

WEST VIRGINIA

EARLY CHILDHOOD PROVIDER

QUARTERLY

**The
Professional
Development
System**

*Writing
a Good
Resume*

**Professional Development for
Non-Traditional Students**



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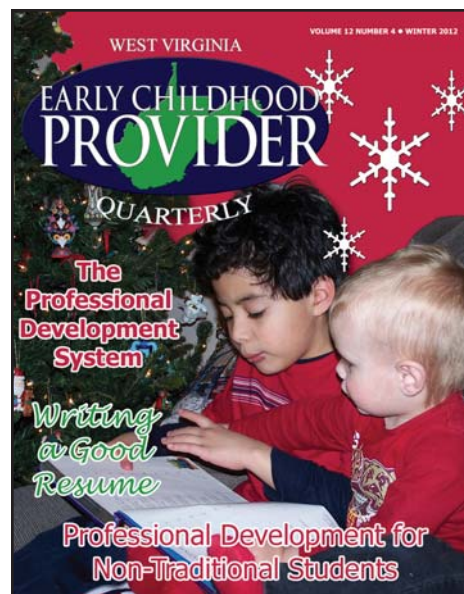
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Celebrating Success:

Fort Hill Child Development Centers Earn National NAEYC Accreditation

Submitted by Jean Hawks, Fort Hill Child Development Center

Fort Hill Child Development Center, Inc. and Fort Hill at JamesMark, both located in Charleston, have earned accreditation from the National Association for the Education of Young Children (NAEYC) – the nation's leading organization of early childhood professionals. Only 28 centers in WV are currently accredited through NAEYC. Fort Hill and Fort Hill @ JamesMark are the only NAEYC accredited centers in Charleston.

“We’re proud to have earned the mark of quality from NAEYC, and to be recognized for our commitment to reaching the highest professional standards,” said Jean Hawks, owner and director of both Fort Hill sites. “NAEYC accreditation lets families in our community know that children in our programs are getting the best care and early learning experiences possible.”

To earn NAEYC accreditation, Fort Hill went through an extensive self-study process, measuring the program and its services against the ten NAEYC Early Childhood Program Standards and more than 400 related Accreditation Criteria. The program received NAEYC accreditation after an on-site visit by NAEYC assessors to ensure the program met each of the ten program standards. NAEYC-accredited programs are also subject to unannounced visits during their accreditation.

In the 25 years since NAEYC

Accreditation was established, it has become a widely recognized sign of high-quality early childhood education. More than 7,000 programs are currently accredited by NAEYC, approximately 8 percent of all preschools and other early childhood programs.

The NAEYC accreditation system has set voluntary professional standards for programs for young children since 1985. In September 2006, the Association revised program standards and criteria to introduce a new level of quality, accountability, and service for parents and children in child care programs. The new standards today reflect the latest research and best practices in early childhood education and development. NAEYC is committed to utilizing the newest studies and analysis on positive child outcomes to ensure young children continue receiving the highest-quality care and education possible.

The NAEYC Accreditation system was created to set professional standards for early childhood education, and to help families identify high-quality preschools, child care centers, and other early education programs. To earn NAEYC Accreditation, a program must meet each of the ten NAEYC Early Childhood Program Standards. Programs are accredited by NAEYC for a five-year period.

For more information about NAEYC Accreditation, visit www.naeyc.org.

NAEYC Accredited Child Care Centers in West Virginia

A Place to Grow Children's Center

Child Development Academy at Marshall University

Child Development Center of Central WV

Cubby's Child Care Center

Early Education Station

Enterprise Child Development Center

Friends-R-Fun Child Development Center

Kinder Haus Child Care Center

Lasting Impressions Child Development Center

Little Eagle Child Care Center

Marshall University Early Education Center

Mother Goose Land Child Care Center Site II

Pierpont Community and Technical College Lab Preschool

Playmates Preschools and Child Development Centers

Small Scholars Preschool

Sunbeam Early Learning Center

Upshur Human Resources, Buckhannon Center

Youth Health Service Inc. Home Ties Child Care

National Association for Family Child Care Accredited Providers

Tressia Cabell
Lorna Adkins
Kathy Baker
Tonya Clark
Misty Wood

News About the Apprenticeship for Child Development Specialist (ACDS) Program

Submitted by Sherrie Barrett, ACDS State Coordinator

Staff Changes

ACDS has undergone some staff changes. Lisa Gladwell, former Regional Coordinator, moved with her husband to Michigan. Jennifer Conkle is now the ACDS Regional Coordinator.

Jennifer is a graduate of Marshall University with a BA in Counseling and Rehabilitation and a MA in Preschool Special Needs.

She has over 16 years of combined experience in the early childhood field. Throughout those years, Jennifer has worked in programs that directly involve and impact the lives of adults, children, and families.

Previously, she was employed with River Valley Child Development Services as an Early Childhood Specialist at Link Child Care Resource and Referral. She has also served as an instructor for the ACDS program and taught second and third semesters. Jennifer will be an asset to the ACDS program.



The registered Apprenticeship for Child Development Specialist program promotes:

- Highly skilled, confident early childhood employees
- Quality early childhood environments
- Informed, supportive early childhood professionals

Participants must be employed at least 20 hours per week working with children birth to eight and complete 3200 to 4000 hours of on-the-job training and 300 hours of course work and related assignments in order to receive certification.

The program's participants include:

- Child Care Providers and In-Home Providers
- Head Start and Public School
- Preschool Employees
- Youth Apprentices
- Home Visitors

Instructor's Academy

The Apprenticeship for Child Development Specialist (ACDS) program is preparing for the annual Instructor's Academy on June 25 – 29, 2012. Participants must complete an intensive five day training to teach ACDS classes. They also must attend a one day update every other year to continue certification.

The Apprenticeship for Child Development Specialist program is always looking for new instructors from around the state. Being an instructor is a wonderful experience. It is very rewarding to witness the growth and development of students as they begin the program, complete the fourth semester, and then ultimately graduate. Many gain the confidence to continue their education and receive their associate and/or bachelor's degree.

