaborative community endeavors.</p> <p>d Investigates issues surrounding the uses of volunteerism in early childhood programs.</p> <p>e Develops and maintains relationships with other disciplines and specialties in related fields.</p>

KS / MO Bi-State Director Credential Core Competencies

V Health, Safety, and Nutrition: Knowledge of Regulations

Level 1 Competencies

- a Releases children only to authorized persons.
- b Demonstrates basic pediatric first aid and CPR.
- c Follows regulations regarding health and safety.
- d Maintains emergency supplies and equipment.
- e Carries out disaster plans and drills.
- f Verbalizes and adheres to ratio requirements.
- g Explains and performs the mandated reporter role for child abuse and neglect.

Level 2 Competencies

- a Ensures safety equipment, such as smoke detector and fire extinguisher, is in place and operable.
- b Demonstrates the use of safety equipment.
- c Uses diagrams, pictures, and words understood by children and adults to post instructions for emergency procedures.
- d Practices procedures for fires and other emergencies, including safety procedures for children with disabilities.
- e Identifies and reports problems regarding staff/child ratios.
- f Follows regulations regarding inclusion.
- g Assists in self-assessments of facility for licensing and accreditation.

Level 3 Competencies

- a Verbalizes and adheres to emergency, illness, and injury procedures.
- b Informs others of emergency procedures.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Uses code of ethics to monitor violations of regulations. b Articulates and adheres to laws pertaining to children and families. c Participates in the revision of regulations and standards to meet program's needs. d Designs and documents emergency procedures. e Develops/documents contingency plans to meet ratio requirements in all situations. f Assesses how regulations affect the quality of the program. <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Conducts self-assessments of facility for licensing and accreditation. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> b Articulates, analyzes, evaluates, and applies current theory, research, and policy on safety.

...Environmental Safety

Level 1 Competencies

- a Maintains all areas, following regulations for safety.
- b Selects safe toys.
- c Actively supervises and interacts with children to ensure safety both indoors and outdoors.

Level 2 Competencies

- a Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.
- b Adapts the indoor and outdoor environments to maximize the independence of children with special needs.
- c Teaches simple safety precautions and rules to children and enforces rules consistently.
- d Keeps informed about and shares safety information and resources with families.

Level 3 Competencies

- a Designs and assesses safe environments inside and outside.

KS / MO Bi-State Director Credential Core Competencies

...Environmental Safety (cont.)

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Advocates for environmental safety.</p>	<p><u>Level 5 Competencies</u> a Participates in community groups to develop and implement strategies for improving the environmental safety of facilities serving children. b Identifies opportunities to fund environmental safety improvements. c Articulates, analyzes, evaluates, and applies current theory, research, and policy on environmental safety.</p>

...Responding to Health Needs of Children

Level 1 Competencies

- a Practices appropriate hand-washing techniques.
- b Helps children practice appropriate hand-washing techniques.
- c Practices safe diapering procedures.
- d Implements practices to avoid/control blood-borne pathogens to ensure safety of adults and children.
- e Responds to children's injuries and fear of injuries, documents any injuries and notifies families, while assuring the comfort and care of other children.
- f Checks children daily for signs of illness and possible signs of abuse and neglect.

Level 2 Competencies

- a Promotes good health and provides an environment that contributes to the prevention of illness.
- b Seeks information on and demonstrates good practice for children with health care needs.
- c Plans and guides self-help activities.
- d Follows procedures to avoid transmission of communicable diseases.
- e Follows instructions for administration of medicine and approved medical treatments, including related documentation.
- f Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children in an immediate and appropriate way.
- g Recognizes children's interest in bodies and integrates interest into curriculum.

Level 3 Competencies

- a Designs and assesses sanitary environments inside and outside.
- b Models and provides direction on sanitation.
- c Talks with and provides resource information to families about health.
- d Identifies causes of stress and trauma and assesses children's resiliency.
- e Plans and implements safe field trips.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Designs and documents sanitation procedures. b Works with health care professionals in community to ensure that the needs of the children are met. c Establishes procedures for documentation and notification of suspected abuse and neglect. d Helps others (families, staff) recognize and report abuse and neglect. e Designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.</p>	<p><u>Level 5 Competencies</u> a Collaborates with community groups to identify health issues or concerns, including sanitation. b Articulates, analyzes, evaluates, and applies current theory, research, and policy on the health needs of all children.</p>

...Nutrition

Level 1 Competencies

- a Practices safe food handling and observes general sanitation practices.
- b Maintains sanitary environments.
- c Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently.
- d Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.

