

WEST VIRGINIA
EARLY CHILDHOOD
PROVIDER
QUARTERLY

Benefits of WV STARS

**Putting Purpose to Your
Professional Development**

WVIT Professional Development Program

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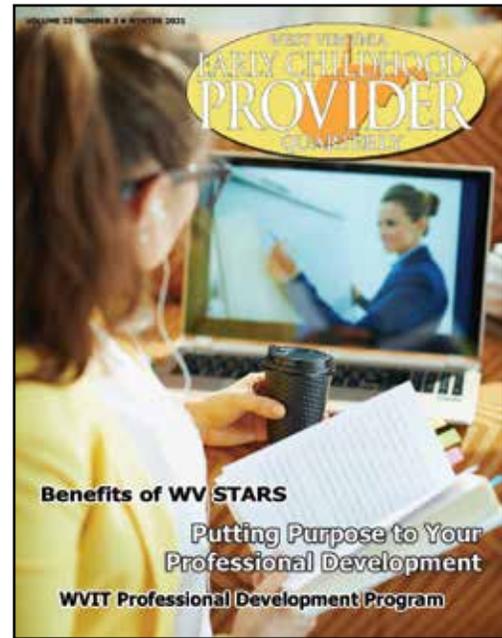
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Intentional Professional Development: *Putting Purpose to Your Professional Development*

Submitted by Sheila Zickefoose, WV ICC Statewide Coordinator

When asked “Where do you see yourself, professionally, in the next 5 years,” what comes to mind? What do you picture for yourself? You may have definite perspectives of what you would like to have for yourself, or maybe you do not; regardless, the key in either case is having a plan to get there!

Professional development defines a wide variety of specialized training, formal education, or advanced professional learning (The Glossary of Educational Reform). Regardless of the format, professional development is all about helping you to improve your knowledge, skills, competency, and effectiveness in doing your job. Your employer may have ideas about what they would like for you to be able to do. As a result, they may plan for specific learning opportunities. However, you should also take some time on an annual basis to consider some questions about your career:

- What would you like to learn more about?
- What would you like to do better?
- What knowledge/skill would you like to develop or improve?



- How am I going to achieve that vision of myself in 5 years?

In comes intentional professional development – catering to your individual needs for professional development. Let’s think about ways you can take control of your career.

How do we become intentional?

Take a personal planning retreat! Your retreat can be as short (a few hours on a weekend) or as long (a few days) that your schedule, resources, and other responsibilities can af-

ford. Find a location where you feel relaxed and your creative juices will flow. A pen and a notebook are the basic items you will need, but consider additional resources that will fuel your vision (i.e., a planner, the WV Early Childhood Core Knowledge and Competencies and the Professional Development Planning Tool, music, laptop, flip chart, book relevant to your field and interests). Your goals and strategies will change over time; therefore, become intentional about planning for an annual professional development retreat for you (Pilgrim).

If you are planning for your professional development, where do you start after gathering yourself and some materials. First, think about the end result you want to achieve. Focus on the questions stated earlier in this article. Once you have a vision, choose a picture to represent that if you like and think about what you need to do to achieve that.

Then, write down the steps, or baby steps, you can take to chip away at the big steps. You might feel like you need some assistance with that, so the second thing is to reach out to a mentor or a peer you highly respect or admire. Clearly share with them what you are looking to achieve in your professional development. They can help you to discuss actions you may take to help in achieving your goal. Focus on just a few goals, no more than 3, to not overwhelm you, but still be supportive of your bigger vision.

It is also important to be specific in those goals. For instance, you might want to learn more and improve your skills in supporting social and emotional development for infants and toddlers. Well, that is a huge scope of learning! Narrow it, consider focusing on a component to social and emotional development – challenging behavior, mindfulness, trauma informed practice, or self-regulation (Head Start Virginia). You might find many opportunities to focus on each one of those concepts, but prioritizing to your interests and asking yourself “does this help me achieve my goal” helps you to keep your professional develop-

ment to-do list manageable. If you answer yes, it goes on your to-do list. No, go ahead and eliminate it. Not sure, put it on the back burner for now.

How do I attain these professional development goals?