What a testament of the success of the ACDS program! If you are interested in this opportunity to continue your professional development and share your knowledge, please contact Sherrie Barrett at 304-523-0433 or sbarrett@rvcds.org.

Scholarship Money for Early Childhood Education Degrees

Submitted by Michele Sigler, T.E.A.C.H. WV Specialist



T.E.A.C.H. Early Childhood® WEST VIRGINIA is a secret that needs to be shared with anyone interested in earning a degree in Early Childhood Education. The T.E.A.C.H. scholarship project assists child care employees with tuition, books, travel, and a bonus upon contract completion. Programs benefit by helping staff receive higher education, resulting in motivated and excited teachers for the children in their care. Participation in the T.E.A.C.H. scholarship project also lets programs be a part of a growing team dedicated to quality child care.

To be an eligible recipient of the T.E.A.C.H. scholarship, individuals must be...

- Working at least 30 hours per week in a licensed child care center, Head Start, family child care facility, or family home provider.
- Enrolled in (or willing to enroll in) an early childhood education degree program at a participating WV college or university.
- Willing to commit to their sponsoring program for one year after completion of contract.

T.E.A.C.H. would love to answer any questions regarding eligibility for applicants and/or sponsoring programs. The T.E.A.C.H. Specialist will even come to your child care program and speak with you and your director. For more information, call 304-529-7603 x118 or send an email to msigler@rvcds.org.

T.E.A.C.H. Early Childhood® WEST VIRGINIA Participating Colleges:

Concord University

Eastern WV Community & Technical College

Glenville State College

Kanawha Valley Community & Technical College

Mountwest Community & Technical College

Marshall University

Pierpont Community & Technical College

Southern WV Community & Technical College

WV Northern Community College

WVU-Parkersburg

West Virginia University

West Liberty University

And please, don't keep this a secret!

Developing Professional Development for Non-Traditional Students: *How the Journey Began*

Submitted by Barbara Pavel-Alvarez, Pierpont Community and Technical College

In 2010, the West Virginia Department of Health and Human Resources, Division of Early Care and Education, announced the availability of a competitive grant for the purpose of developing a statewide training course. Pierpont Community and Technical College (PCTC) in Fairmont, WV, was selected to plan and implement this training.

Entitled “Child Care Provider Professional Development: The Journey Begins”, the 45-hour course targeted entry level non-professionally trained or degreed individuals currently employed in licensed family child care homes, child care centers, and facilities who were seeking professional development credits. The learning outcome established for the course was for participants to increase their skills and knowledge necessary to provide high-quality care and education for infants, toddlers and preschoolers in all early child care settings. In addition, this group of the state’s workforce did not represent current students in community college or baccalaureate programs.

Developed by Barbara Pavel-Alvarez, Associate Professor Early Childhood Program Coordinator at Pierpont Community and Technical College, this project was funded with American Recovery Reinvestment Act (ARRA) dollars, through the WV Department of Health and Human Resources, Division of Early Care and Education.

The WVDHHR request for proposals required a fully online approach to content delivery. Pavel-Alvarez had recently joined PCTC but had successfully developed web-based courses in Child Development and Family Studies at West Virginia University’s Davis College of Agriculture, Forestry and Family Consumer Sciences. Her expertise in computer-based course delivery, as well as being a practitioner in the field, lead to successful development of a professional development course that was the first of its kind to be offered to entry level personnel who were not otherwise enrolled in a post-secondary program.



To garner additional input, Pavel-Alvarez organized an advisory committee early in the project representing higher education, WVU Cooperative Extension Service, community members, West Virginia Work Force Development, and WVDHHR. Technical support for development of the web-based instruction was identified and recruitment of experienced online instructors was conducted so that they could also be involved in the course development. The advisory committee reviewed course modules during the program development stage that lasted from September 2010 through May 2011.

A marketing plan and recruitment strategies that would include all licensed child care professionals throughout the Mountain State were formulated. A promotional brochure and letter of invitation was sent via postal mail to approximately 400 family child care providers. These materials were also sent electronically to all child centers licensed in the state through the West Virginia Department of Health and Human Resources Early Care and Education Office.

Over 175 responses were received and 64 individuals were selected for the pilot course on a first-come basis. A waiting list was developed in hopes that future offerings would be made available. Registration for the online course was processed through Pierpont Community and Technical College Center for Work Force Development. The initial participants received a tuition waiver and instructional resource materials. Two course offerings, each with an enrollment of 32 participants, were taught simultaneously June 13 through August 8, 2011.

The overarching goal of the online training included acquiring the skills and knowledge necessary to be able to provide quality care and education for infants, toddlers and/or preschoolers. The information covered in the course was delivered over the span of eight weeks and included 15 modules that would serve as a foundation for decisions and practices carried out by professionals in all early child care settings and programs. By completing the various assignments, participants, especially those already in the workforce, would have an opportunity to develop baseline knowledge and skills needed to work with young children and families.

Themes addressed the role of the early childhood provider, developmentally appropriate practice and standards for different types of early childhood programs, an overview of the laws and regulations that apply to children with special needs, promoting healthy food choices and living habits, strategies for developmentally appropriate guidance on how children learn and develop through play, the basics and ben-



efits of observation and assessment, family and community partnerships, program management, and professionalism. These themes are key aspects of all developmentally appropriate practices that participants must integrate into their own thinking and day-to-day practices as child care providers.

Since the course was taught 100 percent online, there were no face-to-face class meetings required. Unlike a face-to-face class, with set class times, participants were able to plan individual study time around personal schedules, as long as assignments were submitted each week according to the syllabus.

This course was designed to meet standards required for preparation of early childhood professionals as identified by the National Association for the Education of Young Children (NAEYC). In addition, they also aligned with Tier 1, beginning level Core Competencies as outlined in the West Virginia State Training and Registry System (WV STARS).