(continued)

KS / MO Bi-State Director Credential Core Competencies

...Nutrition (cont.)

Level 2 Competencies

- a Provides appropriate food and snacks in a pleasant environment.
- b Communicates with families about the food children need and prefer.
- c Plans and guides cooking experiences with children.
- d Teaches children about nutrition.

Level 3 Competencies

- a Recognizes nutritional concerns.
- b Plans and evaluates menus.
- c Includes foods from diverse cultures.
- d Plans activities in which children learn to make healthy food choices.

Provisional Director Credential	Director Credential
<u>Level 4 Competencies</u> a Assesses program's nutritional plan and adapts practices accordingly. b Coordinates food activities with cultural calendar.	All competencies for the Provisional Director Credential, plus <u>Level 5 Competencies</u> a Articulates, analyzes, evaluates, and applies current theory, research, and policy on nutrition. b Collaborates with community groups to identify issues or concerns. c Advocates for policies and procedures that affect the nutritional welfare of the broader community.

VI Interactions with Children: Providing Individual Guidance

Level 1 Competencies

- a Avoids actions that would cause physical and emotional harm.
- b Provides appropriate supervision.
- c Interacts in a manner reflecting respect for self and others.
- d Cares for children based on positive, warm, nurturing relationships.
- e Uses positive behavior guidance.
- f Addresses problem behavior or situation, rather than labeling the child.

Level 2 Competencies

- a Modifies play no longer appropriate for the learning environment.
- b Establishes and communicates limits for acceptable behavior.
- c Responds to children's behavior in ways that encourage self-control.
- d Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
- e Follows a variety of positive direct and indirect guidance methods and avoids negative methods.
- f Provides an environment that helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.
- g Builds a trusting relationship with children, providing physical and emotional security.
- h Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
- i Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.

Level 3 Competencies

- a Demonstrates realistic expectations about children's attention spans, interests, social abilities, and physical needs.
- b Helps children establish classroom rules.
- c Identifies strategies that involve children in establishing guidelines and limits for behavior.
- d Relates guidance practices to knowledge of children's personalities and levels of development.
- e Recognizes and responds to individual behavioral problems related to developmental or emotional stress.

(continued)

KS / MO Bi-State Director Credential Core Competencies

Interactions with Children: Providing Individual Guidance (cont.)

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Adapts the learning environment and curriculum to minimize potential challenging behaviors. b Applies theories of child development to improve child guidance techniques. c Uses child assessment to individualize and improve child guidance. d Demonstrates knowledge of instructional and guidance procedures for integrating children with and without disabilities. e Collaborates with families to develop individually appropriate expectations for children's behavior.</p> <p><u>Level 5 Competencies</u> a Develops written policies for effective child guidance. b Articulates the principles for intervention and conflict resolution in children's play and learning. c Develops individual guidance plans, accessing relevant professionals for support as needed.</p>	<p>All competencies for the Provisional Director Credential, plus <u>Level 5 Competencies</u> d Articulates, analyzes, evaluates, and applies current theory and research on individual guidance.</p>

...Enhancing Group Experiences

Level 1 Competencies

- a Provides organization and flexibility when working with children.
- b Handles activities and changes in schedule with clear directions and patience.

Level 2 Competencies

- a Uses prepared yet flexible plans.
- b Leads activities in a positive, relaxed, and pleasant atmosphere.
- c Alerts children to changes in activities or routines well in advance.
- d Builds a trusting relationship with children as a foundation for positive guidance and self-discipline.
- e Anticipates and defuses disruptive behavior.
- f Is aware of each child's limitations and abilities, uses guidance techniques accordingly, and explains rules at the child's level of understanding.

