



Nevada Ready! B-5 Alignment: Workforce Standards Report

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Importance of Workforce Standards Alignment

Early childhood workforce standards, including professional competencies and career ladders, define the knowledge and skills necessary for professionals working with young children. To be responsive to and inclusive of individuals with vary levels of formal education and experience in early childhood, professional competencies and career ladders should represent a progression, such that expectations for demonstrated knowledge and skills increase in terms of quality of implementation and complexity from beginner to intermediate and advanced professionals. In addition, professional development must include opportunities for supporting higher-order thinking and complex cognitive processes, moving from remembering and comprehending to applying, analyzing, evaluating, and creating (Anderson, et al., 2001), targeting professionals with varying levels of knowledge and experience. It is important to revisit professional competencies and career ladders to ensure they reflect the most up-to-date research evidence and to examine professional development offerings to ensure they provide professionals opportunities to grow their knowledge and skills related to the competencies.

The Charge

SRI partnered with the Nevada Department of Education to strengthen and align standards related to learning and development for young children, early childhood program quality and workforce standards for professionals working with young children through Nevada's Preschool Development Grant Birth-5. This document summarizes work and recommendations related to the workforce standards. SRI International was tasked with convening a work group to review and assess the status of alignment of Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education Professionals, Nevada Early Care and Education Professional Career Ladder, and Nevada Professional Development Offerings, considering recommendations from the National Academies of Sciences on Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (Institute of Medicine [IOM] & National Research Council [NRC], 2015) and the National Association for the Education of Young Children's (NAEYC) Power to the Profession Project (NAEYC, n.d.). The work was organized into two phases. Phase I focused on assessing the status of alignment and identifying revisions and recommendations to improve alignment, while Phase II focused on finalizing revised competencies, drafting leadership competencies, and further clarifying recommendations related to professional development offerings.

During Phase I we convened two hybrid in-person and online work group meetings and one online work group jointly with the Learning Standards and Program Standards groups to discuss the alignment and provide input on revisions to and recommendations regarding the workforce standards. See Appendix A for a list of work group members and their attendance at each meeting. We collaborated with the Nevada Department of Education (NDE) and a steering committee throughout the stakeholder engagement and planning process to seek guidance and inform planning efforts. See Appendix B for a list of steering committee members and their

attendance at each meeting. Additionally, SRI’s Margaret Gillis worked with Shelly Nye, Program Director, of the Nevada Registry to discuss meeting agendas, access de-identified data for all current Nevada Registry participants and professional development offerings, test our understanding of NV workforce issues, and explore findings from analyses.

In addition to assessing alignment within the workforce standards, the work groups considered alignment of the workforce standards to the learning and program standards. As displayed in Exhibit 1, the three standards areas are related in that program standards include references to both the workforce and learning standards and the workforce standards reference the learning standards.

Exhibit 1. Relationships among Nevada

Exhibit 1. Relationships among Nevada early childhood standards



After reviewing the literature, Nevada’s standards, and selected state reports, SRI developed the Nevada Ready! B-3 Alignment Framework to guide work group planning, facilitation, and decision making as teams pursue alignment and revision goals. It was used to determine the appropriateness, rigor, alignment, and consistency of each standards area. Each work group reviewed their portion of the framework at first work group meeting in October 2019. Additionally, SRI reported updates to the work group on status of alignment in December 2019. The Nevada Ready! Standards Alignment Framework for Workforce Standards (Exhibit 2) is below.

Exhibit 2. Nevada Ready! Standards Alignment Framework: Workforce Standards

| Component of Alignment: | Workforce Standards |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate Standards | 1. Workforce standards, career ladder, and professional development reflect developmentally appropriate practice for children as well as expectations that are consistent with education and training levels of personnel. |
| Rigorous Standards | 2. Workforce competencies require increasing levels of knowledge and skill as professionals obtain advancing levels of education, training, and experience. 3. Career Ladder outlines advancing levels of education, knowledge, and skills. 4. Professional development scaffolds and support cognitively complex skill development, such as analysis, evaluation, and creation. |
| Aligned Standards | 5. Personnel standards sequences are smooth in progression, showing reasonable expectations for professionals at different levels on the career ladder. |
| | 6. Professional development offerings are provided for professionals with varying levels of knowledge and skills, from beginning to advanced. |
| Consistent Standards | 7. Workforce standards are well aligned to national recommendations for standards, such as those from the Transforming the Workforce (National Research Council) and Power to the Profession (NAEYC) initiatives. |

During Phase II, SRI convened a small subset of the work group to engage more intensely in a series of five virtual meetings to finalize the standards and competencies developed in the first phase, to develop draft leadership competencies for program administrators, and to develop strategies to address the recommendations developed in Phase I. See Appendix C for a list of work group members and meeting attendance.

National Trends in Workforce Standards Alignment

Currently, two major national policy initiatives are impacting how states approach workforce standards and supports, and these initiatives informed the approach to aligning Nevada's workforce standards. First, the Transforming the Workforce for Children Birth Through 8: A Unifying Foundation report focuses on the implications of the science of development and early learning for care and education professionals who work with children from birth through age 8 (IOM & NRC, 2015). This report resulted from leading experts in the early childhood field convening to develop a set of recommendations based on the most up-to-date research. The recommendations address a variety of issues including qualification requirements for professional practice, higher education, and ongoing professional learning during practice; evaluation and assessment of professional practice; and the critical roles of leadership, interprofessional practice, support for implementation, and improvement of the knowledge base.