This may seem like the trickier part of the process because there are so many things that get in the way – balancing work with home responsibilities, time to get it all done – that list can become long and exhausting! However, this is your career. Don't let it just happen. Take it by the reins and steer it in the direction you want to go (Black). Scheduling dedicated time for professional development is just as important to you and your career as planning meals to keep your family healthy.

Here is a list of things to consider keeping your professional development yours:

1. Have daily “me” time – this helps you to settle into the myriad of things that might be on your plate. Spend time investing in you and rejuvenate yourself to have clarity about your growth and development – personally and professionally. Schedule time for study, attending courses, and follow-up activities to plan for and implement strategies you have learned. During this time you have set aside, review your goals consistently and take stock of your progress, plan for additional activities or connections to others.

2. Enhance your inner leadership potential – polish your skills in leading meetings, taking the lead on projects that provide you opportunities to grow your knowledge and skills.

3. Network – maybe you have considered joining a professional organization, or an online support group. Each of these will provide learning opportunities and often times journals and other publications can help to further your knowledge. Talking with those in your profession, veteran or those newer to the field, allows you to learn from others and support others as well.

4. Volunteer - consider giving some time to an initiative or organization that you are passionate about. This will give you a sense of fulfillment, but the act of volunteering can increase skills that may be leveraged in your career as well.

Here are a few other suggestions that you might want to consider:

- Read one professional book a month or quarter – there are a multitude of books about most any topic that might be of interest to you. Maybe your mentor or peers can offer some suggestions for you. If you are not a big reader, check out audio books, and/or podcasts by some of your favorite authors.
- Take advantage of free and low cost resources to advance your

development – once you have your plan, take steps to reach it.

- Explore the WV STARS training calendar for options related to your focus.
- Consider professional organizations and the professional development options they might have available.
- There might be groups exploring book studies around those you may have chosen to read to dig deeper into the content.
- Several websites help to provide opportunities for learning – some examples: LinkedIn Learning, Brazelton Touchpoints Webinars, and Center on the Developing Child from Harvard University
- Take an online or college course
- WV STARS offers some self-study and facilitated online courses free of cost
- There are several online universities that now offer some of their courses free of charge – one example is Coursera

Interested in pursuing a degree? You have several options to support you in doing that:

- WV STARS Pathway to Scholarships – if you work in a licensed child care center/facility or a registered family child care home in WV, you maybe eligible for

funding to earn your associate or bachelor's degree in early childhood education - <https://wvstars.org/scholarship/>

- WV STARS Pathway to Earnings – available to child care providers and directors working in licensed child care centers/facilities or registered family child care homes - <https://wvstars.org/earnings/>
- WV Invests – grant program designed to cover the cost of basic tuition and fees for 40 identified degree programs in WV Career and Technical Colleges - <https://wvstars.org/earnings/>
- College Foundation of West Virginia – website provides information and tools to help you in planning for higher education – from payment to career options, the information is all on this website - <https://secure.cfwv.com/>

What's the bottom line?

Professional growth and development require intentional actions or you risk becoming stagnant and frustrated (Pilgrim). Your development is defined by you alone; not your boss, company, parent, spouse, or friend. If you do not take responsibility for it, no one else will.