While there was a significant amount of interest, many participants were not accustomed to the demands of online instruction. A technical assistant provided support to participants throughout the course. Pierpont Community and Technical College utilized “Blackboard,” a Web-based course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities. Access for participants would require a computer, a high speed internet connection and familiarity with technology.

Participation in course work included posting comments on ‘discussion boards’ as well as responding to what other students posted in a thread on Blackboard. Most assignments were submitted through the Blackboard assignments tool and e-mail was the preferred method of communication with the instructor. Confidentiality was maintained by posting grades individually to the student through the “My Grades” application. As a final project, participants were required to create an electronic portfolio that included work samples from selected modules. A rating of “satisfactory or unsatisfactory” was awarded for each assignment. In order to receive a certificate of completion, as well as the instructional resources package, participants had to achieve a rating of satisfactory on 90 percent of the module assignments and submit a completed portfolio.

Although Module One was an introductory training session on Blackboard, some were unfamiliar with the use of various computer applications. To facilitate their



learning, course content was delivered in PowerPoint with audio lectures; however, it was imperative that participants have appropriate technology. Challenges of dealing with Web-based instruction for entry level personnel are there; however, participants were encouraged to seek sources where computer access could be obtained (i.e., public libraries, local community education organizations, etc.). The ability to locate the resources, as well as the interest in finding resources, will remain a challenge. Frustration with limited computer access, as well as the ability to complete weekly course modules, accounted for some participants dropping out of the class prior to completion.

However, 34 of the original enrollees completed the course. Evaluations revealed that those who completed the course overwhelmingly felt the course delivered applicable information and entry level skills. One participant commented in her final reflection “I will put what I have learned into practice by explaining to (other) teachers and parents that play is essential for children to learn. I would like to incorporate workshops for parents... to learn different ways to play with children and understand the benefits of play. Parents need to understand that.”

This program demonstrated that Web-based (online) instruction can be an effective way of bringing applicable information to the non-traditional student. It is hoped that they may ultimately become enrolled in adult continuing education or through formal programs offered by local community and technical colleges and continue their personal journey of high-quality professional development for years to come.



A Look at the West Virginia Pre-K Early Learning Standards Framework Professional Development System: *Serving Early Childhood Educators, Administrators and Families*

Submitted by Monica DellaMea Harless, Early Childhood Assessment and School Readiness

In early 2010, The WV Pre-K Continuous Quality Improvement (CQI) Advisory Council established a Professional Development System Work Group to create a professional development system based on the WV Pre-K Early Learning Standards Framework. The primary goal of the WV Pre-K ELSF PD System is to build local-level capacity for research- and standards-based professional development to be delivered to early childhood educators, administrators, and families. In conjunction with development of local level professional development systems throughout the state, the WV Pre-K ELSF Professional Development System aims to:

- Strengthen the integration of WV Pre-K Early Learning Standards into classroom practices;
- Increase administrators' understanding of WV Pre-K Early Learning Standards;
- Develop supports to include families in their child's Pre-K experience through engagement in family-friendly standards-based experiences;
- Offer multiple opportunities for educators to earn staff development credit through WV Institutions of Higher Education and the state's training and registry system (as needed); and

“By providing a context for the development of inquiry-based science experiences for families throughout our state, having the Carnegie Science Center as a partner in the development of the mathematics and science professional development series will definitely strengthen the link between school and home,” said W. Clayton Burch of the collaboration. “When families have opportunities to engage in meaningful conversations and questioning with young children, children learn about the world around them and about the process of how to learn.”

- Provide opportunities for collaborative and non-collaborative Pre-K sites to participate in the system to meet the various needs of LEAs, Head Start, childcare, as well as assistant teachers.

The training model includes an application process required by county collaborative early childhood teams, assistance with development of professional development leadership teams for those counties accepted into the program, all materials and training modules required for implementation, leadership team training for all components, and assistance with strategic planning for county roll-out of the program. The program is free of charge.

The WV Pre-K ELSF Professional Development System: Language and Literacy Series was the first series to be

developed, and was piloted during the 2010-2011 school year in five West Virginia counties. Over 95 Pre-K educators participated in the pilot program, with approximately 40 percent of participants earning course credit from West Virginia University, Marshall University, or Concord University.

“The opportunity to earn various types of credit from institutions of higher education as well as WV STARS, is one of the most appealing components of the WV Pre-K Early Learning Standards Framework Professional Development System,” notes W. Clayton Burch, Assistant Director, WV Department of Education Office of School Readiness. “We knew we wanted to build a model that provided opportunities for those in the field to earn credit, and the WV Pre-K ELSF PD System does just that.”

Opportunities for administrators and families to engage in activities to learn more about how young children learn are also included in the professional development system.

This year, The West Virginia Department of Education (WVDE) will work with Pittsburgh Carnegie Science Center to develop Pre-K mathematics and science modules to assist with integration of Pre-K early learning standards into programs throughout West Virginia. Grant funding from the Claude Worthington Benedum Foundation provided the Carnegie Science Center with funds to assist the WVDE's Pre-K Continuous Quality Improvement (CQI) Advisory Council to develop family-focused, as well as educator-focused, components of the WV Pre-K Early Learning Standards Framework Professional Development System.

"By providing a context for the development of inquiry-based science experiences for families throughout our state, having the Carnegie Science Center as a partner in the development of the mathematics and science professional development series will definitely strengthen the link between school and home," Burch said of the collaboration. "When families have opportunities to engage in meaningful conversations and questioning with young children, children learn about the world around them and about the process of how to learn."

The collaboration will benefit programs participating in WV's Universal Pre-K system, as well as other early childhood programs who wish to be included in their county's plan for professional development system implementation. Children and families from Pre-K,

Head Start, and childcare programs will benefit from the collaboration.

"We are very excited that the Carnegie Science Center will partner with the Pre-K CQI Council to develop this worthwhile project," noted Traci Dalton, WV Head Start State Collaboration Director. "Young children and their families from all over WV will benefit from this collaboration, particularly through the utilization of materials and guidance the Carnegie Science Center will provide to counties who wish to apply for the program."