The second national initiative focused on the early childhood workforce is the National Association for the Education of Young Children's (NAEYC) Power to the Profession initiative (NAEYC, n.d.). This initiative is a national collaboration focused on defining the early childhood profession that has established a unifying framework for career pathways, knowledge, competencies, qualifications, standards, and compensation. Power to the Profession is a grass roots effort that synthesizes the most up-to-date research and recommendations, including those from the Transforming the Workforce volume, to devise an approach to early childhood workforce development. Concurrent to the Power to the Profession initiative, NAEYC has undertaken a stakeholder engagement process to revise and update their standards and competencies for early childhood professionals. The final draft of the standards and competencies, which outline three competency levels aligned to education levels, was released in March 2020¹.

As shown in Exhibit 2, these initiatives were used as a reference point for the consistency component of quality, as they represent the most current knowledge about what knowledge and skills are needed for an effective early childhood workforce.

Overview of NV's Workforce Development Efforts

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

The Nevada Registry

The Nevada Registry is one of the statewide efforts geared toward reducing staff turnover, increasing wages, heightening professionalism, and increasing advancement opportunities for early childhood practitioners. The Registry serves early childhood personnel across the state as a career development, recognition, and data collection system that captures important data about the workforce. The Registry is responsible for many important tasks, such as validating the professional and educational achievements of early childhood professionals, approving trainings and trainers, and maintaining a calendar of training offerings, which help raise the status of the profession by promoting a well-trained, educated, supported and fairly compensated workforce. As the host of Nevada's Early Care and Education Professional Career Ladder, the Registry collects, validates, and warehouses the professional and educational achievements of early childhood educators throughout the state and highlights those accomplishments through Career Ladder placement. The Registry also holds the Nevada Core Knowledge Areas and Core Competencies for Early Care and Education Professionals and provides professional development planning tools, such as an online Professional Development Plan.

Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education Professionals

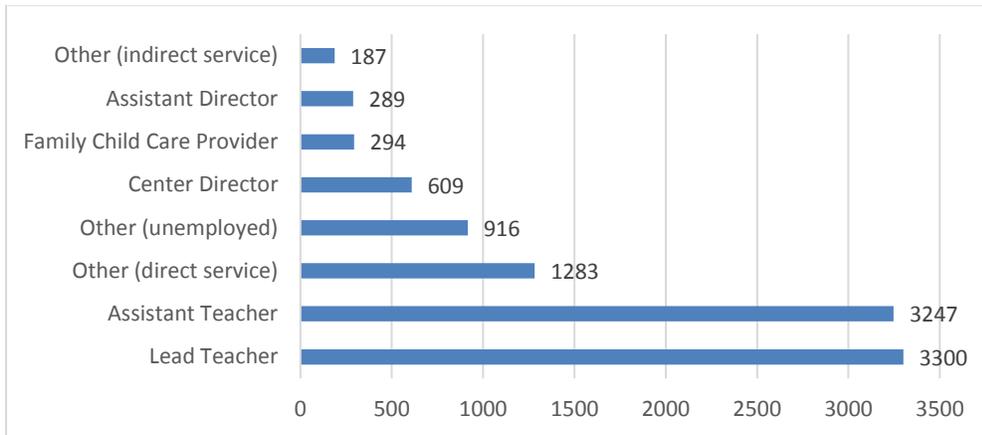
Nevada's Core Knowledge Areas (CKAs) and Core Competencies for Early Care and Education Professionals is a document, developed and finalized in 2006 through a stakeholder engagement process, which outlines what early childhood professionals in the state should know and be able to do. The core knowledge areas define the content areas of needed knowledge and skill, while the core competencies outline observable skills within those content areas that demonstrate professionals' knowledge. The competencies represent three advancing levels of knowledge, from beginning to advanced. While the Core Knowledge Areas and Core Competencies were aligned with the NAEYC standards when they were developed, the 2020 revision of the NAEYC standards and competencies necessitated re-examining alignment of the CKAs and Core competencies with the new NAEYC standards and competencies.

Overview of the Workforce

The Nevada Registry provided data for all active registry participants as of September 12, 2019. SRI conducted all analyses using those data. Registry data indicated there are 10,125 active registry members². As shown in Exhibit 3, the majority (65%) of registry participants are lead teachers (3,300; 33%) or assistant teachers (3,247; 32%). Other roles represented in the registry include center directors (609; 6%), family child care providers (294; 3%), and assistant directors (289; 3%).

² Note: this number may include duplicates for registry members who have more than one employer.

Exhibit 3. Registry participation by role (n=10,125)