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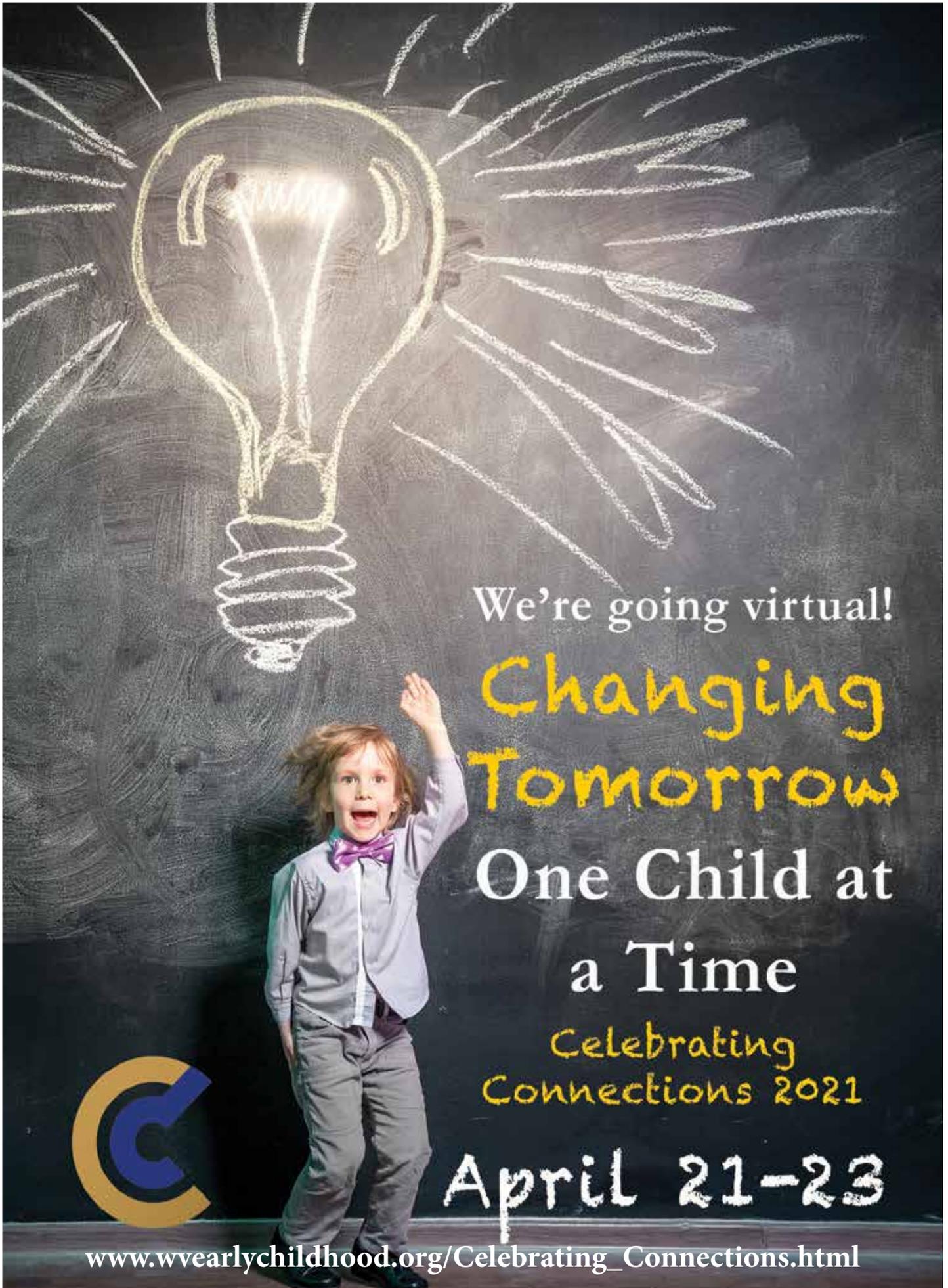
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We're going virtual!

Changing
Tomorrow

One Child at
a Time

Celebrating
Connections 2021

April 21-23



www.wvearlychildhood.org/Celebrating_Connections.html

West Virginia Infant/Toddler Professional Development Program for Caregivers

Submitted by Joyce Tucker, ITSN Coordinator

Since 2005, hundreds of infant/toddler caregivers and administrators have completed the 50-hour module series entitled WV Infant/Toddler Professional Development Program for Caregivers, fondly known as WVIT. This competency-based training has been the gold standard for meeting the required hours of training to meet the WV Child Care Licensing Regulation 8.6.i.1: Prior to starting the program, shall ensure that each qualified staff member caring for the child has received a minimum of 40 hours of approved training related to the care of children 24 months of age and under, and shall submit documented evidence of the training to the Secretary.

Through the years, WVIT has been updated with the most current data available. In consultation with the Infant/Toddler Specialist Network (ITSN), modification of activities was added to meet the regional needs of infant and toddler caregivers. Participants at all times were introduced to valuable health and safety standards, developmentally appropriate practices, and relationship-based care specifically for children under the age of 36 months.

The philosophies of the Program for Infant/Toddler Care (PITC), a program of WestEd in California, are heavily embedded in all trainings that are offered by the Infant/Toddler Specialists located in the child care resource and referral agencies around the state. In 2019, PITC updated their research on temperament development that is contained in WVIT and other trainings. This was the impetus to stop and take an in-depth look at the training content.

