# Child Care Resource and Referral (CCR&R) of Midwestern Illinois



Child Care Resource & Referral
of Midwestern Illinois

# **Training Policies and Procedures Handbook**

www.childcareillinois.org
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# Introduction

The Training Policies and Procedures Handbook is intended as a resource guide for those working with Child Care Resource and Referral of Midwestern Illinois. It is designed to provide information regarding polices and procedures as well as services offered by Child Care Resource and Referral of Midwestern Illinois (CCR&R).

While this handbook is designed to provide helpful information, it is not to be construed as an employment contract. The statements contained in this manual are intended to offer guidance. Questions may arise that are not directly addressed in this manual; therefore, when further clarification is warranted, contact the Training & Technical Assistance Coordinator at Child Care Resource and Referral of Midwestern Illinois.

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# Introduction to Child Care Resource and Referral
# of Midwestern Illinois

Child Care Resource and Referral of Midwestern Illinois is a not-for-profit 501(c)3 social service agency. The agency is a part of a statewide network of child care resource and referral agencies funded by the Illinois Department of Human Services, as well as a part of the Child Care Aware National Network of Child Care Resource and Referral Agencies. Child Care Resource and Referral of Midwestern Illinois is a program of SAL Family and Community Services. Our office serves the Illinois counties of Henderson, Henry, Knox, McDonough, Mercer, Rock Island, and Warren. Our focus is on locating early learning and development programs that are tailored to meet the needs of each family, helping families determine if they qualify for assistance in paying for an early learning and development program, providing training for those who work with children, recruiting additional early care and school-age/youth professionals and providing relevant consultations in early learning and development programs. The agency is also proud to advocate on behalf of children, families and early care and school-age/youth professionals.

Our mission is to actively respond to community needs for affordable and accessible high quality early learning and development programs by providing resources, education, and advocacy for children, parents, early care and school-age/youth professionals and employers.

It is our goal that all children will be cared for in safe, nurturing, and healthy environments growing to become contributing members of their communities and capable of nurturing their own children.

# Child Care Resource and Referral (CCR&R) of Midwestern Illinois works to provide resources, education and advocacy to support high quality early learning and development.

# Introduction to the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA)

The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) is a statewide organization which – in partnership with its 16 local Child Care Resources and Referral (CCR&R) agencies – is a recognized leader, catalyst and resource for making high quality, affordable early care and education and school-age care options available for children and families in Illinois.

## INCCRRA Services and Systems

**Gateways to Opportunity** is a statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families. Resources and services provided by Gateways to Opportunity include Credentials, Professional Development Advisors, Great START, Gateways to Opportunity Registry, the Illinois Trainers Network, and Gateways to Opportunity Scholarship Program. Gateways to Opportunity is administered through INCCRRA and funded by IDHS Bureau of Child Care and Development, the McCormick Foundation and Grand Victoria Foundation.

**Gateways Registry** membership offers a quick and easy way to track training and education online, and meets Illinois Department of Children and Family Services (IDCFS) licensing requirements.

**Great START (Strategy to Attract and Retain Teachers)** is a wage supplement program that rewards child care providers for remaining at their current place of employment and college coursework obtained. Great START recipients are sent a check every six months (based on continued eligibility) to supplement their income.

**The Gateways Scholarship Program** will pay a portion of tuition and fees for eligible professionals working in early care and education or school-age programs who want to earn college credit, Credentials, or degrees.

**Illinois Trainers Network (ITN)** provides opportunities for early care and school-age practitioners and educators to pursue professional development through high quality and accessible trainings. All legally operating early child care and education and school-age programs in Illinois have access to ITN services. ITN trainings are scheduled through local Child Care Resource & Referral (CCR&R) agencies.

**ExceleRate® Illinois** is a statewide quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers.

**Illinois Quality Counts QRS (Quality Rating System)** assists license-exempt family child care provider in providing quality care for children and their families. This initiative is funded by the Illinois Department of Human Services (DHS).

**Child Care Resource & Referral (CCR&R)-** INCCRRA provides professional development, technical assistance and training opportunities to the 900 CCR&R staff across the state.

**Child Care Data & Research**-INCCRRA collects, maintains and reports statistical information related to child care supply, demand and quality across the state. Information is provided to state government, community partners, policy makers and human services organizations to help identify and address the child care needs of Illinois children and families.

Additional information can be found on the INCCRRA website at www.inccrra.org

The Illinois Network for Child Care Resource and Referral Agencies (INCCRRA) is located at:

**1226 Towanda Plaza**
**Bloomington, IL 61701**

**Phone: (309) 829-5327 or Toll Free: (866) 697-8278**
**Fax: (309) 828-1808**
**Email:  inccrra@inccrra.org**

Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m.

# Introduction to Training & Professional Development

Professional development for early care and school-age/youth professionals refers to on-going education and training. Professional development provides a foundation that can be used to provide the highest quality of care for young children and their families.

The identified goals of professional development are to:

- Increase professionalism for early care and school-age/youth professionals.
- Develop early care and school-age/youth education professionals' passion for providing high quality early learning and development programs.
- Ensure a healthy and safe environment for all children in an early learning and development program.
- Help early care and school-age/youth professionals understand their influence on the quality of early learning and development programs and its impact on society and children's futures.
- Help early care and school-age/youth professionals understand the impact of the early learning and development system on communities, families, employers, and businesses.
- Motivate early care and school-age/youth professionals to apply principles of child development when planning curriculum rather than just doing activities with children.
- Continually strive for a quality early learning and development environment for every child.
- Increase communication skills with children, families, and communities.
- Assist early care and school-age/youth professionals with strengthening business practices to support their career of choice.

Training is a necessary component of professional development. Child Care Resource and Referral (CCR&R) of Midwestern Illinois is an Illinois Department of Human Services (IDHS) funded Training Organization and is responsible for providing quality training opportunities that meet a regulatory standard.  As a result CCR&R of Midwestern Illinois has established minimum standards for trainer qualifications and training content for all training events sponsored or co-sponsored by CCR&R of Midwestern Illinois. These policies are designed to provide a systematic way to ensure quality, uniformity, and accountability for CCR&R of Midwestern Illinois trainings.

# CCR&R Trainer Policies

**Objectives of CCR&R Training Policies:**

- To ensure that training events meet minimum quality standards.

- To ensure that trainers meet minimum quality standards.

- To encourage consistent and standardized training events.

- CCR&R of Midwestern Illinois provides group training. Group training can be provided in a traditional face-to-face environment, in distance learning environments (i.e., online), or 'hybrid' learning environments utilizing both face-to-face and distance learning formats.

**Types of Trainers**

1. The **Curricula Trainer** delivers high quality and accessible professional development opportunities to center staff and family child care providers at the local level on early childhood curricula.

2. The **Specialty Trainer** may not need a background in early childhood or a related field, but provides pertinent information to offer early care and education professionals. A trainer can have technical or specific expertise and possess a professional license, certification or other type of credential.

**Trainer Expectations**

Trainers are expected to submit to the highest level of professionalism. Trainers are expected to conduct community trainings that meet the identified needs of participants and convey the content of the training at times and locations accessible to practitioners.

**Professional Development**

All approved trainers should participate in ongoing professional development in order to remain current with educational research and trends as they relate to the early care and education field.

**Skill-building**

Trainers are expected to complete 12 hours of skill-building trainings within a three-year period. It is preferred that skill-builder hours include Adult Learning Theory and Presentation Skills, and Inclusion of Special Needs. You can satisfy this requirement by utilizing Gateways to Opportunity Trainings or by attending CCR&R approved outside professional development opportunities. Submission of a trainer's Gateways to Opportunity Professional Development Record is required upon renewal.

# Trainer Qualifications for CCR&R Trainers

In order to be recognized as a CCR&R approved trainer, the applicant must meet the Child Care Resource and Referral of Midwestern Illinois qualifications. These qualifications help to ensure that CCR&R upholds a standard of excellence in providing quality and accessible trainings to early care and school-age/youth professionals.

**Educational Background**

1.  A **curricula trainer** must have a minimum of an Associate Degree from an accredited college or institution. A Bachelor Degree from an accredited college or institution is preferred and may be required for training certain curricula.
2.  A **specialty trainer** must have a minimum of a high school diploma or its equivalent and a recommended minimum of two years experience in their field of expertise. Specialty trainers should maintain their current license, certificate, or credential up to date at all times and submit the documentation verifying their specialty area to the Training & Technical Assistance Coordinator.

**Training/Facilitating Experience**

A trainer should maintain records and be able to supply documentation of the number of training and/or educational sessions for early care and school-age/youth professionals conducted within the last three years. Teaching professionals with experience in adult education may substitute teaching experience for training experience. Training experience may consist of:

A.  In-house trainings conducted in the trainer's own workplace
B.  Off-site trainings conducted at another location or not directly related to the individual's full-time employment
C.  Professional meetings and/or conferences conducted by a state, local or national organization or agency related to early care and/or school-age/youth professionals.