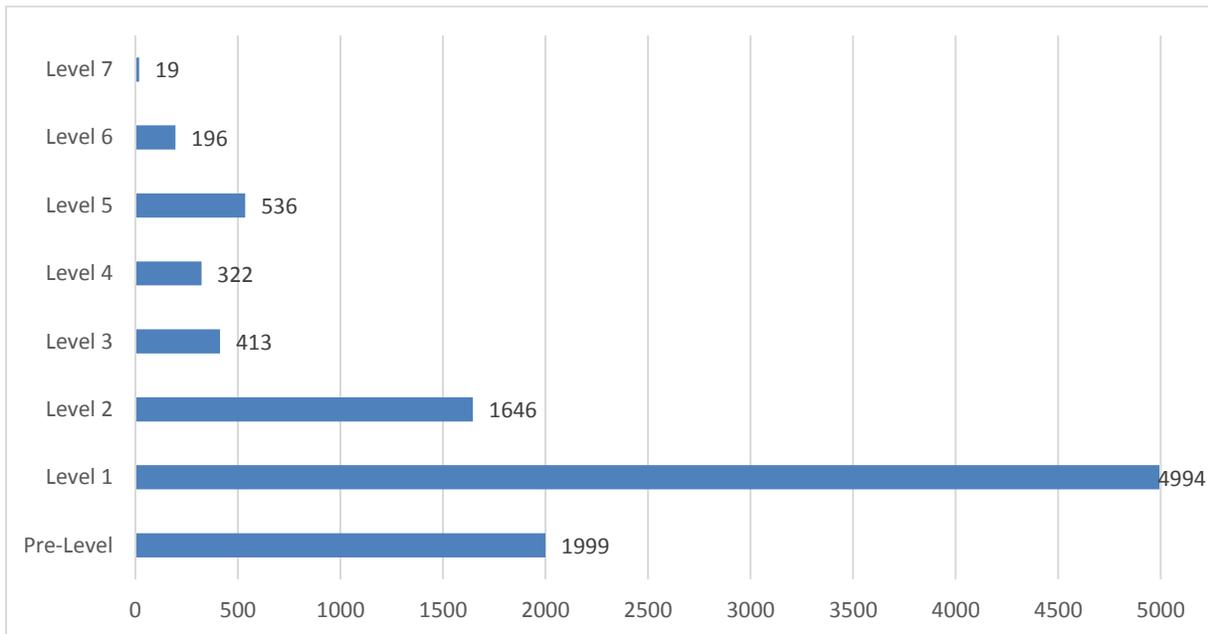
SRI conducted an alignment of the Nevada Career Ladder levels and the NAEYC Early Childhood Educator (ECE) levels. As seen in Exhibit 4, the Nevada Career Ladder has seven levels and a pre-level, and three of the levels are aligned with the NAEYC ECE levels established by Power to the Profession. However, two of the Nevada Career Ladder levels are below the ECE I level. We discuss implications of this throughout the report. The Nevada Career Ladder also includes two levels above the ECE III level. This honors higher education levels that professionals may have and is not problematic when considering the alignment.

Exhibit 4. Alignment of Nevada Career Ladder and NAEYC Early Childhood Educator Levels

| Nevada Career Ladder Levels | NAEYC EC Educator Levels |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Pre-Level: Less than 1,000 hrs. exp. | |
| Level 1: Initial child care licensing req. and min. 1,000 hrs. exp | |
| Level 2: Current CDA or 8 ECE college credits, or diploma/GED plus 120 hrs. CKA training and 2000 hrs. exp. | ECE I: Professional training program (at least 120 hrs.), such as CDA |
| Level 3: Apprenticeship Cert. or 20 ECE college credits and 4000 hrs. exp. | |
| Level 4: Associate degree in ECE or in another field with 30 or more ECE college credits | ECE II: Associate degree in ECE |
| Level 5: Bachelor's degree in ECE or other field containing ECE endorsement or another Bachelor's degree with 30 or more ECE college credits | ECE III: Bachelor's degree or Master's degree in ECE (initial preparation) |
| Level 6: Master's degree in ECE or other field with a state teaching license containing ECE endorsement or with 30 or more ECE college credits | |
| Level 7: Doctorate in ECE or another field plus 30 ECE college credits | |

Registry participants represented all eight levels of the career ladder, including the pre-level. As shown in Exhibit 5, 69% of the registry participants are designated as Pre-level (1,999; 20%) or Level 1 (4,994; 49%). These are the levels below the NAEYC ECE I level. Fewer registry members are designated Level 2 through Level 7 (16%, 4%, 3%, 5%, 2%, and 0%, respectively). Nevada career ladder levels are assigned within the registry by verifying education information when a member joins the registry, however, it is important to note that the registry is missing information on education level for more than half of registry participants (5,631; 56%). Most of these individuals are classified as Pre-level or Level 1; few are classified as Levels 2 and 3. Without verified and updated education information, it is not possible to know whether registry participants could qualify for higher career ladder levels.