And so, the work began. The ITSN commenced looking at WVIT under a magnifying glass noting what was working and what could be improved. It was clear this was a huge undertaking and would take weeks, even months to complete. Meetings were scheduled, flip charts filled, discussions, post-it-notes everywhere, emails, conference calls, more discussions and yes, tears were shed. You see, the ITSN is composed of very knowledgeable, skilled, and highly trained individuals. Each one is PITC certified, endorsed by the WV Infant/Toddler Mental Health Association, several have master's degrees, and others have certification in various tools and programs related to early care and education. Together they have over 230 combined years of experience. All are very opinionated and care deeply about the providers and babies in their region and are determined to provide the



high-quality training that has come to be expected. Reaching consensus on activities to be included was sometimes rough. But work progressed.

Midway through the process the pandemic hit, and it became clear that the training would need to be presented on a virtual platform. This resulted in learning new technology and adapting activities to fit that model. Not an easy task for anyone. But the light can be seen at the end of the tunnel. A first draft has been completed and will be piloted in the Mountain Heart North Region. After a final round of feedback, the revised edition will be available statewide.

Here are some highlights of the new WVIT I-Revised for Caregivers:

- All sessions are 3.5 hours and can be offered late afternoon or evening
- Hybrid model of presentation with most sessions face-to-face (or virtual during pandemic) and a few online sessions that are self-paced
- A total of 52 WV STARS training hours including TACIT visits
- Additional training provided on observation, assessment, and individualized lesson planning
- Updated information on temperament tendencies
- Mindfulness and self-care activities
- Introduction to Infant/Toddler Environment Rating Scale 3
- Homework assignments
- Individual stipends for those eligible
- Bonuses for sites meeting eligibility requirements

Of course, with so many changes to the caregiver modules, it became clear the administrator modules would need updated as well. Because of that center and facility directors will need to complete the new version before caregivers can attend.

Here are some highlights for the new WVIT I-Revised for Administrators:

- Hybrid model of presentation with two face-to-face sessions (or virtual during the pandemic) and a few online sessions that are self-paced
- A total of 9 WV STARS training hours
- Overview of caregiver modules
- Updated information on professional development planning
- Individual stipends for those eligible

Beginning late spring to early summer, the ITSN will begin offering the newly revised WVIT for both caregivers and administrators. Keep watching your local child care resource and referral agency's newsletter for more information. In the meantime, contact your Infant/Toddler Specialist for information on self-paced trainings available beginning in February.

Why Should WV Child Care Professionals Consider Infant Mental Health Endorsement?



Myth: Endorsement is only for those who have lots of degrees and experience.

FACT: Neuroscience tells us that the first three years of life are critical to lifelong health and well-being, making the role and responsibilities of home visiting professionals incredibly important to family and community success. The IMH Endorsement® recognizes professionals who work with or on behalf of infants, toddlers, and their families. It's the largest and most recognized IMH credentialing system in the United States, and it's available to you here in West Virginia! Anyone in the early childhood field can work toward earning Endorsement, including directors, supervisors, child care professionals, and service coordinators.

Why should I pursue Endorsement?

Good for You: Earning IMH-E® enhances your credibility and confidence in working with or on behalf of infants, toddlers, and their families. You'll gain recognition and belong to a cross-systems, multi-disciplinary network of Endorsed professionals in WV.

Good for Babies and Families: Infants, toddlers, and families receive culturally sensitive, relationship-based early childhood services provided by a workforce that demonstrates a common set of core competencies.

Good for Communities: IMH-E® provides assurance to families that early childhood professionals meet high standards of care and are prepared to support optimal development of infants, young children, and their families.

Good for Programs: IMH-E® professionalizes the early childhood field and ensures consistency of professional standards across programs, no matter the curriculum, location, or services.

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The IMH Competencies® naturally align with Early Childhood work

IMH-Endorsement® supports the belief that positive social-emotional development is foundational to other learning, and that healthy development happens within the context of nurturing relationships and environments.

IMH competencies® provide a professional development "road map" for acquiring the knowledge and skills needed to attend to the often complex nature of early social and emotional development and parent-child relationships.

Financial assistance is available for Endorsement. Local Child Care Resource and Referral agencies have funds available to provide financial assistance for those seeking Endorsement within the Early Childhood field.