**Experience with Children**

It is preferred that an approved CCR&R curricula trainer possess at least two years of compensated experience working with children ages 0-12 years.

# Trainer Approval for Child Care Resource & Referral Trainers

**Application Instructions for CCR&R Approved Trainers**

Applicants must meet specific education and experience requirements to become an approved trainer. All curricula trainers must submit an application package to be kept on file with CCR&R.

A completed application package includes:

a. Completed CCR&R Trainer Agreement

b. Current resume or vitae detailing background and experience

d. Copies of documents verifying credentials, teaching/training certificates, etc. (if applicable)

e. Personal statement  explaining interest in providing trainings for CCR&R of Midwestern Illinois, including views regarding professional development and continuing education in the early care and school-age/youth education field.

f. Two professionals references

g. Completed W-9 Form

h. Original transcript(s) and or diploma verifying an award of educational degree(s) **(Upon Request)**

**Adult Learning Education Requirements**

In addition to being knowledgeable about content of the training event, instructors shall have the ability to:

- Communicate effectively
- Demonstrate competence instructing adult learners in the training environment
- Relate to people of various racial, ethic, and socioeconomic backgrounds
- Facilitate small group interactions, problem solving activities and use other appropriate instructional methods, plan sessions based on suggested topics as needed, and meet the needs of adult learners
- Convey information about applicable local, state, and national regulatory requirements, standards, and guidelines to the participants
- Design and implement learning activities based on clear, measurable learning outcomes appropriate for the training event

**Trainer Application Renewal Process for CCR&R Approved Trainers**

Trainers will be approved for a period of three years. At the end of the three-year period the trainer is required to complete the Trainer Renewal process to remain an active trainer. For the trainer to renew his/her training status with CCR&R, the following requirements must be met:

- Trainer must complete the CCR&R Trainer Agreement
- Trainer must document 12 hours of skill-building trainings completed within the previous three years

**Trainer Performance Appraisal Process for CCR&R Approved Trainers**

The performance review process is intended to identify and recognize those trainers who meet or exceed the trainer expectations. In turn it will also identify those trainers who do not meet these expectations and assist in providing the necessary guidelines and feedback to help achieve individual success as well as improve the overall performance and effectiveness of CCR&R assisted professional development. All trainers will be appraised a minimum of once in a three-year period unless additional observations are warranted. New trainers will be appraised during their first year of training.

The performance-based process of appraisal includes specific, identified competency areas. The performance review process allows the trainer to be an active participant in the appraisal process, thereby making it more meaningful.

**Compensation Policy for CCR&R Approved Trainers**

Fees for compensation for trainers are established by CCR&R. Compensation fees are subject to change as needed. Effective April 1, 2014 the compensation fee is $100 per instructional hour. For example, a trainer will be reimbursed $600.00 for a 6 hour training. The $100 per instructional hour fee includes prep time, instructional hours, pre and post training paperwork, and any miscellaneous expenses the trainer incurs. In the event that a training ends more than 15 minutes earlier than scheduled, the fee will be adjusted to reflect the instructional time. e.g. If a training is scheduled for 3 hours but it ends ½ hour early, the instructional fee paid to the trainer would be $250, rather than $300.

To use two trainers to conduct a training, there must be at least 20 participants. If there are fewer than 20 participants and two trainers are used, the payment would be split between the two trainers. This must be indicated on the CCR&R Training Information form submitted for approval.

Travel reimbursement will adhere to the local policy on travel reimbursement unless otherwise stated. Please contact the Training & Technical Assistance Coordinator for the local policy on travel.

**Facilitator Agreement**

A facilitator may be available to support an instructor during a training event to coordinate class logistics. If a facilitator is not available, the instructor is expected to fulfill these responsibilities.

**Termination Policy**

Either party may terminate the agreement, with or without cause, upon written notice to the other party. Upon termination, all CCR&R provided training materials including trainer and participant guides, equipment, and all training materials must be returned to CCR&R within 14 days of the termination letter and cannot be used for future trainings by the trainer.

# Trainer Approval for Gateways Registry Approved Trainers

**Application Instructions for Gateways Registry Approved/Illinois Trainers Network (ITN) Trainers**

Gateways Registry Approved Trainers have previously met specific education and experience requirements. In addition, trainers must submit an application package to be kept on file with CCR&R.

A completed application package for a Gateways Registry approved/ITN Trainer includes:

a. Completed CCR&R Trainer Agreement

b. Documentation of current Gateways Registry/ITN Trainer Status

c. Completed W-9 Form

**Illinois Trainers Network (ITN) Requirements**

Approved trainers who present ITN curricula must follow the guidelines set by the Illinois Trainers Network. All ITN policies and procedures apply. CCR&R of Midwestern Illinois reserves the right to cancel any future trainings should a trainer fall out of compliance with ITN.

**Compensation Policy for Illinois Trainers Network (ITN) Trainings**

Compensation fees for instructors of ITN curricula are established at the state level. An additional ITN stipend for trainers presenting ITN curricula has been established by CCR&R. The ITN stipend is subject to change as needed. Effective July 1, 2017 a variable ITN stipend will be paid to bring each instructional hour to the compensated rate of $100 per instructional hour. For example, an instructor who presents a 4 hour ITN training and receives $50.00 per instructional hour from INCCRRA will be compensated an additional $50.00 per instructional hour to total the $100 per instructional hour rate of compensation. The trainer in this instance would receive a total of $400. The $100 per instructional hour fee includes prep time, instructional hours, pre and post training paperwork, and any miscellaneous expenses the instructor incurs. In the event that a training ends more than 15 minutes earlier than scheduled, the fee will be adjusted to reflect the instructional time. e.g. If a training is scheduled for 3 hours but it ends ½ hour early, the instructional fee paid to the trainer would be $250, rather than $300.

Travel reimbursement for ITN curricula trainers is as follows:

*Trainers who travel in excess of 100 miles, round trip, to conduct training, will be reimbursed by INCCRRA.

* Trainers who travel less than 100 miles, round trip, will be reimbursed by CCR&R. Please contact the training coordinator for the local policy on travel.

**Compensation Policy for CCR&R Approved Trainings by Registry Approved/ITN Trainers**

Compensation fees for all trainings not associated with ITN curricula will follow the compensation policy for CCR&R approved trainers.

**Trainer Application Renewal Process for Gateways Registry Approved Trainers**

Trainers will be approved for a period of three years, concurrent with his or her Gateways Registry Trainer approval. At the end of the three-year period the trainer is required to complete the Trainer Renewal process with CCR&R to remain an active trainer. For the trainer to renew his/her training status with CCR&R, the following requirements must be met:

- Trainer must complete the CCR&R Trainer Agreement
- Trainer must supply renewal documentation of his or her Gateways Registry Trainer approval

**Trainer Performance Appraisal Process for Gateways Registry Approved/ITN Curricula**

The performance review process will be administered in accordance with ITN policies and procedures.

**Facilitator Agreement**

A facilitator may be available to support an instructor during a training event to coordinate class logistics. If a facilitator is not available, the instructor is expected to fulfill these responsibilities.

**Termination Policy**

After consultation with the other party, either party may terminate the agreement, with or without cause upon written notice to the other party. Upon termination, all CCR&R provided training materials including trainer and participant guides, equipment, and all training materials must be returned to CCR&R within 14 days of the termination letter and cannot be used for future trainings by the trainer.

# Trainer Guidelines

All approved presenters must abide by the CCR&R Training Policies and Procedures Handbook. In addition, presenters should:

- Assume the role of CCR&R ambassador through development of knowledge and understanding pertaining to CCR&R services, staff and opportunities. As a CCR&R ambassador, a presenter actively builds relationships and refers participants to the CCR&R agency for professional development beyond the specific curricula being taught.

- Assist the Training Coordinator with keeping their presenter file updated by completing and submitting required forms, providing notification of changes in information, documentation of continuing education (including a minimum of twelve clock hours continuing education/training triennially), etc. in a timely manner.

- Provide the training event/curriculum as approved.

- Provide appropriate breaks during trainings in accordance with CCR&R policies.

- Abide by the NAEYC Code of Ethics.

- Dress and act in a professional manner at all times when serving as a CCR&R presenter.

- Study, review curriculum and activities and prepare for each training prior to presenting. This includes consulting with CCR&R staff, gathering pertinent information, resources and materials, and making copies or requesting copies are made, as necessary.

- Maintain open communication with CCR&R regarding the planning, progress, completion of the training and training concerns & needs.

- Provide timely notification if unable to provide a scheduled training.

- Arrive at the training in a sufficient amount of time to prepare the learning environment prior to participant arrival and to greet participants in a friendly and professional manner.

- Be available to participants after each training session to answer questions.