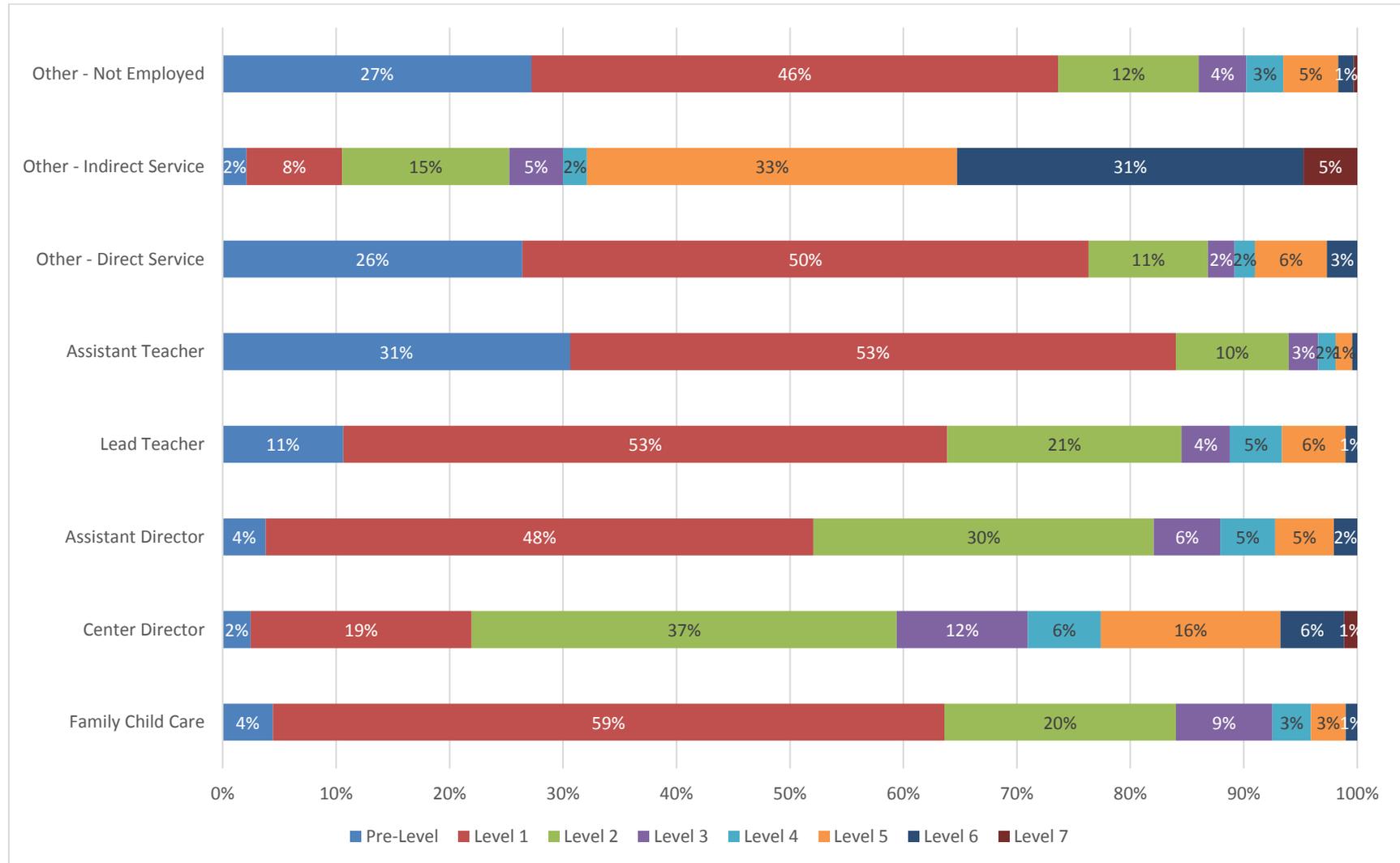
Exhibit 5. Registry participation by Career Ladder Level³ (n=10,125)



Registry participants' career ladder levels varied by role. As seen in Exhibit 6, center directors and other indirect service providers were most likely to be designated Level 2 or above on the career ladder. Only 21% of center directors and 10% of other indirect service providers were designated Pre-Level or Level 1. Other indirect service providers had the highest career ladder levels overall, with 69% designated as Level 5 or above. Levels 5, 6, and 7 align with education levels of bachelor's degree, master's degree, and doctorate, respectively. Specific roles included in the other indirect service provider category include university faculty, training and technical assistance providers, and other roles that require higher levels of education. Conversely, assistant teachers were most likely to be designated as Pre-Level or Level 1, with 84% attaining those two career ladder levels. Sixty-four percent of lead teachers and 63% of family child care providers were designated Pre-Level or Level 1.

³ Note: in the slides shared during the December work group meeting, there was a miscalculation in this data such that higher numbers were presented. However, the proportions represented at each ladder level have not changed.

Exhibit 6. Percentage of Registry participants at each Career Ladder level by role (n=10,125)



Approach to Assessing Alignment and Revisions

SRI used the Workforce Standards Alignment Framework (see Exhibit 2) to guide the assessment of alignment and revision process. While SRI staff were able to assess many aspects of alignment by reviewing national standards, research, other states' approaches, and relying on our staff expertise, it was critical to engage the work group in the discussion about rigor. Given that the Core Competencies and Career Ladder were developed through a stakeholder engagement process, it was important to understand stakeholders' perspectives about the standards and possible revisions to align to national standards while accounting for the current NV context.

Our approach included the following steps:

1. Examining how the Nevada Career Ladder levels aligned with the NAEYC ECE levels, taking into consideration workforce demographics and Nevada's values regarding workforce participation
2. Examining alignment of the content of the Nevada CKAs with the revised NAEYC standards
3. Anchoring the Nevada Core Competencies to education levels and leveling the competencies within levels that align with the NAEYC ECE levels and an emerging level specific to Nevada
4. Analyzing data on professional development offerings for coverage across levels, geographic areas, content areas, and rigor of course objectives

Review of Key Findings and Decisions by Steering Committee

Career Ladder

As stated previously, SRI conducted an alignment of the Nevada Career Ladder levels and the NAEYC ECE levels and found good alignment, with Level 2 aligning with ECE I, Level 4 aligning with ECE II, and Level 5 aligning with ECE III (Exhibit 4). Nevada has been intentional about messaging around the career ladder to ensure that all individuals working in early childhood programs, from the cook to the director, view themselves as members of the field. Because of this commitment to inclusivity the work group and Nevada Registry agreed it is important for the state to maintain the Pre-Level and Level 1. Thus, SRI recommended (and the Steering Committee approved) the decision to keep the structure of the Nevada Career Ladder in its current form. Because the Nevada Career Ladder is more discreet than the NAEYC levels, Nevada can collapse the levels for analysis against the NAEYC levels if needed. For example, NV can collapse the Pre-level with Level 1, Level 2 with Level 3, and Levels 5 through 7.