Level 3 Competencies

- a Provides experiences that engage children and respond to their interests.
- b Plans and guides activities to promote cooperative play.
- c Plans and guides activities that promote children's supportive relationships with peers, family, professional staff, and community.
- d Supervises overlapping activities so children can use time effectively.
- e Helps children use time effectively in small or large group work.
- f Encourages positive relationships, communication, and guidance strategies, including problem solving and negotiation within the learning environment.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Applies theories of child development to group management techniques. b Uses child assessment to individualize and improve group management. c Evaluates and adapts group experiences to ensure that all children are learning. d Integrates children of all abilities into the group, following appropriate instructional and guidance procedures.</p> <p><u>Level 5 Competencies</u> a Develops cooperative group skills that focus on working in small groups, negotiating, compromising, and problem solving.</p>	<p>All competencies for the Provisional Director Credential, plus <u>Level 5 Competencies</u> b Designs and develops new cooperative group activities based on current research and curriculum design. c Articulates, analyzes, evaluates, and applies current theory and research on group experiences.</p>

KS / MO Bi-State Director Credential Core Competencies

VII Program Planning and Development: Program Planning and Evaluation

Level 1 Competencies

- a Behaves as a responsible staff member and participates in the program team.
- b Keeps appropriate records.
- c Complies with program policies and licensing.

Level 2 Competencies

- a Supports the program mission statement.
- b Organizes, plans, keeps records, and communicates effectively.
- c Develops unit plans and curriculum for the classroom.
- d Selects appropriate equipment and material for practice.
- e Writes objectives and goals for activities.
- f Uses available resources to ensure an effective operation.
- g Assists in gathering information for evaluation.

Level 3 Competencies

- a Verbalizes the relationship between the program's philosophy and daily practice.
- b Plans parent orientations and education programs.
- c Plans and acquires appropriate equipment and materials for the program.
- d Participates in strategic planning and goal setting for the program.
- e Conducts program observations.
- f Recognizes the importance of evaluation, and assists in evaluating program's effectiveness.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for all children. b Develops and implements program policies. c Develops curriculum for program. d Manages program resources (financial, personnel, time) effectively. f Communicates effectively with board/advisory groups. g Identifies evaluation methods and understands their limitations. <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> b Develops public relations strategies to establish the program in the community. c Ensures the program meets diversity needs and reflects inclusion of children, families, staff, and community partners. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Articulates, analyzes, evaluates, and applies current theory, research, and policy on program planning and evaluation. d Identifies legal issues related to early care and education and collaborates with community groups to interpret them.

...Personnel Management

Level 1 Competencies

- a Works effectively with support staff, volunteers, and professionals.

Level 2 Competencies

- a Supports other staff members and professionals.

Level 3 Competencies

- a Values and works to strengthen the program's team of staff, administrators, and volunteers.
- b Provides effective lines of communication among staff and administrators.

(continued)

KS / MO Bi-State Director Credential Core Competencies

...Personnel Management (cont.)

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Plans for, recruits, orients, supervises, and evaluates staff. b Plans for, recruits, orients, and supervises volunteers. c Plans and carries out staff development opportunities.</p> <p><u>Level 5 Competencies</u> a Develops staff recruitment, selection, and retention program. b Designs and implements staff job descriptions and evaluation forms and procedures.</p>	<p>All competencies for the Provisional Director Credential, plus <u>Level 4 Competencies</u> d Supervises student teachers and practicum students. e Provides strong leadership and visionary direction.</p> <p><u>Level 5 Competencies</u> c Articulates, analyzes, evaluates, and applies current theory, research, and policy on personnel management.</p>

...Financial Management

Level 1 Competencies

- a Performs basic math computations and makes basic money transactions.
- b Follows bookkeeping procedures.

Level 2 Competencies

- a Utilizes generally accepted business practices.
- b Operates within budget.

Level 3 Competencies

- a Assists in planning budget.
- b Conducts and maintains the inventory of supplies, materials, and equipment.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Plans, reports on, and maintains budget. b Develops fee structure.</p> <p><u>Level 5 Competencies</u> c Develops marketing plan. d Seeks additional funding opportunities.</p>	<p>All competencies for the Provisional Director Credential, plus <u>Level 5 Competencies</u> a Develops and implements fiscal business plan. b Matches expenditures with program philosophies. e Writes grant proposals. f Articulates, analyzes, evaluates, and applies current theory, research, and policy on financial management.</p>

VIII Professional Development and Leadership: Displaying Professionalism...