- Obtain, use and complete CCR&R facilitator paperwork (sign-in forms, class evaluations, confirmation paper-work, etc.) when a facilitator is not available. All completed forms shall be returned to CCR&R within 1-3 days of the training date and prior to payment.

- Provide input for curriculum revision and development as requested.

- Model life-long learning by continuing professional development through pursuing continuing education and staying connected in the field through membership in professional associations.

- being utilized) and not provide certificates to learners who are not present for the entire training event.

- Agree to observations of training events for quality control purposes.

- Submit a signed Memorandum of Understanding before the training is conducted.

- Annually submit a signed Acknowledgement of Receipt of Training Policies & Procedures Handbook.

# Facilitator Guidelines

All CCR&R facilitators must abide by the CCR&R Training Policies and Procedures Handbook. In addition, facilitators should:

- Assume the role of CCR&R ambassador through development of knowledge and understanding pertaining to CCR&R services, staff and opportunities. As a CCR&R ambassador, a facilitator actively builds relationships and refers participants to the CCR&R agency for professional development beyond the specific curricula being taught.
- Attend and complete a facilitator training if requested.
- Abide by the NAEYC Code of Ethics.
- Dress and act in a professional manner at all times when serving as a CCR&R facilitator and/or ambassador.
- Maintain open communication with the Training Coordinator regarding the planning, progress, completion of the training and training concerns & needs.
- Provide timely notification if unable to facilitate a scheduled training.
- Obtain and utilize the facilitator packet (Sign in forms, class evaluations, confirmation paperwork, etc.) for the training event. All completed forms shall be received by the Training Coordinator or designee within 3 days of the training date and prior to payment.
- Arrive at the training location in a sufficient amount of time to assist the instructor in preparing the learning environment prior to participant arrival and to greet participants in a friendly & professional manner.
- Welcome participants, ensure they sign in, remind them of upcoming trainings, and introduce speaker (coordinate these responsibilities with the instructor).
- Assist the instructor with handouts, sign-in sheets or forms, evaluations, certificates and any other professional duties.
- Assist participants with housekeeping items (location of restrooms, break area, etc.).
- Remain at the training location until all participants have departed and the room is clean.
- Model life-long learning by continuing professional development through pursuing continuing education and staying connected in the field through membership in professional associations.
- Provide all registered and paid participants a CCR&R approved training certificate (if hard copies are being utilized) at the end of the training event and not provide certificates to learners who are not present for the entire training event.
- Not accept any form of payment, including registration fees at the door.
- Follow regional procedures for walk-in participants and late arrivals.
- Facilitation will be administered according to the local policy on facilitator reconciliation. Please contact the training coordinator for the local policy on facilitation.
- Annually submit a signed Acknowledgement of Receipt of Training Policies & Procedures Handbook.

# Training Guidelines

- Local community partners/trainers shall submit applications for training events offered or co-sponsored by CCR&R to the Training Coordinator for approval. CCR&R may contract with organizations for conferences or other training events.

- A minimum of a two-hour time frame is strongly recommended for training events. The event shall be scheduled to begin and end within a reasonable overall time frame that is conducive to adult learning. If the event is over two hours in length, breaks shall be scheduled appropriately.

- One hour of participation in an organized training event equals one clock-hour or content hour. The hour presentation shall be on the same topic.

- All ITN trainings must have a minimum of 10 registrations unless otherwise noted.

- All non-ITN trainings must have a minimum of 8 registrations unless otherwise noted.

- Training events shall meet the standards and criteria as outlined in the manual. These events shall cover the Child Development Associate (CDA) Areas and Gateways to Opportunity Content Areas.

- Approval applies for a period of three years. At the end of three years, the event shall be resubmitted for approval. If the content is changed in a substantive way or if the name is changed, the event shall be re-submitted for approval.

- An approved trainer shall teach approved training events.

- Training events shall be advertised and offered under the name for which it was approved.

- Training events developed by CCR&R employees, or funded by CCR&R with independent contractors, are the property of CCR&R and NOT the individual employee or independent contractor.

- Training conducted with child care providers either during the hours of operation of the facility, lunch hours, or while children are resting shall not diminish the required staff ratio coverage. Child care providers shall not be actively engaged in care and supervision and simultaneously participate in training.

- CCR&R of Midwestern Illinois does NOT offer self-study training videos and materials.

- CCR&R of Midwestern Illinois does NOT offer CEU's (Continuing Education Units) nor CPDU's (Continuing Professional Development Units) for trainings. CEU Credit may be available through INCCRRA.

- A Training Coordinator or a designee will randomly observe training events for quality control purposes.

- Training Evaluations will be provided to all participants at the training event.

- All participants who attend a training by other local funding sources may complete an evaluation form designed to collect required data. Local funding sources change what data they require annually. The CCR&R Network will approve an evaluation that captures the required data.

# Training Approval for CCR&R Approved Trainings

All trainings sponsored by CCR&R must be approved through Child Care Resource and Referral of Midwestern Illinois. The approval process ensures that trainings have been reviewed and meet quality criteria. All CCR&R sponsored trainings must be developed and presented in accordance with CCR&R Approval and Training Guidelines.

**Application Instructions for CCR&R Approved Training**

Applicants must submit a training approval application package to be kept on file with CCR&R.

A completed application package includes:

a. Completed CCR&R Training Agreement

b. Completed Training Outline (Template Provided)

- Training Title

- Training Description

- Learning Objectives

- Assessment tools stating how participant progress will be assessed during the training

- Time and Sequence of Agenda (Template Provided)

    A. Details Time
    B. Details Topic Breakdown
    C. Details Activities

**Training Renewal Applications for CCR&R Approved Training**

Training approval is effective for a period of three years. Training events shall be resubmitted for approval with updated content after this period.

In addition, renewal applications shall be submitted for review when:

- There is a significant change in the content of the training event.

- There is a change in the training objectives.

- There is a change in the length of the training event.

- There is a change to the title of the training event.

Please Note: For Gateways Registry Approved Training Approvals/Renewals please visit the Gateways to Opportunity Website at https://registry.ilgateways.com/training-approval

# Training Event Criterion

- Planned training events shall be in response to educational needs that have been identified for a target audience. Training events shall contribute directly to the learner's professional competence in early care and education and school-age programs.

- Content and instructional methodology shall be interactive, intended for adult learners, and consistent with the intended learner goals and learner outcomes of each training event.

- Training events shall include competency-based learning objectives. The objectives shall be measurable and/or observable and achievable in the time allocated for the training event.

- Training events shall be held in a place that is conducive to having adult furniture available for the training event. Adult chairs and adult tables are preferred.

- Whether local CCR&R agencies are a sole sponsor or co-sponsor of a training event, they have responsibility in offering and delivering the training event in accordance with the CCR&R training policies and procedures.

**Training events shall be consistent with:**

- Illinois child care regulatory standards
- Illinois Early Learning & Development Standards & Illinois Early Learning Guidelines
- Quality Counts Quality Rating System, and ExceleRate Illinois Quality Rating and Improvement System
- The philosophy of developmentally appropriate practice as defined by NAEYC, PITC, and the National Health and Safety Performance Standards

**The following shall NOT be approved as training events:**

- Religious content
- Purpose of selling materials
- Concerts or plays
- Instruction on making toys, puppets, books, or other materials to be used in the children's learning environment as the safety of the materials cannot be determined (i.e., Make It/Take It)
- Videos without group interaction/instruction

**Training Event Fees**

Training event registration fees are established based on the cost of the training event as well as state and local procedures.

# Training Event Co-Sponsorship

To co-sponsor a training event for early child care or school-age care professionals with another agency or entity, CCR&R agencies shall do at least three or more of the following:

- Assist with the speaker (either be one, provide one, or pay for one)
- Help with registration and check-in
- Take enrollment/registration
- Advertise event
- Provide certificates of attendance (certificate shall reflect co-sponsorship)
- Provide space for the training event
- Use the CCR&R Training Evaluation form
- CCR&R provided certificates must be the result of trainer/training approvals according to CCR&R Training Policy and Procedures

In co-sponsoring conferences for a single or multi-day event, the Trainer Agreement and Training Information Forms must be submitted to CCR&R.

# Training Event Policies

**Equal Opportunity**

CCR&R of Midwestern IL endorses the principle of equal opportunities for all people regardless of race, color, creed, marital status, national origin, sex, sexual orientation, religion, ancestry, age or non-job related special need or disability in the educational programs or activities it operates. To receive more information or to request an accommodation, please contact your local CCR&R.

**Registration**

Registration is required for all workshops. Registrations will be processed in the order received and a waiting list will be established when necessary. Registration and payment must be RECEIVED by the registration deadline unless otherwise noted. Walk-ins at the training event are not allowed.