Standards and Competencies

SRI examined alignment between the Nevada Core Knowledge Areas (CKAs) and the NAEYC Standards and concluded that the NV CKAs and the NAEYC Standards cover much of the same content, demonstrating good alignment (Exhibit 7). The CKAs also address Health, Nutrition, and Safety (HNS), which are not covered explicitly by the NAEYC Standards. However, many of the HNS competencies are included in licensing and/or Quality Rating and Improvement System (QRIS) standards. In addition, many of the HNS competencies describe job duties rather than competencies.

Exhibit 7. Nevada Core Knowledge Areas and NAEYC Standards

| NV Core Knowledge Area | NAEYC Standard |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Human Growth & Development (1) | Child Development & Learning in Context (1) |
| Positive Interactions & Guidance (2) | |
| Observation & Assessment (3) | Child Observation, Documentation, & Assessment (3) |
| Environment & Curriculum (4) | Developmentally, Culturally, and Linguistically Appropriate Teaching Practices (4) |
| | Knowledge, Application, and Integration of Academic Discipline Content into the Early Childhood Curriculum (5) |
| Health, Nutrition, & Safety (5) | |
| Family & Community Relationship (6) | Family Partnerships (2) |
| Leadership & Professional Development (7) | Professionalism as an Early Childhood Educator (6) |
| Management & Administration (8) | |

When examining the content covered by the NAEYC Standard of Professionalism as an Early Childhood Educator and the CKAs Leadership & Professional Development and Management & Administration, SRI noted the CKAs address more specific managerial and administrative duties than the NAEYC standard. The work group and Steering Committee agreed it would be important to pull competencies specific to directors and other administrators out and create a set of competencies for administrators.

Both the Nevada Core Knowledge Areas and Core Competencies and the NAEYC Standards and Competencies are organized into three levels. While the NAEYC competency levels are anchored to the ECE I, II, and III levels (which align with CDA, associate's, and bachelor's degree education levels), the Nevada Core Competencies are not anchored to education and

do not represent a smooth progression of knowledge and skills. SRI identified this as an area of poor alignment, and during the first work group meeting SRI facilitated a process for participants to anchor the Nevada Core Competencies to education. Using four levels Emerging (less than a CDA), Beginning (CDA or equivalent), Intermediate (associate's in EC or equivalent), and Advanced (bachelor's in EC or equivalent or higher), small groups discussed each competency and identified the level at which it seemed to fit best. The work group had trouble with this anchoring activity due to the way in which many competencies were written. Some competencies were written too broadly to determine the appropriate level, while others represented job duties rather than competencies, and others were specific to a role (e.g., center director). The work group also discussed the reality that many professionals are expected to operate at higher levels of competency than they trained, noting this contributed to their difficulty leveling the competencies. In their responses within the meeting evaluation, several work group members suggested that to maximize resources and increase alignment with the NAEYC standards, the state should consider adopting the NAEYC Standards and Competencies rather than developing and refining a full set of state standards. SRI brought this suggestion to the Steering Committee for discussion with the recommendation that the work group develop an Emerging level of competencies aligned with the NAEYC competency levels. The Steering Committee approved the decision to adopt the NAEYC Standards and Competencies and develop an Emerging level of competencies to be inclusive of professionals with less than a CDA or equivalent.

During the second work group meeting, participants worked with the NAEYC Standards and Competencies to develop aligned Emerging level standards. They identified ECE I (Beginning) level standards that were appropriate for the Emerging level and drafted Emerging competencies when the Beginning level competency was not appropriate for Emerging. Following the meeting, SRI compiled the draft Emerging competencies with the NAEYC competency levels (see Appendix D).

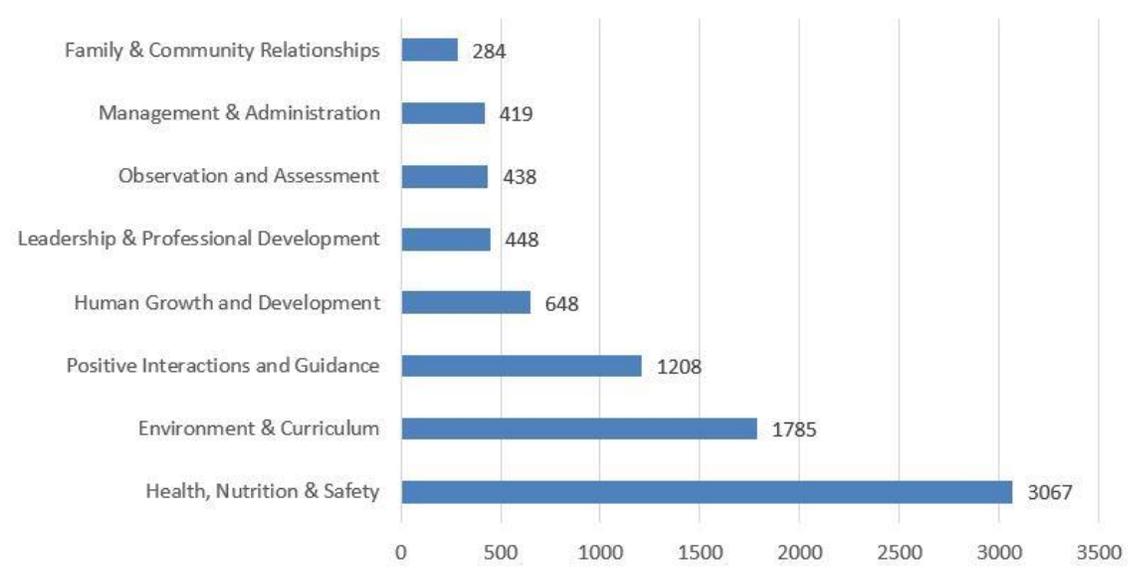
The Emerging level competencies are currently in draft form and require further refinement to ensure they are complete and aligned with the final NAEYC leveling (released March 2020). The next step requires a more intensive review of the draft Emerging level competencies to check them against the literature and review them for potential bias, balancing the standards development with the reality of expectations of people working with children today.