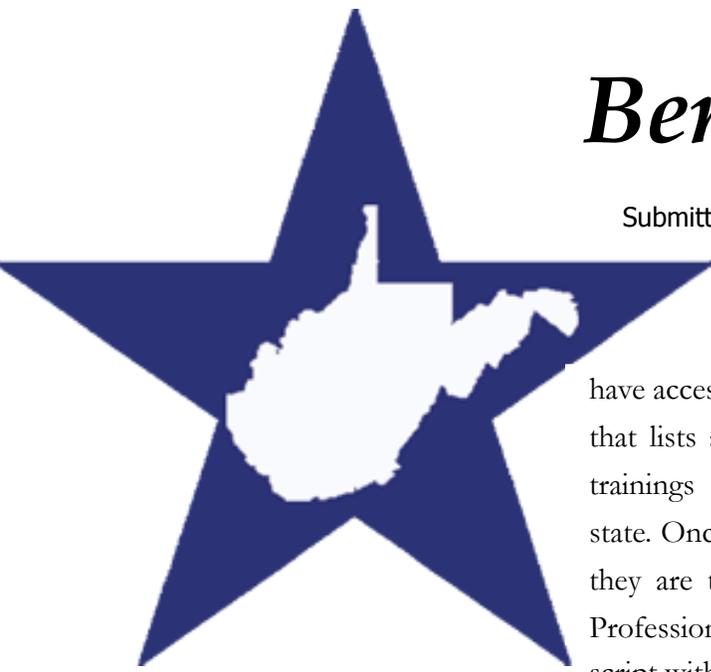
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For more information, please contact the West Virginia Infant/Toddler Mental Health Association or visit www.nurturingwvbabies.org

Special thanks to the Wisconsin Alliance for Infant Mental Health for sharing information

Benefits of WV STARS

Submitted by Edie Prino, WV STARS Statewide Assistant Program Manager



WV STARS (West Virginia State Training and Registry System) is the Early Childhood Professional Development System in West Virginia. Our mission is to impact care and education by promoting quality professional development opportunities for those that care for, educate, and support West Virginia's children and families. WV STARS benefits all early care and education professionals working in a variety of settings.

Quality care and education programs depend on having a well-trained workforce to ensure that children succeed, and families are supported. The WV STARS trainer approval and training registration system ensures that the training provided throughout the state is planned to meet the minimum standards of the core competencies and that trainers are qualified to provide such trainings. Participants of WV STARS

have access to the Training Calendar that lists all WV STARS registered trainings that are provided in the state. Once trainings are completed, they are tracked on a participant's Professional Development Transcript with the ability to print a copy of an attendance certificate. This professional development transcript is an effective tool that enables participants to develop the knowledge and skills needed in their jobs by identifying strengths as well as areas that need improvement.

WV STARS offers our participants two ways to participate with the Registry System, as a Registry participant or as a Career Pathway participant. The key difference between the two is that a Registry participant can enroll in training and have training tracked on their Professional Development Transcript, but is not awarded a Career Pathway Credential. The Career Pathway Credential is available to all early childhood professionals at all levels and it provides a framework to encourage higher levels of skills, credentials, and wages. Participants on the Career Pathway may also qualify for our WV STARS Pathway Advancement Scholarship program or the WV STARS Pathway to Earnings program. The

WV STARS Pathway Advancement Scholarship pays tuition for up to two classes per semester as well as a \$200 education related expenses stipend for individuals seeking an associate or bachelor's degree in early childhood. They must be working as a teacher, assistant teacher, director, or family childcare provider. There is even a one-time bonus of \$300 when you complete your degree while on scholarship. For the full list of eligibility requirements, please visit our website www.wvstars.org.

The WV STARS Pathway to Earnings issues payments to increase earnings for individuals with qualifying certificates or degrees who are working in licensed childcare or family childcare. There are two enrollment periods per year, October and April, and participants can apply every 12 months. There is a renewal requirement that must be met after your first award. To view the list of qualifying certificates and degrees, please visit our website www.wvstars.org.

WV STARS benefits all early childhood professionals as well as communities, children, and families. WV STARS recognizes educational achievement, supports continued learning, and helps to advance the early childhood profession.