For additional information about the WVDE Pre-K Early Learning Standards Professional Development System, please contact Rhonda Crowley or Monica Harless at (304) 558-5325.



"The opportunity to earn various types of credit, from institutions of higher education, as well as WV STARS, is one of the most appealing components of the WV Pre-K Early Learning Standards Framework Professional Development System."
-W. Clayton Burch-

where we STAND

naeyc

on standards for programs to prepare early childhood professionals

Research shows that when early childhood professionals have specialized training and education, children benefit. These standards describe what early childhood professionals are expected to know and do, defining essential learning outcomes in professional preparation programs and presenting a shared vision of excellence.

These standards offer practitioners a framework for applying new knowledge to critical issues. They support important *early learning* goals across settings serving children from birth through age 8. They support critical *early childhood policy* structures including professional credentialing, accreditation of professional preparation programs, state approval of teacher education programs, and state professional development systems.

Preparation for *inclusion* and *diversity* is required to meet each of these standards. Thus, the phrase “each child” is incorporated to emphasize that every standard includes children with developmental delays or disabilities; children who are gifted and talented; children whose families are culturally and linguistically diverse; children from diverse socioeconomic groups; and children’s individual learning styles, strengths, and needs.

Early childhood teachers apply specialized knowledge of *child development*, *families*, *pedagogy*, and *academic disciplines* to plan and implement culturally relevant curriculum that both supports and challenges young children, building competence in language, literacy, mathematics, and other academic disciplines. Positive relationships with children and families are investments in later social, emotional, and academic competence.

These standards apply across degree levels, varying in depth and breadth. Strong associate and baccalaureate degree programs keep *transfer* options open, offering high-quality professional course work concurrently with general education. For students already working in the field, these programs enhance current practice and build

pathways from associate to baccalaureate to graduate degree programs.

Each standard includes a key element requiring application of knowledge and skills through *field* or *clinical experiences*. Excellent teachers are decision makers, engaged in a continuous interplay of theory, research, and practice.

Early childhood degree programs may voluntarily seek NAEYC *accreditation* through a rigorous process of self-study, external peer review, and documentation of key assessments and student performance data for each standard. The goal of accreditation is to support ongoing improvement in high-quality programs.

Significant Changes and Implications for Accreditation

- Standard 4 has been separated into Standards 4 and 5, increasing the total number of standards to six. The separation ensures that both pedagogy and content receive focused attention.
- The phrase “all children” is changed to “each child,” emphasizing inclusion and diversity across all standards.
- The standards are presented in one NAEYC position statement emphasizing the essentials that unite the profession.
- Revisions to materials used in NAEYC Early Childhood Associate Degree Accreditation and NAEYC Recognition of baccalaureate and graduate degree programs as part of National Council for Accreditation of Teacher Education (NCATE) accreditation will take place in 2010–2011. Until that time, the 2003 standards remain in use. The full standards and accreditation updates can be found online at www.naeyc.org/positionstatements/ppp.

What tomorrow's teachers should know and be able to do

1. Promoting child development and learning

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

2. Building family and community relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

3. Observing, documenting, and assessing

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

4. Using developmentally effective approaches to connect with children and families

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

5. Using content knowledge to build meaningful curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in early childhood curricula. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

6. Becoming a professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Related Position Statements

NAEYC offers related position statements on early childhood teacher certification; developmentally appropriate practice; early childhood curriculum, assessment, and program evaluation; early childhood mathematics; early learning standards; learning to read and write; responding to linguistic and cultural diversity; professional development; and school readiness. All NAEYC position statements are available online at www.naeyc.org/positionstatements

where we **STAND**
naeyc



Professional Development for Successful Transition Practices

Submitted by Barbara Tucker, West Virginia Early Childhood Transition

Both the Individuals with Education Act (IDEA) and the Head Start Program Performance Standards contain policies related to transition. IDEA is the federal law that governs the education of children with disabilities, including developmental delays. Part C of IDEA authorizes the federal and state governments to provide comprehensive intervention services for infants and toddlers with disabilities and their families. Part B governs how special education and related services are provided to school age children with disabilities. The Head Start Program Performance Standards provide a definition of quality services for all Head Start grantees.

By the time young children with disabilities enter school, they and their families may have made several transitions across and between services, service

providers, and settings. This includes changes across the day such as moving from home to childcare; and changes across time, such as moving from early intervention into public preschool programs or Headstart. These changes require that professionals work closely with family members to identify specific transition practices and supports that can facilitate the child's positive adjustment to new environments.

IDEA requires state and local agencies to plan for the child's transition to a Part B early childhood education program. While transition planning is important for all children, for children with disabilities served through Part C early intervention programs, transition has a solid legal backing and a comprehensive system of personnel development under which personnel are trained to coordinate the infant/toddler's transition from a Part C program to the next environment. Effective transition praxis requires personnel to have the knowledge of the legal regulations of transition practices. A proper practice assures that each toddler has a smooth transition from Part C early intervention services to preschool, school, or other appropriate services.

Every child in early intervention has a service coordinator. The service coordinator is responsible for overseeing the child's transition planning process and documents the specific steps and services needed to help the child and family transition out of early intervention. Steps include working with the family to identify their needs and goals for transition, providing information on programs their child may be eligible for at age three, and identifying outcomes so the family can support their child's preparation to a new setting or program.

Children need a learning environment that engages their developmental level, provides them with individualized instruction for their unique learning styles, and provides a support system for the many changes they will incur as they grow from being a child into the teen years and adulthood.

Other supports that facilitate smooth transitions are educational environments that respect all children by providing developmentally appropriate opportunities, accessible transportation, and collaboration with community support services.

“The heart of transition planning for preschool to kindergarten is a shared philosophy based on how young children grow and learn...and includes age appropriateness, individual appropriateness, child-initiated and child-directed learning, and teacher support” (Nebraska Department of Education, 2001).