**Registration Fees**

All fees must be paid at the time of registration and are non-refundable. CCR&R does offer free trainings throughout the year as well. Please see the Cancellation & Refund Policy below. Payment will not be accepted at the training location. Registration fees may be paid online through PayPal, or mailed/walked-in with the completed registration form to the address listed below.

> Child Care Resource and Referral of Midwestern Illinois
> 4508 41st Street
> Moline IL 61265

**Late Arrivals**

If you arrive more than fifteen minutes late to a workshop/training, you will not be allowed to attend. It is a statewide policy that participants later than 15 minutes not be allowed admittance. If you do not stay for the entire workshop/training, you will not receive a certificate or training credit.

## Minimum & Maximum Numbers

- Minimum or maximum number of participants are listed in the workshop description when applicable.
- Workshops that do not meet the minimum number by the registration deadline will be cancelled.
- Registrations that are received after maximum capacity numbers have been reached may be placed upon a waiting list and the participant will be notified. Participants who do not make it off the waiting list will be issued a training voucher. Please see the Cancellation & Refund Policy below.

## Cancellation & Refund Policy

- CCR&R reserves the right to cancel a workshop due to low registration, trainer illness, weather, or other emergencies. When possible, workshops will be rescheduled; if not possible, a training voucher will be issued to all registered participants. These vouchers may be used as payment for future CCR&R trainings. If you cancel or fail to attend training, no vouchers will be issued.
- In the case of emergencies that result in a training event ending early (i.e., fire, weather, etc.) the instructor or facilitator may contact the Training Coordinator to determine if credit for class should be received and if certificates should be given.

## Certificates

After the conclusion of each workshop and/or series, participants will receive a certificate (either hard copy or digital) indicating the title of the workshop, the Child Development Associate (CDA) content area, and the number of clock hours earned. Those who leave early will not receive a certificate. CCR&R training workshops may meet the requirements of other credentials.

## Certificate Replacement

Duplicate digital certificates will be re-issued at the request of the individual participant who completed the training. The request must be made to the Training Coordinator by telephone or email. The certificate will be emailed to the participant within 1-3 business days.

Transcripts from the Data Tracking Program (DTP) will be issued at the request of the individual participant. There will be a $5.00 fee for each transcript. The request must be made to the Training Coordinator in writing and will be mailed within 10 business days from the time the request and fee is received. To ensure confidentiality transcripts are only released to the individual.

## Training Credit Vouchers

Training credit vouchers may be available in accordance with regional procedures.

**Evaluations**

- Electronic evaluations may be sent via e-mail to each participant via the email address supplied during registration.

- Evaluations provide an opportunity for learners to share insight about topics/trainers, request topics/ trainers and express concerns regarding trainer/training.

**Implementation Resources**

- Implementation resources are materials that support the curriculum, reinforce the learning process, and assist learners with implementation of what was learned during the training event.

- Training event participants may receive implementation resources in accordance with regional procedures and available funding.

- CCR&R reserves the right to determine the quantity of implementation resources and process of distribution to participants.

**Attendance**

- Providers shall complete the sign-in sheet, indicating all information, upon arrival.

- Failure to sign-in shall result in the inability of CCR&R to verify attendance at a training event.

- Attendance needs to be accurate in order to issue correct certificates.

**Visitors**

- Visitors, including children or pets, are not allowed in training events.

**Professional Behavior**

- Training participants are expected to behave in a courteous and respectful manner.

- Cell phones should be turned off or to vibrate. Texts and phone calls are prohibited during a training event.

- Electronic distractions (i.e., PDA, laptop) should be turned off during training events, unless necessary to accommodate a special need. CCR&R requests that the participant notify the Training Coordinator in advance of the accommodation request so that we may ensure that we meet the needs of training participants.

- There should not be side conversations taking place during training.

- Participants who do not abide by this policy will be asked to leave and will not be provided a certificate.

# CCR&R Trainer Agreement
## *(to be renewed every three years)*

Child Care Resource & Referral
*of Midwestern Illinois*

**Name** _____

**Address** _____

**Phone Number:** Home _____ Work _____ Cell _____

**Email**_____

Registry-approved and/or ITN Trainer: Yes _____ No _____ Registry Trainer ID # _____

**If NO, please include:**
- Resume/Bio if New Trainer
- Names of two professional references that are familiar with your training background and experience.

**Name** _____

**Address** _____

**Phone** _____ **Email**_____

**Name** _____

**Address** _____

**Phone** _____ **Email**_____

**Availability to train:** *(check all that apply)*     ○ Days    ○ Evenings    ○ Weekends

Distance willing to travel: _____ miles

**For each contracted training, I will:**
- Ensure that all information presented will adhere to developmentally appropriate practices for the specified age groups
- Include training techniques and strategies that are inclusive of children with special needs
- Include training techniques and strategies that are inclusive of diversity issues
- Employ best practices in Adult Learning Theory and Presentation Skills
- Use a variety of learning methods that may include lecture, discussions, experiences and hands-on activities
- Be responsible for all handouts unless the Child Care Resource and Referral of Midwestern Illinois makes other arrangements
- Reference accreditation standards, assessment tools, and the Quality Rating and Improvement System when applicable
- Present the training at the time, date and location and for the fee stated on separate contract
- Address provider questions and concerns in a professional manner
- Ensure all required documents are completed by the participants and submitted to the CCR&R. I understand that payment if applicable will not be made until all required documents have been submitted

# CCR&R Trainer Agreement *(continued)*

I understand that this agreement may be terminated through oral or written notice by the Child Care Resource and Referral of Midwestern Illinois. I understand that the CCR&R reserves the right to observe my training.

**Signature** _____ **Date** _____

Please submit by: _____

---

**Office Use Only**   Date Revd. _____ By: _____

500 East 59th Street, Davenport, IA  52807 | 866-324-3236 | www.childcareillinois.org
2201 5th Avenue, Ste. 9, Moline, IL  61265

Child Care Resource & Referral
*of Midwestern Illinois*

# CCR&R Training Information
## to be completed for each training
### *(valid for three years if no changes)*

Child Care Resource & Referral
*of Midwestern Illinois*

**Trainer Name**_____

**Title of Training**_____

**English Translation of Title**_____

**Contact Hours**_____ Contact hours must equal approved training hours.

Registry-approved and/or ITN Trainer: Yes _____ Registry Trainer ID # _____

**Date(s)**_____**Time**_____

○ Single Session  ○ Multiple Sessions

**Equipment Needs**_____

*If this training has been offered previously, please complete only the shaded area.*

*If this is a Registry-approved training, the appropriate Registry Scheduling Form(s) must be completed and sent to INCCRRA. Sign form and return to CCR&R contact. This completes this form.*

**If this is NOT a Registry Approved Training, please complete the entire form.**

**Gateways to Opportunity Content Area(s):** *(Identify the number of hours, minimum 1, spent in each applicable area. Total should equal number of content hours above.)*

____ (A) Human Growth and Development          ____ (E) Interactions, Relationships and Environments

____ (B) Health, Safety and Well-Being          ____ (F) Family and Community Relationships

____ (C) Observation and Assessment          ____ (G) Personal and Professional Development

____ (D) Curriculum or Program Design

**CDA Content Area(s):** *(Identify the number of hours, minimum 1, spent in each applicable area. Total should equal number of content hours above.)*

____ (1) Health & Safety          ____ (5) Program Management

____ (2) Physical/Intellectual          ____ (6) Professionalism

____ (3) Social/Emotional          ____ (7) Observing/Recording Behavior

____ (4) Parent Relationships          ____ (8) Child Development

**Training is primarily targeted towards:** *(check one)*

| ○ Stage 1 | ○ Stage 2 | ○ Stage 3 | ○ Stage 4 | ○ Stage 5 |
|---|---|---|---|---|
| Participants developing basic knowledge on this training topic | Participants expanding their knowledge on this training topic | Participants gaining a working knowledge of this training topic | Participants refining their knowledge and skills on this training topic | Participants strengthening and adapting their skills for more effective application on this training topic |

# CCR&R Training Information *(continued)*

**Content Focus Age Group:**

○ Infant/Toddler      ○ School Age      ○ Staff

○ Two's      ○ Youth      ○ Administrative

○ Preschool      ○ Parents      ○ Other _____

**Please complete Training Outline for agenda, description, objectives, and assessment of objectives.**

**Signature** _____ **Date** _____

Please submit by: _____

**Office Use Only**     Date Revd. _____ By: _____

Child Care Resource & Referral
of Midwestern Illinois

500 East 59th Street, Davenport, IA 52807 | 866-324-3236 | www.childcareillinois.org
2201 5th Avenue, Ste. 9, Moline, IL 61265

## Training Description & Learning Objectives

# Welcoming Each & Every Child                    7.5 Hours

This course provides information on caring for children with special needs in typical child care setting. The training helps increase the knowledge and comfort level of participants to enhance their ability to care for young children with disabilities in early childhood environments. It will discuss adaptations and modifications that will assist all children to participate in activities. This meets the DCFS requirement for early childhood providers in special care inclusion training.