Professional Development Offerings

To aid with analyzing and aligning the professional development offerings, the Nevada Registry provided data on all 8,297 training events offered from January 2017 through December 2019. Training events addressed all 8 Nevada CKAs; however, the number of training offerings for each CKA varied widely (Exhibit 8). Trainings were concentrated on Health, Safety, and

Nutrition, with 37% of trainings offered addressing that CKA. Twenty-two percent of trainings addressed Environment & Curriculum, 15% Positive Interactions and Guidance, 8% Human Growth and Development, 5% Leadership and Professional Development, 5% Observation and Assessment, 5% Management and Administration, and 3% Family & Community Relationships.

Exhibit 8. Number of training events offered by Core Knowledge Area (n=8,297)



As displayed in Exhibit 9, the vast majority (93%) were conducted in person, with fewer online offerings. Due to that nature of how we examined the data (by number of training events offered as opposed to number of trainings completed), online offerings may be underrepresented. A single online course represents a single approval and is offered on a continual basis but does not reflect the number of course completions, which may be spread across a given year. In contrast, an in person training have may be offered multiple times per year, and each of those offerings was counted in the data. As noted by Nevada Registry Project Director Shelly Nye, “There appears to be a growing trend for Early Childhood educators to obtain much of their required professional development via online training organizations; especially when online courses are offered at low, or no cost. As online options continue to increase and meet the needs of ECE educators, particularly in rural areas where in-person training is typically less accessible, this trend will likely continue.” In the future, it would be beneficial to examine data on the number of online and in person training completions to gain better understanding of practitioners’ completion of online vs. in person trainings.

In person trainings were concentrated in population-dense Clark (65%) and Washoe (25%) counties, with fewer offerings in rural areas (Exhibit 10).

Exhibit 9. Number of training events offered by training type (n=8,297)

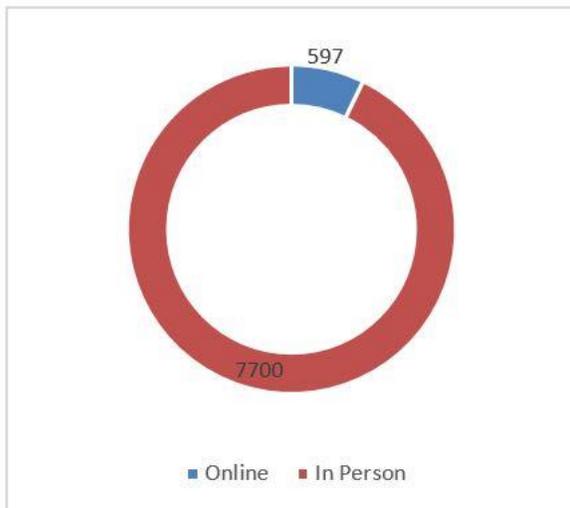
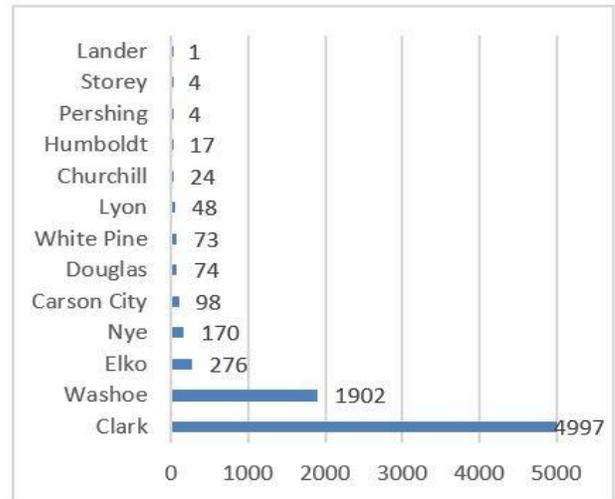
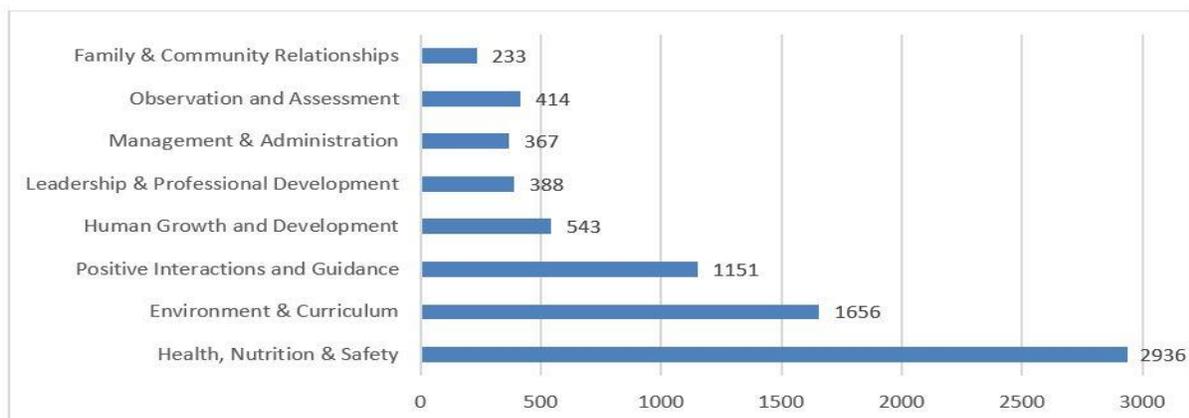