Transitions are most effective when the new environment and personnel are responsive to each particular age group and to the stakeholders most affected by the changes. Successful transitions for students as they move through the

educational system are critical to their future success.

Successful transitions require ongoing professional development for all staff involved, from all agencies, through cross-training, workshops covering current best practices, and continuing to improve transition activities.

“Successful transitions for students as they move through the educational system are critical to their future success.”



You Don't Need to Face Your Grandchild's Health Care Alone.

WV CHIP Can Ease the Stress of Health Care Costs.

West Virginia Children's Health Insurance Program is a low-cost health coverage plan for children under the age of 19.



1-877-WVA-CHIP
www.chip.wv.gov

West Virginia Association for Young Children

Dr. Jean Feldman
Rock, Rhyme, Write, and Read
August 3, 2012
8:30 a.m. – 3 p.m.
Register from 7:30 a.m. – 8:30 a.m.
Days Inn, Flatwoods



Clap your hands, stomp your feet, and catch the reading beat! Join Dr. Jean Feldman and discover how to have fun as you nurture literacy skills in children. Dr. Jean will demonstrate how to develop language skills through songs, music, poems, movement, talking, and reading to children.

**Registration must be postmarked by
July 20, 2012.**

No refunds after July 20, 2012

Dr. Jean's career in education has spanned more than 40 years. She is an accomplished author and also has several recordings that are used in school systems throughout the country.

West Virginia Association for Young Children Workshop Registration Form

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ E-mail: _____

☐ Member \$65

☐ Non-Member \$75

☐ Student \$55

Total Enclosed: _____

Cost includes box lunch.

Make check payable to WVAYC.

Mail Check and Registration to: Gina Cheshire, WVAYC Support Staff, 374 Meadow Lane, Parkersburg, WV 26101

**There's still time to register for
Celebrating Connections 2012!**



February 21-24, 2012

www.wvearlychildhood.org



The Importance of Making a Great First Impression

Submitted by West Virginia Birth to Three

We have all heard it before: "You never get a second chance to make a good first impression." In fact, psychologists, writers, and seminar leaders caution that we only have between seven to seventeen seconds of interacting with strangers before they form an opinion of us.

Whether it be a job interview, a first date, or the first time meeting a family, it's always important to make that interaction as positive as it can be. However, the old adage about making a good first impression is more than just a piece of quaint advice. Your first impression is what will be remembered, so it becomes especially important to make it a good one.

With this widely acknowledged pressure to "make our case" instantly, award winning speaker Paddy Spruce shares his five tips for making your first impression a good one. These techniques can be used in business as well as personal relationships.

1. Smile

There is nothing you can do that will endear you more when first meeting a person than to smile. A sincere smile will come from a person who is relaxed and happy. A warm and confident smile will put both you and the other person at ease.

2. Make eye contact

Your eyes communicate a lot about how you feel. If you focus on people's eyes, it will indicate that you are interested in them and what they are saying.

3. Have a positive greeting

When someone asks you how you are, tell them how you would like to be. Your attitude shows through in everything you do. Project a positive attitude, even in the face of criticism or in the case of nervousness. Put energy in your greeting and make it obvious. If you, for instance, start a first meeting by complaining, there's a big chance the person you meet might remember you as a complainer or a negative person.

4. Shake hands

Extend your arm, offer your hand and look the person in the eye. Smile and match the strength of the other person's grip. This will help you make a connection and encourage both you and the other person to feel at ease.

5. Pace your conversation

Some people speak very quickly. Some people speak more slowly, loudly, or softly. You will create a better first impression if you copy the pace and volume of the person you are speaking with.

You have just a few seconds to make a good first impression and it's almost impossible to change a bad impression. So it's worth giving each new encounter your best shot. Much of what you need to do to make a good impression is common sense. But with a little extra thought and preparation, you can hone your intuitive style and make every first impression not just good, but great.

Visit www.wvdhhr.org/birth23/

Do You Qualify For WVCHIP?

WVCHIP is a low-cost health care plan for children and teenagers of working families. There is no cost to apply. WVCHIP covers services important to growing children, such as check-ups, vision and dental services, immunizations, hospital visits, prescription drugs, and more.

Who Qualifies for WVCHIP?



Age - Children under 19.



Income - Qualifying income is based on the family's monthly or yearly gross income (before taxes) and family size.



Co-Payments - WVCHIP Gold and Blue groups do not have co-pays on preventive care, dental, vision, or generic prescriptions.

Family Size	WVCHIP Gold Maximum Yearly Income	WVCHIP Blue Maximum Yearly Income	Premium Plan Maximum Yearly Income
2	\$22,065	\$29,420	\$44,130
3	\$27,795	\$37,060	\$55,590
4	\$33,525	\$44,700	\$67,050
5	\$39,255	\$52,340	\$78,510
6	\$44,985	\$59,980	\$89,970



Insurance - If your child is covered by another health insurance plan, or was covered in the past 3 months, the child may not be eligible.



Visit www.chip.wv.gov for more information.



**Sharing Corner:
I just started
working in a child
care center.
Any tips that I can
use to show my
co-workers and
families that
I am a professional?**



Answer provided by Suzi Brodof,
River Valley Child Development Services

Those of us who work in child care get very upset when we are called babysitters. We get our feelings hurt when we hear people say “anyone can do that work”! We resent the fact that other educators make much higher salaries than we do. We also complain that we don’t need any formal education because we have been doing this work for years.

Early care and education is a profession, but until we show others that we are professionals, no one will treat us as professionals. No one will respect us as professionals unless we act like professionals.

What does a professional act like? All true professionals have a code of ethics that they are expected to follow. Early care professionals also have a code of ethics. It has been developed

by NAEYC (National Association for the Education of Young Children). This code clearly outlines exactly how to interact with families, co-workers, the community, and most importantly, children. It emphasizes the importance of confidentiality. If early care professionals don’t follow this Code, then we cannot expect to be treated as professionals.