WV STARS: The More You Know

- ◆ The window for processing Registry Application and Career Pathway Applications (initial, renewal and level advancement) is 30 days.
- ◆ Your registry id number is your login id.
- ◆ You can update your information (name, address, email address, phone number, etc.) at any time by logging into your registry account and clicking on My Profile.
- ◆ You can update your employment information by clicking on My Profile and then clicking on the Employment tab (step 3) and checking the Remove box. You will then be able to add new employment information.
- ◆ The enrollment periods for WV STARS Pathway to Earnings is April and October and enrollment opens on the first of the month and closes on the 15th of the month.
- ◆ You can print an unofficial copy of your Career Pathway Certificate from your profile under step 6 Career Pathway Credential Application Submission.
- ◆ You can view your renewal date from your profile under step 7 WV STARS Renewal Information.
- ◆ When participating in a webinar each attendee must be signed into the training on their own device – no more screen sharing.
- ◆ When participating in a webinar you must be in attendance for at least 75% of the time to receive training credit.
- ◆ You can click on “My Calendar” to gain information about the sessions you are currently registered for.
- ◆ Self-paced courses are not repeatable for credit.
- ◆ To receive training credit hours for a repeating face-to-face course or webinar course, it must have been at minimum 12 months since this course has been previously completed.
- ◆ Instructors have 5 business days to complete their attendance.



Planning Your *Professional Development*

Submitted by Shante Ellis, Quality Improvement Specialist, Connect Childcare Resource and Referral

The thought of attending training can be dreadful for some, especially when you're scrambling to get hours. What can you do to make your professional development experience more enjoyable as well as intentional for your career? Develop a plan! Research has shown that when writing your goals down on paper, you are more inclined to complete the goals you set. Developing an intentional professional development plan can be a challenging task for some when looked at it collectively, but as professional interests and the demands of the early childhood field change, it is important to evaluate and expand your skills and knowledge.

Most early childhood professionals feel overwhelmed by the mere thought of using/creating an in-depth planning tool and don't know where to begin or that there is support in understanding the process. The West Virginia Core Knowledge and Competencies for Early Childhood Professionals serve as an outline for early childhood professionals and includes a Professional Development Planning Tool that can be used for individualized and staff professional development planning that include developing goals and planning intentional professional development opportunities. The plan will help you assess, reflect, and plan your professional growth and learning as well as show you in what areas you demonstrate strengths. Through this reflection, you can determine what areas may be an opportunity for growth.

Your Quality Improvement Specialists can help with brain storming and putting an intentional professional development plan in place that can benefit program staff and administrators. With regard to intentional professional development, in the words of John C. Maxwell, "If we're growing, we're always going to be out of our comfort zone."

Professional Development Planning Tool

Use *West Virginia's Core Knowledge and Competencies for Early Childhood Professionals* along with this planning tool to assess your skills and to identify areas of strength and areas of opportunity in your work with or on behalf of children and families. Then, develop goals for your work and plan your professional development. Administrators can also use this tool to conduct performance appraisals and to encourage staff members' commitment to ongoing professional growth and learning.

Instructions:

Work through one competency area at a time. You may want to complete the planning tool over the course of a few days. You may also choose to focus on just one specific competency or competency area. *Note to Administrators: When using West Virginia's Core Knowledge and Competencies for Early Childhood Professionals to conduct a performance appraisal, request that the staff member conduct a self-assessment as well. Together, discuss the results of the staff member's self-assessment and your performance appraisal. Use the results to select goals and to plan for professional development.*

1) Assess

Carefully read through the related behaviors and skills for each competency. Use the planning tool to note whether that competency is an area of strength, an area to demonstrate progress, or an opportunity for growth. If you are not sure what is meant by a particular competency, indicate that it is an opportunity for growth. It is expected that even after many years as an early childhood professional, one would still have much more to learn. Take notes or keep track of your thoughts, as needed. You can use the Summary Page (on page 91) to keep track of your results as you complete each section.

2) Reflect

Use the Reflection Guide (on page 92) to consider your strengths and opportunities for growth.

3) Plan

Use the Planning Summary (on page 93) to select goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals.