| Learning Objectives | How Participant Progress Toward Meeting Objective Will Be Assessed During Training |
|---|---|
| Participants will be able to... | |
| Relate what is meant by an inclusive child care setting. | Participants will verbalize during review time. |
| Discuss the benefits of an inclusive child care setting. | Participation in large group discussion. |
| Describe attitudes and feelings about caring for children with disabilities. | Participation in small group discussion and activity. |
| Recognize why knowledge of child development is important when caring for children with disabilities. | Participation in small group discussion. |
| Identify ways to include young children with disabilities in the daily activities of the child care setting. | Participant in small group discussion and hands on activity. |
| Discuss ways to build successful relationships with families. | Participation in large group discussion. |
| Describe special services that are available for young children with disabilities. | Participants will verbalize during review time. |
| Explain how to prepare for a young child with disabilities in a child care setting. | Participation in small group discussion and activity. |
| Identify characteristics of hearing, vision and language impairments. | Participation in small group discussion and activity. |
| Identify strategies for discussing concerns about child with parents. | Participation in small group discussion. |

## Time Sequence and Agenda

**Welcoming**
Each & Every Child

**Materials Needed:**
- Welcoming Each & Every Child Participant Manual – 1 per participant
- DVD – Welcoming All Children: Creating Inclusive Child Care
  Available online at: http://www.youtube.com/watch?v=f9RzQybC-Vk
- DVD:  I'm Tyler – Available online at: http://imtyler.org/index.php/video/
- Sensory Stations materials

| Time | Topic | Activity |
|------|-------|----------|
| **90 Minutes** | **Unit 1:**<br><br>Inclusive Child Care Settings | A. Definitions of inclusive child care setting<br>B. Review of ADA, IDEA laws<br>C. Review of IFSP and IEP<br>D. Basic Adaptations for Child Care Setting<br>E. Lecture<br>F. Power Point Presentation<br>G. Small Group Activity |
| **115 Minutes** | **Unit 2:**<br><br>Child Development in Social/Emotional, Motor and Cognitive Impairments | A. Definition of Domains of Child Development<br>B. DVD: *Welcoming All Children: Creating Inclusive Child Care* – Ball State Video<br>C. Child Care provider responsibilities<br>D. Social/Emotional Impairments<br>E. Physical Motor Impairments<br>    1. Gross (Large)<br>    2. Fine (Small)<br>F. Cognitive Development<br>G. Lecture<br>H. PowerPoint Presentation<br>I. Small Group Discussion |
| **10 Minutes** | Question and Answer Time | |

# Title and Description:

**<Enter Training Title Here>**

<Enter a 50-100 word description of the training here. >

# Learning Objectives & Assessment of Objectives

- Participants will be able to…

| Learning Objectives | How **Participant** Progress Toward Meeting Objective Will Be **Assessed** During Training |
|---|---|
| <Enter Learning Objective> | <Describe how objective will be assessed> |
| <Add additional rows as needed> | |
| | |

## Time and Sequence of Agenda

| Time | Topic | Activity |
|---|---|---|
| <Enter # Minutes here> | <Enter the topic here> | <Describe any activities used for this topic, including training methods used> |
| <Enter # Minutes here> | <Enter next topic here, adding additional rows as needed> | |
| | | |

# Observation Tool for Professional Growth and Development

| Trainer: | Date of Observation: |
|---|---|
| Observer: | |
| Training Title: | Total Score: |

Instructions for using this instrument:

1. Each competency must be scored.
2. Ratings to each competency must be supported with descriptive comments. Be sure to record exactly what was observed and heard.
3. Detail your general comments on the training/trainer delivery in the space provided at the end of this document.

| Competency Area | Rating 4 Excellent; Always meets expectations. | Rating 3 Good; Usually meets expectations. | Rating 2 Fair; Occasionally meets expectations. | Rating 1 Needs additional training; Rarely meets expectations. | Comments (Details of specific training behavior and rationale for rating) |
|---|---|---|---|---|---|
| **Presentation Skills** | | | | | |
| Speaking Trainer is able to verbally express thoughts clearly, articulately and coherently, avoiding vagueness and ambiguity. | | | | | |
| Eye Contact Trainer makes eye contact with participants. | | | | | |
| Directions Trainer is able to communicate directions in a coherent manner, avoiding vagueness and ambiguity by using a variety of techniques. | | | | | |
| Pacing Trainer clarifies information and speaks at a rate that is easy to follow. | | | | | |

1

| | | | | |
|---|---|---|---|---|
| Technology & Teaching Tools<br>Trainer uses a variety of teaching methods, techniques and tools that facilitate learning, including, but not limited to multimedia aids–such as PowerPoint slides, flip charts, handouts and overheads. | | | | |
| Listening Skills<br>Trainer enthusiastically responds to questions and comments; exhibits exceptional listening skills and is always open to new ideas. | | | | |
| Respect<br>Trainer communicates with participants in a respectful and supportive manner. | | | | |
| TOTAL SCORE<br>for<br>Presentation Skills | /28 | | | |

Areas of Strength:

Comments/Suggestions for improvement of Presentation Skills:

2

| Competency Area | Rating 4<br>Excellent; Always meets expectations. | Rating 3<br>Good; Usually meets expectations. | Rating 2<br>Fair; Occasionally meets expectations. | Rating 1<br>Needs additional training; Rarely meets expectations. | Comments<br>*(Details of specific training behaviors.)* |
|---|---|---|---|---|---|
| **Training Effectiveness** | | | | | |
| Organization<br>Trainer is well prepared for the session and has workshop materials ready and organized. | | | | | |
| Knowledge<br>Trainer demonstrates extensive knowledge about the subject matter and is willing to share own experiences. | | | | | |
| Adaptability<br>Trainer adjusts delivery based on cues and questions from participants to assure understanding of topics and objectives. | | | | | |
| Facilitation<br>Trainer uses various forms of questioning to stimulate participant involvement. | | | | | |
| Methods<br>Trainer excels at consistently implementing a variety of instructional methods that are thorough and applicable. | | | | | |
| Feedback<br>Trainer excels at giving feedback that is not only useful and appropriate but motivates participants. | | | | | |

Updated 3/10

3

| Enthusiasm Trainer consistently exhibits enthusiasm for training content and for learning. | | | | |
|---|---|---|---|---|
| **TOTAL SCORE for Training Effectiveness** | **/28** | | | |

Areas of Strength:

Comments/Suggestions for improvement of Training Effectiveness:

4

Updated 3/10

| Competency Area | Rating 4<br>Excellent;<br>Always meets<br>expectations. | Rating 3<br>Good;<br>Usually meets<br>expectations. | Rating 2<br>Fair; Occasionally<br>meets<br>expectations. | Rating 1<br>Needs additional<br>training; Rarely<br>meets expectations. | Comments<br>*(Details of specific training behaviors.)* |
|---|---|---|---|---|---|
| **Instructional Planning** | | | | | |
| <u>Define Objectives</u><br>Trainer thoroughly defines and explains course objectives; refers to them during the session. | | | | | |
| <u>Relevant Activities & Materials</u><br>Trainer uses creative, hands-on activities and instructional materials to support the delivery of session content. | | | | | |
| <u>Sharing Knowledge</u><br>Trainer creates and capitalizes on opportunities to include recent developments in the field in order to keep participants informed. | | | | | |
| **TOTAL SCORE<br>for<br>Instructional Planning** | **/12** | | | | |

Areas of Strength:

Comments/Suggestions for improvement of Instructional Planning:

Updated 3/10

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| Overall Rating-Level of Proficiency | /68 | Sum of the competency criteria ratings divided by the number of competencies scored. (Maximum of 17 competencies.) |
|---|---|---|

**Registry Observer comments/suggestions-Overall Assessment:**
*May discuss general observations regarding the training session. (e.g. effective use of instructional time, overall conduct, and professionalism, etc.)*

**Trainer Response:**
*Please indicate your own assessment of the training session/workshop, and your response to the appraisal. Attach additional sheets if necessary.*

*The signature below indicates that the training evaluation and follow-up procedures have been reviewed and discussed.*

| **Signature of Observer:** | **Date:** |
|---|---|

Updated 3/10

6

*The signature below indicates that the training evaluation and follow-up procedures have been reviewed and discussed.*

| Signature of Trainer: | Date: |
|---|---|
| | |

Training Observer use only:

Date mailed to trainer: _____

Action Plan:  Yes ☐  No ☐

Re-appraisal Required:  Yes ☐  No ☐

7

# Observation Tool for Professional Growth and Development - *Rubric*

## Competency Area 1: Presentation Skills

| Competency | Excellent Rating 4 | Good Rating 3 | Fair Rating 2 | Needs Additional Training Rating 1 |
|---|---|---|---|---|
| Speaking | Trainer is able to verbally express thoughts clearly, articulately and coherently, avoiding vagueness and ambiguity. | Trainer usually expresses thoughts clearly, articulately, and in a poised manner. | Trainer usually does not express ideas clearly and articulately. | Trainer uses improper language, tone, and/or manner of speaking. |
| Eye Contact | Trainer makes eye contact with all participants. | Trainer makes eye contact most of the time. | Trainer makes little eye contact. | Trainer makes no eye contact with participants. |
| Directions | Trainer is able to communicate directions in a coherent manner, avoiding vagueness and ambiguity, by using a variety of techniques. | Trainer states directions in a straightforward and easy to understand manner. | The directions are vague and incomplete causing confusion amongst the participants | Directions are unclear and incoherent. |
| Pacing | Trainer clarifies information and speaks at a rate that is easy to follow. | Upon request, trainer repeats important information to ensure accuracy and understanding; generally speaks at an appropriate rate. | Trainer is not successful in clarifying information in response to questions. Rate of speech is sometimes difficult for participants to understand. | Trainer fails to speak at the appropriate rate to ensure understanding; speech is disjointed. |
| Technology and Teaching Tools | Trainer uses a variety of teaching methods, techniques and tools that facilitate learning, including, but not limited to multimedia aids–such as PowerPoint, flip charts, handouts and overheads. | Trainer demonstrates an acceptable use of multimedia aids or other teaching tools. | Trainer demonstrates a fair use of multimedia aids; some glitches; misses opportunities to support visual learners. | The use of multimedia aids distracts from the content; no back up plan for tech problems; uses no tools. |
| Listening Skills | Trainer enthusiastically responds to questions and comments; exhibits exceptional listening skills and is always open to new ideas. | Trainer listens to participants' views/questions and responds in a polite and professional manner. | Trainer is not consistently approachable; does not appear to be concerned with participants' comments, questions, or concerns. | Trainer is not approachable and doesn't listen well. |
| Respect | Trainer communicates with participants in a respectful and supportive manner. | Trainer encourages respect and support among participants in the class | Trainer does not modify the atmosphere beyond working together in a neutral way. | Trainer causes and/or does not intervene in tension or disrespectful behavior among participants |

Updated 3/10

1

# Observation Tool for Professional Growth and Development - *Rubric*

## Competency Area 2: Training Effectiveness

| Competency | Excellent Rating 4 | Good Rating 3 | Fair Rating 2 | Needs Additional Training Rating 1 |
|---|---|---|---|---|
| Organization | Trainer is well prepared for the session and has all workshop materials ready and organized. | Trainer exhibits adequate organization and preparation. | Trainer shows little organization and preparation; presentation lacks continuity. | Trainer is not organized or prepared. |
| Knowledge | Trainer demonstrates extensive knowledge about the subject matter and is willing to share own experiences. | Trainer demonstrates a broad knowledge about subject matter | Trainer demonstrates basic knowledge about subject matter. | Trainer lacks knowledge about subject matter |
| Adaptability | Trainer adjusts delivery based on cues and questions from participants to assure understanding of topics and objectives. | Trainer is able to adapt lessons to meet the level and needs of participants; making adjustments as needed. | Trainer does not consistently recognize when to adapt lesson plans or how to adjust for different learning styles. | Trainer does not adapt lessons to meet the level and needs of participants. |
| Facilitation | Trainer uses various forms of questioning to stimulate participant involvement. | Trainer adequately facilitates class discussion. | Trainer does not ask open-ended questions or use other techniques to prompt class discussion. | Trainer lacks the ability to facilitate class discussion; looses leadership position with the group. |
| Methods | Trainer excels at consistently implementing a variety of instructional methods that are thorough and applicable. | Trainer implements a variety of instructional methods. | Trainer inconsistently implements a variety of instructional methods. | Trainer fails to implement a variety of instructional methods. |
| Feedback | Trainer excels at giving feedback that is not only useful and appropriate, but motivates participants. | Trainer recognizes and acts on opportunities to give feedback that is useful and appropriate. | Trainer occasionally gives feedback that is useful and appropriate. | Trainer fails to give feedback to participants and/or does so inappropriately. |
| Enthusiasm | Trainer consistently exhibits enthusiasm for training content and for learning. | Trainer exhibits enthusiasm for training content and for learning most of the time. | Trainer sometimes exhibits enthusiasm for training content and for learning. | Trainer does not exhibits enthusiasm for training content and for learning. |

Updated 3/10

2

# Observation Tool for Professional Growth and Development - *Rubric*

## Competency Area 3: Instructional Planning

| Competency | Excellent Rating 4 | Good Rating 3 | Fair Rating 2 | Needs Additional Training Rating 1 |
|---|---|---|---|---|
| Define Objectives | Trainer thoroughly defines and explains course objectives; presents a framework for the session. | Trainer adequately defines and explains course objectives. | Trainer presents objectives, but does not define or discuss them. | Course objectives are nonexistent and/or poorly constructed. |
| Relevant Activities and Materials | Trainer uses creative, hands-on activities and instructional materials to support the delivery of session content. | Assignments and activities are relevant to course objectives. | Assignments, activities and materials are occasionally relevant to course objectives; some opportunities are missed | Assignments, activities and materials are not at all relevant to course objectives, or none are provided |
| Sharing Knowledge | Trainer creates and capitalizes on opportunities to include recent developments in the field in order to keep participants informed. | Trainer recognizes and takes advantage of opportunities to include recent developments in the field but does not use it as a springboard for additional discussion. | There is a weak or limited use of recent developments in the field and fails to make connections to the material being presented. | Trainer misses all opportunities to include recent developments in the field. |