What is another sign of a professional? Formal education as well as continued education. Everyone expects doctors to have a formal education. We would not want them to take care of our illnesses without having formal education. We also expect them to keep up with their education so they can know the latest information, technology, etc. In the field of early care and education it is equally important for us to be formally educated. What

we do with children, especially in the first 5 years of their lives, is crucial for brain development, social interactions, and the future of children. However, many in our field think they already know all they need to know. These are the people who have to be forced to go to a conference, don’t attend sessions, and don’t listen to speakers or interact in workshops. If we don’t believe it is important for us to know everything we can to care for and educate the children in our care, why would others respect us as professionals?

What about appearances? Does that make a difference in whether someone is looked on as a professional? How you present yourself does make a difference in how others perceive you. If you want others to take you seriously as a professional, consider your appearance. Torn jeans, old t-shirts, and revealing clothing at work, at a meeting, or conference is not the most professional choice. These choices are better saved for personal time.

Most importantly, each of us in the field is the best advocate for our field. It is important that we describe the work we do either directly with children or on behalf of children as a true profession. If we don’t describe ourselves as advocates and early care and education professionals, and act like professionals, no one else will ever recognize our field as a profession. It is up to each of us to demonstrate what an early care and education professional is.

A Good Resume Is Not Just For Job Seekers

Submitted by Michelle Tveten Rollyson, WVECPO

Many people do not begin to put a resume together until they are searching for a job. However, a resume is an important professional tool to have available at all times. Resumes have to be submitted with WV STARS materials, grant proposals, and are sometimes provided to new parents. It is much easier to keep a resume updated and current than to try to remember multiple jobs and many years of a work history.

By definition, a resume is a summary of your background, skills and qualifications. It is your best marketing tool! Resumes that are cohesive, up-to-date, and well-written show professionalism.

Be sure to showcase not only your work history, but your accomplishments and talents. Include additional skills and training that you have picked up along the way.

It is also important to showcase any additional associations or organizations that you are a member of or serve as a volunteer. This shows that you take your own time to improve your community.

If you don't already have a resume, consider putting one together, even if you aren't looking for a job. Capturing the information along the way makes the process less daunting.

A Sample Resume

SALLY SMITH

110 N Dearborn, 22E • Chicago, IL 12345 • sallys@yahoo.com • (123) 456-7890

Current Head Start Teacher who enjoys working directly with young children and their families in a positive, developmentally appropriate work environment.

SUMMARY OF QUALIFICATIONS

- Able to communicate well with parents and families
 - Possess a strong understanding child growth and development and appropriate guidance techniques
 - 21 months of experience as an assistant teacher in a NAEYC Accredited Center
-

EDUCATION AND TRAINING

Apprenticeship for Child Development Specialist	2008
West Virginia Infant/Toddler Professional Development Program	2007

Completed required training in Child Abuse and Neglect, CPR, First Aid

PROFESSIONAL EXPERIENCE

TEACHER	August 2008-Present
Head Start Site I	Big City, WV
<ul style="list-style-type: none"> • Instructs children ages four and five in an appropriate learning environment • Utilizes Head Start Performance Standards in curriculum and lesson planning • Develops unique and individualized guidance plans with participation from families 	
ASSISTANT TEACHER	August 2006-May 2008
123 Child Care	Anytown, WV
<ul style="list-style-type: none"> • Assisted lead teacher in carrying out established developmentally appropriate infant lesson plans • Provided care for eight children ages six weeks to twelve months 	

ADDITIONAL EXPERIENCE

- Hostess, Gourmet Restaurant, Chicago, IL, June 2005-September 2006
-

PROFESSIONAL ASSOCIATIONS AND TECHNICAL PROGRAMS

- Member, National Association for the Education of Young Children, since 2007
- Microsoft Office, Photoshop, SPSS, PageMaker, Illustrator, Quark, Dreamweaver

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For more information, email
rollyson1@frontier.com



2012 Huntington Area Early Childhood Conference

Leadership Institute April 26, 2012 Marshall University

"Attracting and Retaining the Right People"
*Learn what it takes to make your organization effective.
This institute will teach tips and techniques to help you
make the right choice in your hiring selections and
leadership skills to develop and maintain a cohesive,
engaged work environment.*

For more information, email Nikki.C.Rabel@wv.gov

WV Early Childhood Provider Quarterly Reader Survey

We want to make sure that we bring you the magazine YOU want to see and use. Your feedback will help us be responsive to your needs and serve you better. Tell us what you think! Thank you for taking a few minutes to complete this survey.

1. Which kinds of WVECPQ features do you find the most interesting, informative, relevant, or helpful? (Mark top three choices)

- ☐ Feature/theme articles
- ☐ Celebrating Success
- ☐ Apprenticeship for Child Development Specialist (ACDS)
- ☐ WV Birth to Three
- ☐ Parent Blocks Newsletter
- ☐ Sharing Corner

2. How many of the last four issues have you read?

- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

3. What is the average time you spend reading an issue?

- ☐ Less than 30 minutes
- ☐ 30 minutes – 1 hour
- ☐ More than 1 hour

4. Do you share the WVECPQ magazine with co-workers or others interested in early care and education information?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

5. Do you distribute copies of the *Parent Blocks Newsletter* to families in your program?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

6. How do you receive issues of the magazine? _____

7. Would you be interested in receiving the WVECPQ electronically?

- ☐ Yes
- ☐ No

8. What topics would you like to see covered in future issues? (Please be specific)

9. The information provided in the WVECPQ is applicable to my work in early care and education.

- ☐ Yes
☐ No

10. How would you rate the overall quality and your satisfaction of the magazine?

- ☐ High
☐ Good
☐ Fair
☐ Poor

Additional Comments: _____

Reader Information:**Occupation or Area of Work:**

Education: (Check the highest level attained)

- ☐ Master's Degree or above
☐ Bachelor's Degree
☐ Associate Degree
☐ Some College Credits
☐ Registered Apprenticeship for Child Development Specialist (ACDS) Certificate
☐ Child Development Associate (CDA) Certificate
☐ High School Diploma or GED

(Optional:)

Name: _____

Address: _____

City, State, Zip: _____

Please send your completed survey to:

WV Early Childhood Training Connections and Resources
 Attn: WVECPQ
 611 Seventh Avenue, Ste 322
 Huntington, WV 25701
 Fax: (304)529-2535

New Online Tool Helps West Virginia Residents Connect with Local Public Services

Family Resource Networks partner with One Economy to give residents easy access to employment, housing, healthcare and education information

Submitted by Barbara Recknagel, WV Department of Education

The Family Resource Networks are proud to announce its partnership with One Economy to provide West Virginia residents with easy online access to local public services that can help improve their lives.