Level 1 Competencies

- a Enjoys working with children and models a positive attitude.
- b Exhibits good hygiene and personal appearance.
- c Demonstrates good work habits.
- d Supports and complies with regulations and licensing standards.
- e Values reflection on teaching and learning, using staff interaction, training/education, and journals.
- f Is aware of the professional code of ethics for early care and education and its main topics.
- g Behaves ethically, maintaining confidentiality and impartiality.
- h Shows commitment to the program's goals.

Level 2 Competencies

- a Manages demands of personal and professional commitments.
- b Uses problem-solving skills in program.
- c Interacts in a manner reflecting value of self and respect for others.
- d Performs well as team member.
- e Promotes quality in child-care services.
- f Demonstrates a commitment to professional code of ethics.

(continued)

KS / MO Bi-State Director Credential Core Competencies

Professional Development and Leadership: Displaying Professionalism... (cont.)

Level 3 Competencies

- a Routinely engages in reflection of teaching practices and the behavior of children.
- b Is familiar with current trends in early childhood education.
- c Articulates professional code of ethics.
- d Recognizes potentially unethical practices.
- e Participates in program decision-making.
- f Makes program decisions based on professional standards.
- g Describes relationship between theory and practice.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u></p> <ul style="list-style-type: none"> a Participates in group problem solving of ethical dilemmas. b Articulates personal philosophy of early childhood education based on knowledge of child development and best practices. c Articulates and uses a professional code of ethics for making professional decisions. d Recognizes causes and symptoms of "burnout" and develops strategies to prevent it. e Evaluates current trends in early childhood education and revises practice as appropriate. <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> a Initiates and mediates group problem solving of ethical dilemmas. b Keeps up-to-date on research and policy relevant to early care and education. d Advocates for children and families. 	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u></p> <ul style="list-style-type: none"> c Revises practice according to research.

...Ongoing Professional Growth

Level 1 Competencies

- a Seeks out knowledge to improve practice.
- b Evaluates his or her own performance and sets goals to advance knowledge of field.

Level 2 Competencies

- a Is aware of professional resources.
- b Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.
- c Accepts advice and constructive criticism to improve practice.
- d Actively participates in professional associations.
- e Follows accreditation standards.

Level 3 Competencies

- a Uses professional resources to improve practice.
- b Seeks out professional relationships to enhance professional growth (e.g., securing a mentor).
- c Develops and carries out a personal professional development plan.
- d Works toward credentials, degrees, and/or program accreditation.

(continued)

KS / MO Bi-State Director Credential Core Competencies

...Ongoing Professional Growth (cont.)

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Articulates a professional value system and implements ongoing professional self-reflection b Actively participates in career development. c Integrates knowledge of historical, philosophical, psychological, and social foundations of education, including early childhood education, into planning and decision-making.</p> <p><u>Level 5 Competencies</u> a Explores models of professional development and evaluates/assesses opportunities to promote others' professional growth. b Designs staff development opportunities for colleagues. e Recognizes the differences in adult and early childhood learning styles and applies knowledge to practice.</p>	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u> c Disseminates knowledge at local, state, regional, and national conferences. d Identifies change process and develops practices to support professional growth.</p>

...Leadership and Advocacy

Level 1 Competencies

a Recognizes professional behavior.

Level 2 Competencies

a Demonstrates support for licensed care.

b Models professional behavior.

Level 3 Competencies

a Identifies community needs that affect children.

b Exhibits knowledge of advocacy issues.

c Initiates problem solving and conflict resolution for program and staff.

Provisional Director Credential	Director Credential
<p><u>Level 4 Competencies</u> a Justifies practice to families, administrators, and colleagues. b Describes the legislative process, including legal and advocacy issues, that impact children and their families, and communicates this information to others. c Explains how government policies affect early childhood care and education.</p>	<p>All competencies for the Provisional Director Credential, plus</p> <p><u>Level 5 Competencies</u> a Serves as a spokesperson to the community and the media on early care and education issues. b Develops and carries out advocacy plan. c Provides a work culture that fosters staff initiative to solve problems and resolve conflict. d Serves on professional boards and committees.</p>

* The following competencies are intentionally omitted from this document. Most are, instead, options for the credentials' required professional contributions.

- V. Knowledge of Regulations, Level 5, c
- VII. Program Planning and Evaluation, Level 4, e
- VIII Ongoing Professional Growth, Level 4, d
- VIII. Leadership and Advocacy, Level 4, d