Exhibit 10. Number of in-person training events offered per county (n=7,688)



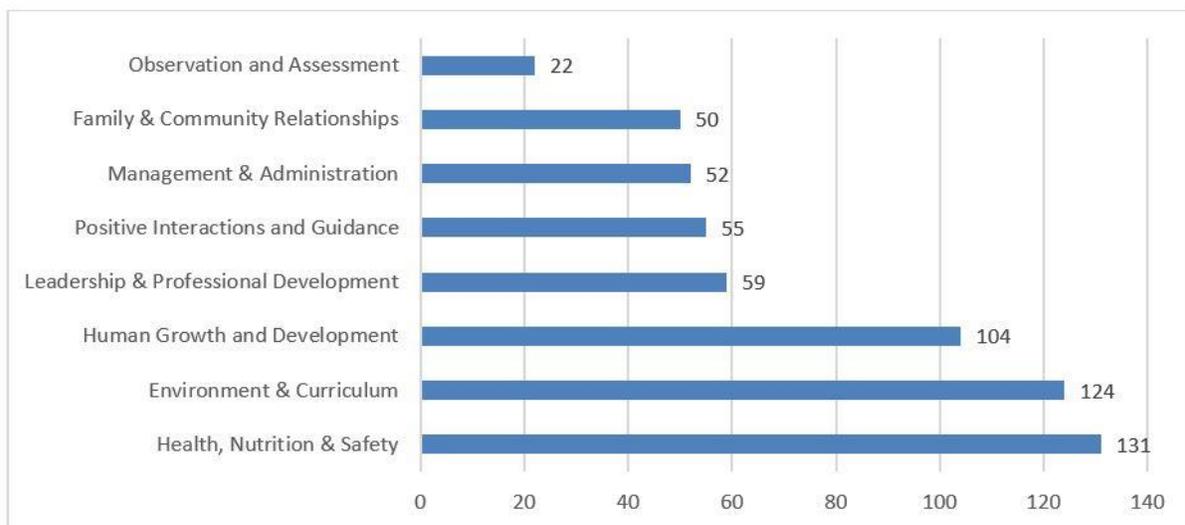
In-person trainings addressed the CKAs in similar pattern to overall training offerings, with the majority of offerings in Health, Safety, and Nutrition (38%) and Environment & Curriculum (22%) and other CKAs addressed at lower rates.

Exhibit 11. Number of in-person training events offered by Core Knowledge Area (n=7,688)



The variation in number of online trainings offered by CKA was not as drastic as the in-person offerings (Exhibit 12). Health, Nutrition, and Safety remained the most heavily addressed CKA (22%), followed by Environment & Curriculum (21%), Human Growth and Development (17%), Leadership & Professional Development (10%), Positive Interactions and Guidance (9%), Management & Administration (9%), Family & Community Relationships (8%), and Observation and Assessment (4%).

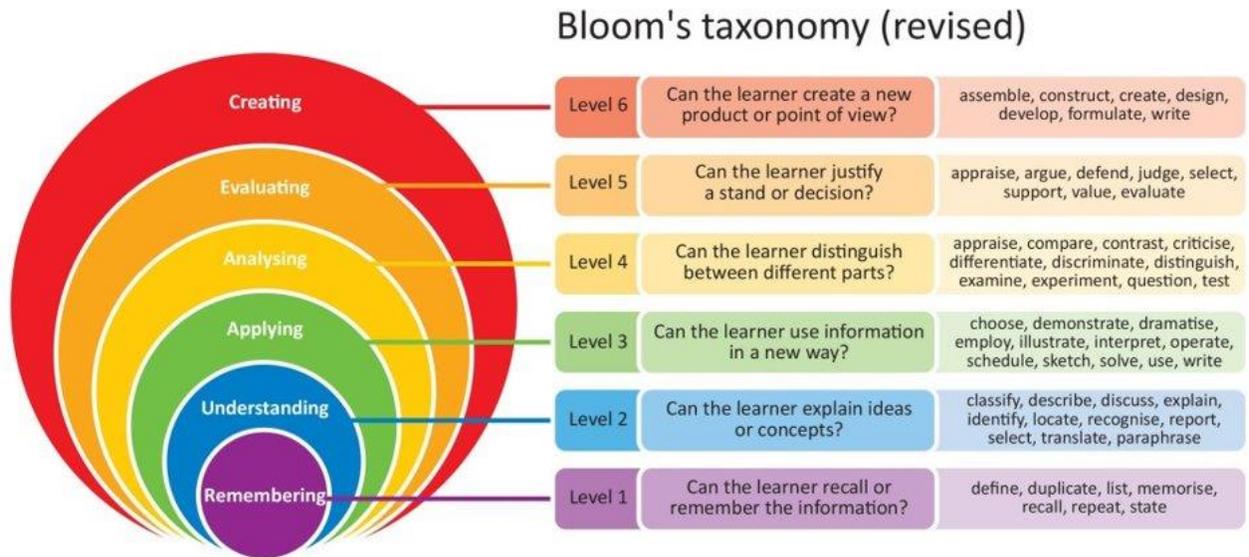
Exhibit 12. Number of trainings offered online by Core Knowledge Area (n=597)