One Economy's tool "BeeLocal" will serve as an information hub that West Virginia residents can access through an easy-to-use website from their desktop computer or mobile device. Local resources ranging from free tax filing and after school programs, to employment services and food assistance, are all available on BeeLocal.

"There is an abundance of community services, but people do not always know how or where to find them," said Sonja Murray, Senior Vice President, One Economy. "We have developed a tool that allows residents to effortlessly connect to all types of resources in their communities including employment assistance, emergency shelters, healthcare clinics and child care centers."



With access to more than 50 member organizations across the state, The Family Resource Network has helped One Economy populate BeeLocal with relevant information about public services in West Virginia. By simply entering a location, residents can instantly connect to more than 4,500 community resources in the state of West Virginia.

BeeLocal provides an easy way for community members to access information about any public service with just a few clicks of a mouse. All of these resources can now be found on one website, and our volunteers are here to help you make the most of the information available.

West Virginia residents will be able to work with the local FRN to learn how to use BeeLocal to improve their lives. Users will also have the ability to add new resources, comment on listings, and engage with other members of the community through BeeLocal.

Parent Blocks

NEWSLETTER



"Providing resources to parents throughout West Virginia"
Volume 9, Issue 1, Winter 2012

8 Expectations of Your Child Care Provider

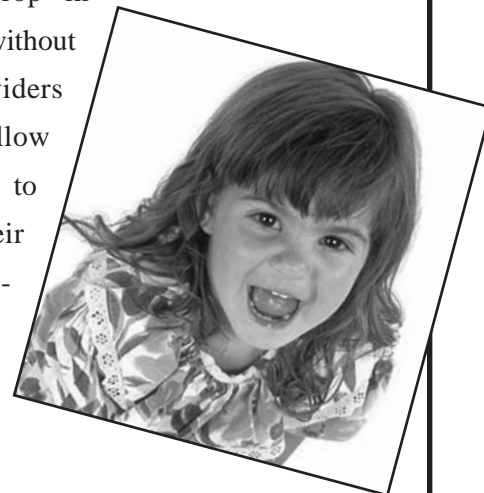
Defining expectations is very important when choosing your child care provider. These expectations apply to both child care centers and those who provide child care in their home. Here are eight expectations you should have of your child care provider:

1. Open communication. Providers should give

you regular updates on your child's progress. They should welcome your questions and ask you questions about how to help your child.

2. Open access to their home or center. You must be

welcome to drop in anytime, even without calling. Providers also should allow parents to call to check on their child's well-being, in case of illness or if there's a special problem.



3. Safety for your child. Providers should take all possible precautions. This includes plugging electrical outlets, putting away knives and other sharp objects, closing off stairways, using only safe and well-maintained equipment and using child-safety seats and seat belts, among other basic safety measures.

4. Honest and confidence. Providers shouldn't

Continued on next page

WV Parent Blocks Newsletter is a project of West Virginia Early Childhood Training Connections and Resources, a collaborative project of West Virginia Department of Health and Human Resources/Bureau for Children and Families/Division of Early Care and Education; WV Head Start State Collaboration Office; Office of Maternal, Child and Family Health/West Virginia Birth to Three; and West Virginia Department of Education/Office of Special Education and is supported and administered by River Valley Child Development Services.

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make commitments that they can't or don't intend to keep or cover up problems or accidents.

5. Acceptance of parents' wishes.

Parents and providers should discuss discipline, TV watching, and toilet training. However, providers should never use physical punishment, even if a parent says it's okay.

6. Advance notice of changes.

Providers should tell you in advance if they are going to change hours or prices or if they plan to stop or limit the time they care for your child.

7. Guarantee that everyone in contact with the child is trustworthy and properly trained and supervised. Providers must be responsible for everyone who lives, enters, visits, and works at their child care.

8. No surprises. This means that your provider won't suddenly tell you that she has taken a job and her teenage daughter will watch your child three days a week, or that your child's favorite teacher will disappear without warning or comment.

*-This material is reprinted from
"Choosing the right child care
provider", provided by WVDHHR*

Helping Children Cope with Post-Holiday Blues



The hustle and the bustle of the holidays is over. Decorations are put away, diets are getting back to normal, new toys have already been discarded, and the house is returning to normal. Yet, many will feel the familiar holiday letdown, the roller coaster of emotions and activities that have been going non-stop before the turkey leftovers were even cold.

It is important to recognize that children can suffer from post-holiday blues too.

After all of the holiday anticipation and excitement, getting back to a normal routine can be difficult. Parents may need to help children adjust to less stimulation and excitement.

Here are a few suggestions:

Get outdoors. Talk a leisurely walk outside, even if it is snowy and cold. See who can spot the longest icicle or the best neighborhood snowman. Enjoy a spectacular blue sky that only January can provide.

Begin planning a summer vacation. Giving children a big event to look forward to helps them channel their post-holiday excitement into another adventure to look forward to.

Schedule a family activity for the end of January. It doesn't have to be expensive. Go to a local museum, ice skating, or volunteer for a community organization. This gives the child a specific date to look forward to with anticipation.

Organize memories. Consider putting together a scrapbook of a special holiday memory. Let children help choose pictures and captions. It will be a reminder that holidays come and go but memories last forever.

Do you know a child who is not *moving *hearing *seeing * learning or *talking like others their age?

By 3 months,
Does your baby...