Updated 3/10

3

# Illinois Child Care Resource and Referral (CCR&R) Agencies
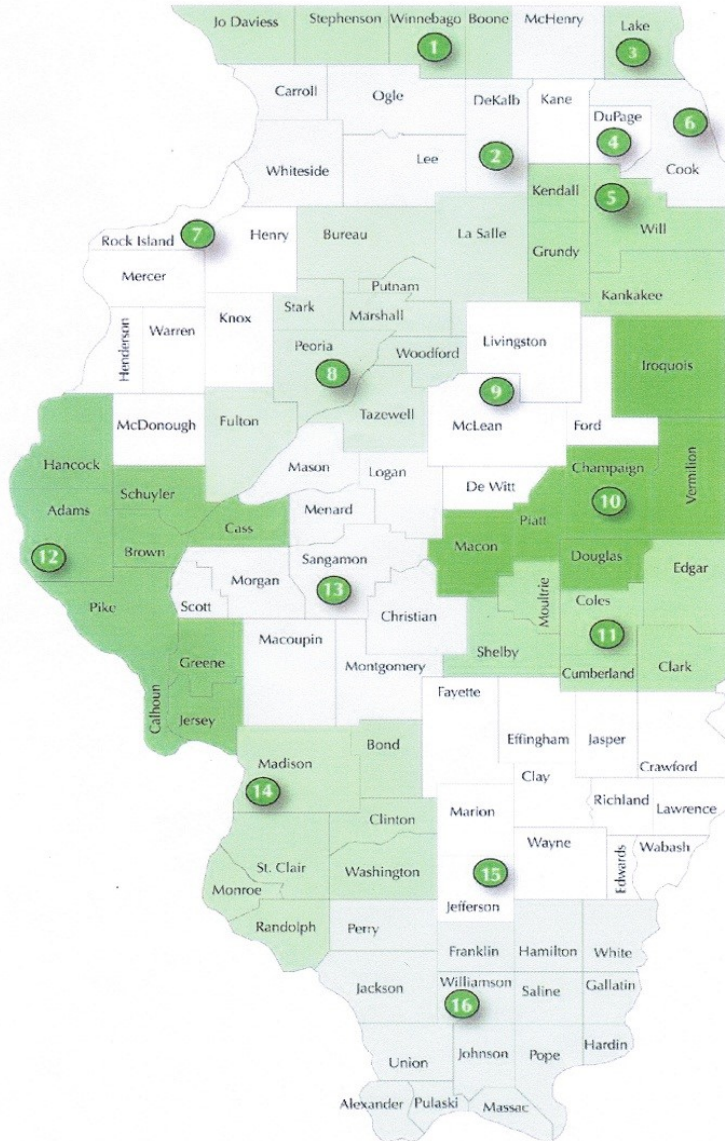


**SDA 1**
YWCA
Child Care Solutions
(Rockford)
888-225-7072
www.ywca.org/Rockford

**SDA 2**
4-C: Community Coordinated
Child Care
DeKalb
800-848-8727
&
McHenry
866-347-2277
www.four-c.org

**SDA 3**
YWCA Lake County CCR&R
(Waukegan)
800-244-5376
www.ywcalakecounty.org

**SDA 4**
YWCA CCR&R
(Glendale Heights)
630-790-3030
www.ywcachicago.org

**SDA 5**
Joliet CCR&R
(Joliet)
800-552-5526
www.childcarehelp.com

**SDA 6**
Illinois Action for Children
(Chicago)
312-823-1100
www.actforchildren.org

**SDA 7**
Child Care Resource & Referral
of Midwestern Illinois
(Quad Cities)
866-324-3236
www.childcareillinois.org

**SDA 8**
SAL Child Care Connection
(Peoria)
800-421-4371
www.salchildcareconnection.org

**SDA 9**
CCR&R
(Bloomington)
800-437-8256
www.ccrrn.com

**SDA 10**
Child Care Resource Service
University of Illinois
(Urbana)
800-325-5516
ccrs.illinois.edu

**SDA 11**
CCR&R
Eastern Illinois University
(Charleston)
800-545-7439
www.eiu.edu/~ccrr/home/
index.php

**SDA 12**
West Central Child
Care Connection
(Quincy)
800-782-7318
www.wcccc.com

**SDA 13**
Community Child
Care Connection
(Springfield)
800-676-2805
www.cccconnect.org

**SDA 14**
Children's Home + Aid
(Granite City)
800-467-9200
www.chasiccrr.org

**SDA 15**
Project CHILD
(Mt. Vernon)
800-362-7257
www.rlc.edu/projectchild

**SDA 16**
CCR&R
John Logan College
(Carterville)
800-232-0908
www.jalc.edu/ccrr

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## Gateways to Opportunity Registry Stages of Training

| | Introductory | | Continuum of Training[1] | | Advanced |
| --- | --- | --- | --- | --- | --- |
| | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
| **Stages**[2] | Developing basic knowledge | Expanding knowledge; Focuses on early childhood or school-age/youth standards | Deepening knowledge and skills | Mastering skills; Refinement of knowledge and skills | Strengthening and adapting skills for more effective application |
| **Content Guidelines** | | | | | |
| **Trainer Focus**[3] | Core content and related learner needs | Core content, standards and related learner needs | Core content, standards, and performance | Core content, standards, performance and leadership | Core content, standards, performance and leadership |
| **Training Focus**[4] | Basic concepts and vocabulary | Essential concepts: theory, philosophy of ECE/school-age/youth; Expanded vocabulary | Related concepts, theories and philosophies; Expanded vocabulary | Deepening of knowledge and the effective application of concepts, theories and philosophies. Training includes basic research | Creative application of mastered skills; Problem solving; Advanced research |
| **Process Guidelines** | | | | | |
| **Demonstration of Knowledge and Skills**[5] | Able to describe concepts | Able to define concepts and skills. Demonstrates the basic use of increased knowledge | Able to discuss concepts and skills; Demonstrates interpersonal communication skills related to content; Demonstrates use of increased knowledge, giving examples and details | Able to effectively apply and explain concepts, knowledge, skills and vocabulary to content; Demonstrates effective use of interpersonal communication skills; Shows broad use of skills | Reflective thinking; Shows consistent, extensive, effective application of skills |
| **Evaluation**[6] | Evaluation will show at least one measurable skill or intent to apply knowledge | Evaluation will show measurable skills and increased knowledge | Evaluation will show measurable skills and increased knowledge, including interpersonal communication skills | Evaluation includes demonstrating skills and new knowledge. May include ongoing self-study, and/or modification of a professional development plan | Evaluation includes synthesis of knowledge and skills. May include continued modification of a professional development plan |
| **Recommended Participant Experience**[7] | No to very little experience with this topic | Basic knowledge and experience with this topic | A working knowledge and experience with this topic | In-depth knowledge and experience with this topic | In depth knowledge of and experience in the application and evaluation of this topic; Leadership skills |

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## Footnotes and Explanations

1. **Continuum of Training** – Training is offered on a continuum of knowledge and skill levels or stages. The higher the Stage number, the more rigorous the training content and the evaluation of knowledge and skill. That is, training offered at Stages 1 and 2 provide an introductory look at the topic while trainings at Stages 3 and 4 are designed for the individual with experience with the topic. Stage 5 trainings offer an advanced level of training, for the most experienced practitioners.

2. **Stages** – This row provides a name for each stage of training and represents the breadth and depth of the training's content.

3. **Trainer Focus** – As trainers develop their trainings at each stage, they must address at least one of the objectives for that stage.

4. **Training Focus** – This row represents what the trainings at each stage focus.

5. **Demonstration of Knowledge and Skills** – This represents the way(s) in which a participant should be able to demonstrate what they learned at trainings in the various stages.

6. **Evaluation** – This row represents what an evaluation of the participant will show after attending a training.

7. **Participant Experience** – These are suggested levels of knowledge and experience possessed by participants taking training at each stage. These criteria are meant as a guide to help trainers plan training for a specific level of participant knowledge and skill.

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Illinois Professional Development System

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## Learning Objective Stage 1-5 Example

*The objective below is based on a single objective focused on "positive statements used to encourage children to follow direction".*
*Variations of this objective have been presented in Stage 1-5 to demonstrate how levels of knowledge and application increase with each stage level and how the assessment of the objective changes. .*

| | Learning Objectives- By the end of this training participants will be able to: | How participants progress toward meeting the objective will be assessed by: |
|---|---|---|
| Stage 1 | Name 3 positive statements that can be used to encourage children to follow directions. | Lecture- Examples of positive statements that can be used to encourage children to follow directions will be presented in the opening lecture. After this information has been presented participants are asked to repeat examples of statements they were given. |
| Stage 2 | Discuss positive statements they have used in past experiences to encourage children to follow directions. | Small Group Discussion- Participants will discuss in small groups positive statements that they have used in past experience to encourage children to follow directions. Groups will talk about which statements worked and which statements were not effective. |
| Stage 3 | Use positive statements to encourage children to follow directions | Hands-on-activity- Participants will work in groups and be given scenarios to discuss how positive statements could be used |
| Stage 4 | Create a resource that includes positive statements that can be used to encourage children to follow directions. | Pair and Share- Participants will individually create a list of positive statements that can be used within their center and be distributed to staff. Participants will partner up with another member of the training group to discuss why they chose particular statements. |
| Stage 5 | Revise a personal list of positive statements with more effective statements to encourage children to follow directions. | Participants will create a list of statements they have used in the past to encourage children to follow directions at the beginning of the training session. From the information provided during the training, they will revise their list with more effective statements to encourage children to follow directions. |

# Resource: Gateways to Opportunity Content Areas

## Content Area A: Human Growth and Development

Knowledge of human development and growth is at the core of professional practice. Professionals understand emerging principles, theories and knowledge of growth and development as a foundation for all aspects of their work with children, youth and families. They understand the mutual influences among different domains of development and the contexts in which individuals develop. These understandings provide the foundation for interactions with children, youth and families and for implementation of appropriate practices in programs.

## Content Area B: Health, Safety and Well-Being

Physical health, mental health and safety are the foundations for development and learning in children and youth. Professionals collaborate with families, health and other professionals to provide safe, healthy environments to foster the physical, cognitive, language and social-emotional development of children and youth. They take responsibility for providing multiple opportunities for children, youth and families to learn positive habits and decision-making skills that will ensure their health, safety and well being.

## Content Area C: Observation and Assessment

Knowledge gained from informal and formal observations and assessments provide an understanding about children, youth and families, as well as the means for program development, evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal research-based assessments to gather and share information about an individual's skills, abilities, interests and needs and to monitor an individual's progress. They use information gathered through assessments and knowledge to continually evaluate, reflect on and inform their approaches and program practices.

## Content Area D: Curriculum or Program Design

Program design and curriculum development are a collaborative and dynamic professional endeavor. Professionals have broad knowledge of appropriate program design, curriculum and/or goals for children, youth and families. They plan and implement bias-sensitive, integrated programs that build on the abilities and interests of children, youth and families and support their learning and development in all areas.

## Content Area E: Interactions, Relationships and Environments

Professional relationships with children, youth and families are built on thoughtful interactions across a broad range of environments. These environments are designed to be sensitive to bias and to individual and cultural differences, to support learning and development and to intellectually stimulate children, youth and families. Through appropriate strategies and interactions, professionals build appropriate relationships with each child and youth along with the families. The strategies professions use actively engage all individuals in their development and learning and support positive interactions and relationships among children, youth and families.

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## Content Area F: Family and Community Relationships

Positive, collaborative partnerships with families, colleagues, and community play a critical role in the development, learning and well being of children and youth. Professionals apply their knowledge of family and social systems to create reciprocal relationships that recognize and enhance the contributions of all participants. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values.