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

1. Child Growth and Development

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
1.1 Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood				
1.2 Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices				
1.3 Encourages children's development of social and emotional skills				
1.4 Helps children achieve self-regulation and develop coping skills				
1.5 Encourages the development of self-help skills to promote independence				
1.6 Supports children's gross and fine motor development				
1.7 Supports children's cognitive development				
1.8 Promotes emergent literacy including speaking, listening, reading, and writing through play and interaction with children				
1.9 Encourages and supports Dual Language Learners				
1.10 Facilitates children's play to encourage development across domains				

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

2. Family and Community Relationships

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities				
2.2 Communicates regularly, respectfully, and effectively with families				
2.3 Provides families with opportunities to learn and develop skills to help children achieve desired outcomes within the program, at home, and in the community				
2.4 Helps connect families with needed resources and services				
2.5 Supports families through transitions within and between programs and environments				

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

3. Child Observation and Assessment

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
3.1 Uses observation and assessment to support children's development and learning				
3.2 Practices appropriate child assessment				
3.3 Builds positive, productive partnerships with families and colleagues to enhance the assessment process				
3.4 Uses data to share children's developmental progress with families and other pertinent team members				
3.5 Uses observations and assessments to inform instruction and guide planning				
3.6 Engages in additional practices to support formal evaluation and reporting procedures when determining support services (applicable to Assessment Teams)				

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

4. Environment and Curriculum

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
4.1 Develops and models genuine, supportive relationships				
4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children				
4.3 Works to effectively promote social and emotional development and prevent challenging behaviors				
4.4 Establishes a learning environment within group settings that is well-organized and visually pleasing, and promotes reflection, extends learning, and encourages self-management and cooperation				
4.5 Selects and implements developmentally appropriate, evidence-based curriculum				
4.6 Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum				

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

5. Health, Safety, and Nutrition

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
5.1 Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families				
5.2 Understands the appropriate precautions and applicable procedures to ensure a safe learning environment				
5.3 Understands the appropriate procedures for emergencies and injuries				
5.4 Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families				
5.5 Understands the importance of good nutrition and food safety to support healthy growth in children and families				
5.6 Understands the importance of healthy lifestyles to support healthy growth in children and families				
5.7 Understands the necessity of maintaining records related to the health, safety, and nutrition of children and families				

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

6. Professionalism and Leadership

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
6.1 Upholds all relevant ethical standards and professional guidelines				
6.2 Demonstrates dispositions necessary to effectively support young children and families				
6.3 Displays professionalism in practice				
6.4 Exhibits commitment to ongoing growth and learning				
6.5 Shows leadership skills				
6.6 Advocates for children, families, and the early childhood profession				
6.7 Collaborates among agencies				

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

7. Administration and Management

Core Competencies	Assessment			Notes
	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth	
7.1 Maintains procedures and systems that adhere to all applicable federal law, state, and local regulatory requirements and quality standards				
7.2 Develops, implements, and revises management policies and procedures				
7.3 Utilizes personnel and program policies and procedures, as well as effective systems for staff recruitment, development, management, and evaluation				
7.4 Applies sound financial planning and management to the program's operation				
7.5 Implements policies and procedures that support partnerships with families and respects their diverse needs and culture				
7.6 Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program				

Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
Consistently demonstrates most of the related behaviors and skills independently	Demonstrates many of the related behaviors and skills with limited guidance	Rarely/never demonstrates the related behavior and skills without guidance

Summary Page

Record your assessment results below.

Core Competencies	Demonstrates Strength	Demonstrates Progress	Opportunity for Growth
1. Child Growth and Development			
2. Family and Community Relationships			
3. Child Observation and Assessment			
4. Environment and Curriculum			
5. Health, Safety, and Nutrition			
6. Professionalism and Leadership			
7. Administration and Management			

Reflection Guide

Review the Summary Page and consider your assessment results. Complete the following guide using the results from the assessment.

Step 1

List two competencies in which you are demonstrating strength in order of importance to you.

Example 2.4 Helps connect families with needed resources and services

1 _____

2 _____

Step 2

List two competencies in which you are demonstrating progress in order of importance to you.

Example 5.3 Understands the appropriate procedures for emergencies and injuries

1 _____

2 _____

Step 3

List two competencies that you indicated as an opportunity for growth in order of importance to you.

Example 3.5 Uses observations and assessments to inform instruction and guide planning

1 _____

2 _____

Step 4

Select the first priority of Step 1, Step 2, or Step 3.