- grasp rattle or finger?
- hold up his/her head well?
- make cooing sounds?
- smile when talked to?

By 6 months,
Does your baby...

- play with own hands/feet?
- roll over?
- turn his/her head towards sound?
- holds head up/looks around without support?

By 9 months,
Does your baby...

- sit alone or with minimal support?
- pick up small objects with thumb and fingers?
- move toy from hand to hand?

By 12 months,
Does your baby...

- wave goodbye?
- play with toys in different ways?
- feed self with finger foods?
- begin to pull up and stand?
- begin to take steps?

By 18 months,
Does your baby...

- cling to caretaker in new situations?
- try to talk and repeat words?
- walk without support?

By 24 months,
Does your baby...

- point to body parts?
- walk, run, climb without help?
- get along with other children?
- use 2 or 3 word sentences?

**If you are concerned about your child's development, get help early.
Every child deserves a great start.
WV Birth to Three supports families to help their children grow and learn.**

**To learn more about the
WV Birth to Three services
in your area, please call:**

1-866-321-4728

Or visit www.wvdhhr.org/birth23



WV Birth to Three services and supports are provided under Part C of the Individuals with Disabilities Education Act (IDEA) and administered through the West Virginia Department of Health and Human Resources, Office of Maternal, Child and Family Health.

Have Fun in the Snow: Safety Tips for Winter

Submitted by Glenna Bailey, Nurse Health Consultant, WV ECTCR

It's that time of year. Leaves have fallen from the trees, the wind is getting colder, and winter is here. Here are some tips from the American Academy of Pediatrics to help keep children safe when the weather turns cold.

Dressing warm for the weather is essential to prevent hypothermia and frostbite. Use several thin layers to keep warm and dry. Cotton can be used as the first layer next to the body since it can wick moisture and help to keep skin dry. Top layers should be wool or water resistant materials. Thermal underwear, turtlenecks, coats, hats and gloves can all help provide warmth and protection. Layering clothing also helps provide a cooler layer that can be worn more comfortably indoors.

Keep infants warm in their cribs with one-piece sleepers or a light blanket tucked in around the mattress and reaching only as far as the baby's chest. Do not use loose blankets, quilts, or pillows. This can increase the risk of Sudden Infant Death Syndrome.

Don't forget the sunscreen. You might not think you can get sunburn in winter, but snow can reflect up to 85 percent of the sun's ultraviolet rays making skin and eye protection needed.

Cold weather does not cause colds or flu. But the viruses that cause them are more common in the winter so remember to wash hands frequently and cough and sneeze into the elbows.

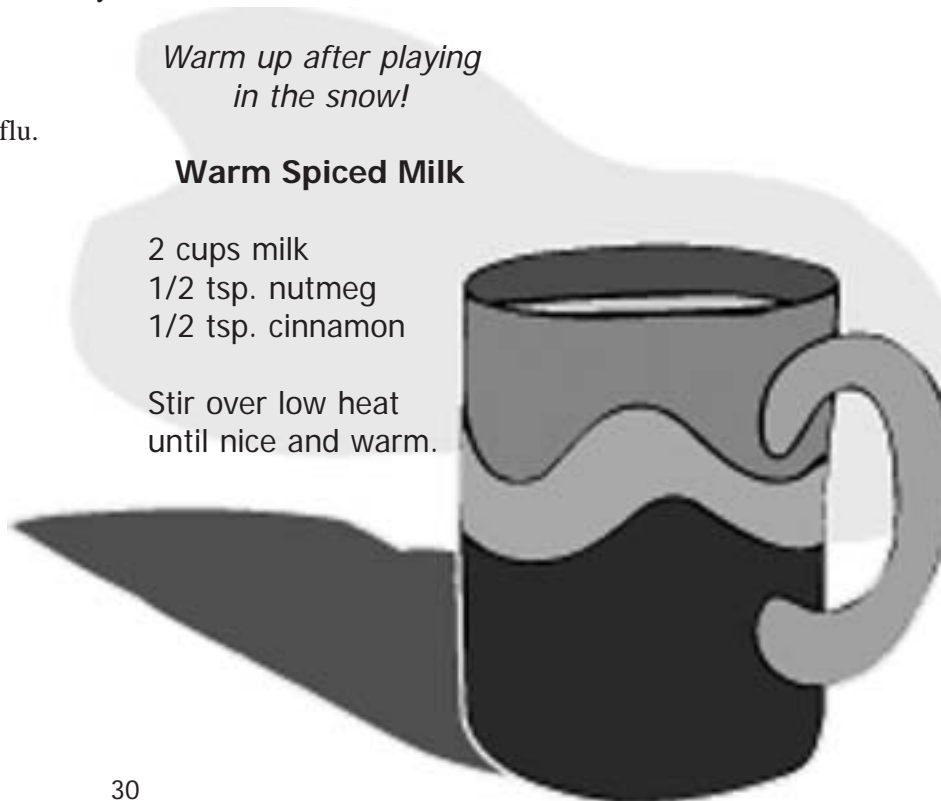
Just using a few precautions can help to make winter fun and safe for children of all ages. So get out there and play in the snow and enjoy the beauty winter has to offer.

*Warm up after playing
in the snow!*

Warm Spiced Milk

2 cups milk
1/2 tsp. nutmeg
1/2 tsp. cinnamon

Stir over low heat
until nice and warm.



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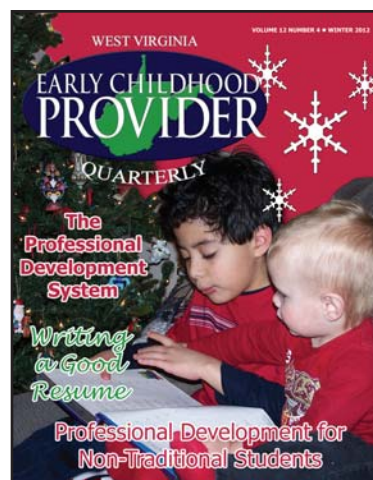
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