## Content Area G: Personal and Professional Development

Personal and professional development provides the foundation for best practices when working with children, youth and families. Professionals are committed to ongoing development and continually reflect on and take responsibility for their own values, choices and actions. They honor diversity in cultures, beliefs and practices and advocate for children, youth and families. They demonstrate the highest standard of individual conduct, personal accountability, trustworthiness, integrity, fairness, consideration of the rights of others and the highest principles of good business practices and relationships.

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# Resource: Child Development Associate (CDA) Areas

### Area 1: Health & Safety

Training addresses safe environment to prevent and reduce injuries, promotes good health and nutrition and provides an environment that contributes to the enjoyable environments that encourage play, exploration and learning.

### Area 2: Physical/Intellectual

Training on a variety of equipment, activities, and opportunities to promote physical development of children, activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

### Area 3: Social/Emotional

Training which teaches providers to actively communicate with children and provides opportunities and support for children to understand, acquire and use verbal and non-verbal means of communicating thoughts and feelings, and stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.

### Area 4: Parent Relationships

Training which helps strengthen parent/provider communication, encourage parent involvement in child care programs and supports the child's relationship with his or her family.

### Area 5: Program Management

Training to ensure effective operations of program, organization, record keeping, teamwork, supervising, etc.

### Area 6: Professionalism

Training which provides skills to promote decisions using early childhood theories and practices, promotes quality in child care services, improving personal and professional growth.

### Area 7: Observing/Recording Behavior

Tools and strategies for objective information collection and discipline techniques.

### Area 8: Child Development

Training on developmental milestones and cultural influences.

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**Aligning Stages, Learning Objectives & Teaching Strategies**

Not only will this chart help you write appropriate learning objectives, it will also help you select appropriate instructional strategies and give you suggestions for suitable discussion questions.

| Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---|---|---|
| Simple Skills | | Critical Thinking | | Evaluation |

## Verbs to Consider When Writing Learning Objectives Based on Bloom's Taxonomy of Educational Objectives

| Awareness | Knowledge | Comprehension | Application | | Analysis | Synthesis | | Evaluation |
|---|---|---|---|---|---|---|---|---|
| Ask | Define | Classify | Adapt | Instruct | Analyze | Adapt | Individualize | Appraise |
| Choose | Describe | Comprehend | Administer | Modify | Breaks down | Anticipate | Initiate | Compare/Contrast |
| Describe | Enumerate | Cite | Articulate | Operate | Classify | Categorize | Integrate | Conclude |
| Follow | Identify | Convert | Assess | Participate | Compare | Collaborate | Invent | Criticize |
| Give | Label | Defend | Change | Predict | Contrast | Combine | Model | Critique |
| Hold | List | Describe | Chart | Prepare | Correlate | Communicate | Modify | Decide |
| Identify | Match | Discuss | Collect | Preserve | Deconstruct | Compare | Negotiate | Defend |
| Locate | Name | Distinguish | Construct | Produce | Diagram | Compile | Organize | Evaluate |
| Name | Outline | Estimate | Contribute | Project | Differentiate | Compose | Plan | Interpret |
| Point to | Read | Explain | Control | Provide | Discriminate | Contrast | Produce | Judge |
| Select | Recall | Extend | Demonstrate | Relate | Distinguish | Create | Rearrange | Justify |
| Sit | Recognize | Generalize | Determine | Report | Explain | Design | Reconstruct | Recommend |
| Erect | Record | Give examples | Develop | Revise | Generalize | Develop | Reinforce | Reframe |
| Reply | Reproduce | Interpret | Discover | Show | Focus | Devise | Reorganize | Support |
| Use | Select | Paraphrase | Establish | Solve | Illustrate | Express | Revise | |
| | Show | Restate | Extend | Transfer | Infer | Facilitate | Structure | |
| | State | Rewrite | Implement | Use | Limit | Formulate | Summarize | |
| | Tell | Summarize | Include | Utilize | Outline | Generate | Validate | |
| | View | Trace | Inform | | Point out | Incorporate | | |
| | | Translate | | | Prioritize | | | |
| | | | | | Recognize | | | |
| | | | | | Relate | | | |
| | | | | | Separate | | | |

| | Simple Skills | | | Critical Thinking | | | Evaluation |
|---|---|---|---|---|---|---|---|
| | **Stage 1** | | **Stage 2** | **Stage 3** | | **Stage 4** | **Stage 5** |

**Some Types of Instructional Strategies to Consider**

| Stage 1 | | Stage 2 | Stage 3 | | Stage 4 | Stage 5 |
|---|---|---|---|---|---|---|
| Lecture | Analogies | Discussion | Demonstrations | Case studies | Case studies | Case studies |
| Visuals | Examples | Learner Presentations | Exercises | Critical incidents | Develop plans | Critiques |
| Audio | Illustrations | Questions | Practice | Discussion | Problems | Exercises |
| | Lecture | Reports | Projects | Exercises | Projects | Projects |
| | Visuals | Review | Sketches | Problems | Simulations | Simulations |
| | Video | Writing | Simulations | Questions | | |
| | | | Role play | | | |

**Types of Questions to Stimulate Participants' Thinking**

| Stage 1 | | Stage 2 | Stage 3 | | Stage 4 | Stage 5 |
|---|---|---|---|---|---|---|
| Who, what, where, when, how…? | Who, what, where, when, how…? Describe… | Describe in your own words…. What would you change? How are these ideas different? Explain what happened next. | Demonstrate the way to…. What would you change? How is…an example of…? How is … related to…? Why is … significant? | What are the parts or features of…? How does…. compare or contrast with…? What evidence can you list for…? What patterns/trends do you see? | What ideas can you add to…? What solutions would you suggest for…? What do you think the outcome/solution should be and why? How might…affect…? What are the exceptions? | What is the most important… and why? What criteria would you use to assess…? How would you create or design a new…? What are other interpretations? Why are there exceptions? |

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# naeyc
# Code of Ethical Conduct
# and Statement of Commitment

**Revised April 2005**

A position statement of the National Association for the Education of Young Children

*Endorsed by the Association for Childhood Education International*
*Adopted by the National Association for Family Child Care*

## Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The **Statement of Commitment** is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf.)

## Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

• Appreciate childhood as a unique and valuable stage of the human life cycle

• Base our work on knowledge of how children develop and learn

• Appreciate and support the bond between the child and family

• Recognize that children are best understood and supported in the context of family, culture,* community, and society

• Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)

• Respect diversity in children, families, and colleagues

• Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

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* The term *culture* includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

## Conceptual framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and by a set of principles (P) describing practices that are required, prohibited, or permitted.

The **ideals** reflect the aspirations of practitioners. The **principles** guide conduct and assist practitioners in resolving ethical dilemmas.* Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed, and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often "the right answer"—the best ethical course of action to take—is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

### Section I

#### Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe,

* There is not necessarily a corresponding principle for each ideal.

healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

#### Ideals

I-1.1—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3—To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4—To appreciate the vulnerability of children and their dependence on adults.

I-1.5—To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7—To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10—To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

## Principles

**P-1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all others in this Code.***

P-1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4—We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

## Section II

## Ethical Responsibilities to Families

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

### Ideals

I-2.1—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2—To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3—To welcome all family members and encourage them to participate in the program.

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* The term *family* may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

I-2.4—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6—To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7—To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8—To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9—To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

## Principles

P-2.1—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall involve the family in significant decisions affecting their child.

P-2.5—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6—As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2.7—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

## Section III

## Ethical Responsibilities to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

### A—Responsibilities to co-workers

#### Ideals

I-3A.1—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3—To support co-workers in meeting their professional needs and in their professional development.

I-3A.4—To accord co-workers due recognition of professional achievement.

#### Principles

P-3A.1—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

### B—Responsibilities to employers

#### Ideals

I-3B.1—To assist the program in providing the highest quality of service.

I-3B.2—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

#### Principles

P-3B.1—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

### C—Responsibilities to employees

#### Ideals

I-3C.1—To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

I-3C.2—To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3—To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4—To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

## Principles

P-3C.1—In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4—We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5—We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7—We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8—We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9—We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

## Section IV

## Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

### Ideal (Individual)

I-4.1—To provide the community with high-quality early childhood care and education programs and services.

### Ideals (Collective)

I-4.2—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

### Principles (Individual)

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

### Principles (Collective)

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4.12—When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

# Glossary of Terms Related to Ethics

**Code of Ethics.** Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

**Values.** Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

**Core Values.** Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

**Morality.** Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

**Ethics.** The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

**Professional Ethics.** The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

**Ethical Responsibilities.** Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

**Ethical Dilemma.** A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

### Sources for glossary terms and definitions

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**Appendix N**

# Statement of Commitment[*]

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

• Never harm children.

• Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.

• Respect and support families in their task of nurturing children.

• Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.

• Serve as an advocate for children, their families, and their teachers in community and society.

• Stay informed of and maintain high standards of professional conduct.

• Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.

• Be open to new ideas and be willing to learn from the suggestions of others.

• Continue to learn, grow, and contribute as a professional.

• Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

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[*] This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.