Indicate why this priority is important to you and your work with children and families.

Ex. Priority Competency 3.5 Using observations and assessments for each child will help me plan activities that promote each child's development

Priority Competency

Step 5

Develop two goals related to this priority based on the behaviors and skills listed.

Ex. Goal #1 3.5.b. Responds to the level of support an individual child needs to progress developmentally and Goal #2 3.5.d. Uses assessment practices to show developmental progress during daily routines and play

Goal #1 _____

Goal #2 _____

Planning Summary

Complete the following tool using the results from the Reflection Guide.

Priority Competency from Step 4 _____

Key Considerations	Goal #1 from Step 5	Goal #2 from Step 5
Resources Do I need any materials or physical resources to help me meet this goal? If so, what are they?		
Professional Development Content Do I need any professional development to help me meet this goal? If so, in what content or topic area?		
Professional Development Format What format/s of professional development would be most effective in helping me meet this goal (i.e., workshop, college course, research, shadowing, coaching, etc.)		
Finding Professional Development How do I find the professional development that I need?		
Additional Support What type of support might I need in order to help me implement my new skills or apply my new knowledge?		
Performance Indicators How will I know if I am making progress? How will my practice change?		

Parent Blocks

NEWSLETTER



“Providing resources to parents throughout West Virginia”

Volume 17, Issue 2, Winter 2021

Learning and growth important for adults, too!

Just as children continually learn, so too must those who work with young children. It is very much a parallel process. The field of research within early care and education

is growing significantly all the time. For example, it has only been in the last few decades that research verified that 90 percent of a child’s brain is developed between birth and age 5. That is an incredible amount of growth in such a short period of

time! Why is this so significant? Because of this research, early childhood professionals know that these early experiences and relationships set the foundation that all other development will be built upon.

To understand and nurture children’s early development, parents and caregivers must have access to support and resources. By staying up-to-date on current research and information, early childhood professionals can assist families in providing the very best support for each child and family.

Early childhood professionals should be encouraged to engage in intentional professional development. This development allows a professional to assess, reflect and plan opportunities for future growth.

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; West Virginia Department of Education/Office of Early and Elementary Learning; and West Virginia Home Visitation Program and is supported and administered by River Valley Child Development Services.

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Handwashing: Keeping Your Family Healthy

Handwashing is an easy, cheap, and effective way to prevent the spread of germs and keep kids and adults healthy. When your family is healthy, you don't have to worry about missing school, work, or other activities.

Help your child develop handwashing skills

Parents and caretakers play an important role in teaching children to wash their hands. Handwashing can become a lifelong healthy habit if you start teaching it at an early age. Teach kids the [five easy steps for handwashing](#)—wet, lather, scrub, rinse, and dry—and the key times to wash hands, such as after using the bathroom or before eating. You can find ways to make it fun, like making up your own handwashing song or turning it into a game.



Lead by example

Young children learn by imitating the behaviors of adults in their lives. When you make handwashing part of your routine, you're setting an example for your children to follow.



LIFE IS BETTER WITH

**CLEAN
HANDS**



Handwashing can prevent

1 in 3
cases of diarrhea



1 in 5

respiratory infections,
such as a cold or the flu



Give frequent reminders

Building handwashing skills takes time. At first, your child will need regular reminders of how and when to wash hands. It is especially important to remind children to wash their hands after using the bathroom, before eating, after touching pets, after playing outside, and after coughing, sneezing, or blowing their nose. But once handwashing becomes a habit and a regular part of your child's day, they will practice it throughout their lives.

What if soap and water aren't available?

Washing hands with soap and water is the best way to get rid of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer that has at least 60% alcohol.

Did you know?

Baby wipes may make your hands look clean, but they're not designed to remove germs from your hands. CDC recommends washing hands with soap and water when possible.





**SOMETIMES YOU NEED MORE
THAN AN INTERNET SEARCH.
YOU NEED A CONVERSATION.**



Certain issues are hard to navigate. You're not alone. Call 2-1-1 – it's free and confidential. 2-1-1 specialists are available 24/7 to provide information and connect you to local programs and services that can help. Friendly, non-judgmental people are waiting to assist you!



**DIAL 2-1-1
VISIT 211.ORG
TEXT YOUR ZIP CODE TO 898-211**