SRI conducted an analysis of training objectives to examine the rigor of the professional development offerings. SRI used Bloom’s Taxonomy (Exhibit 13) as a framework for examining how trainings address higher-order thinking skills, those which require the learner to apply and transform their learning in more complex ways (Bloom, et al., 1956; Krathwohl, 2002). The taxonomy outlines six levels of thinking skills from lowest-order to highest-order: remember, understand, apply, analyze, evaluate, and create. When practitioners engage in the higher-level thinking skills, analyzing, evaluating, and creating, they think more deeply about how content applies to varied settings and with diverse children and families. Each level of the taxonomy has associated action verbs that describe what the learner does. SRI analyzed up to five training objectives for each training offering by examining the action verbs describing what the learner would do in the objective for a total of 24,225 objectives. An example of a training objective targeting lower-order skills is “Participants will understand strategies for easing transitions throughout the day.” In this example, the action verb of “understand” falls in level two of Bloom’s Taxonomy. An example of a similar training objective targeting higher-order skills is “Participants will create a classroom schedule that includes strategies for easing transitions

throughout the day.” The action verb in this example is “create,” which is in level six of the taxonomy.

Exhibit 13. Bloom’s Taxonomy⁴

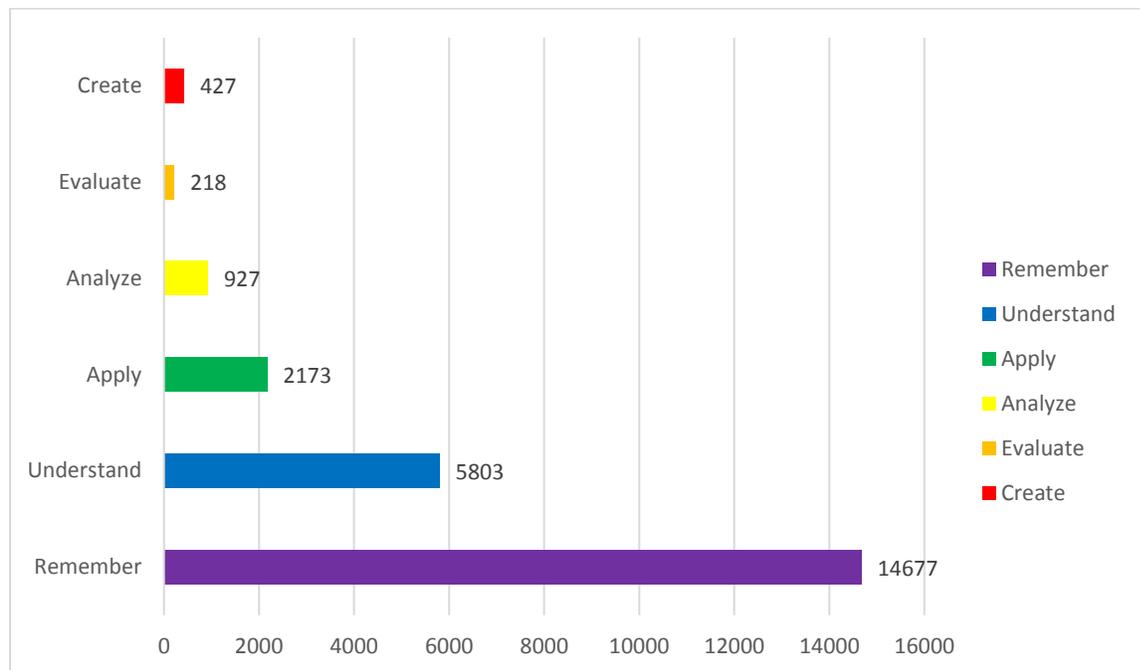


As shown in Exhibit 14, the vast majority (94%) of training objectives addressed the lower-order thinking skills of remembering (61%), understanding (24%), and applying (9%). The remaining 6% of training objectives addressed the higher-order thinking skills of analyzing (4%), evaluating (1%), and creating (2%)⁵. SRI concluded that the professional development offerings provided limited opportunities for professionals to engage in cognitively complex skills.

⁴ The questions for each level in this graphic represent prompts to consider what the learner can do at each level of the taxonomy. In addition, the list of verbs provided for each level represent sample verbs describing what the learner can do at each level and can be used as the basis for writing training objectives.

⁵ Note: percentages add up to 101% due to rounding error.

Exhibit 14. Professional development offerings: Objectives by Bloom's Taxonomy level (n=24,225)



Professional Development Plan Tool

Early childhood professionals in Nevada have access to a Professional Development Plan (PDP) tool where they can document their status on the Core Competencies and professional development needs. Approximately 4,000 registry members have initiated contact with the PDP in the online system, of which approximately 3,000 have started a plan. Approximately 2,100 registry members have completed a plan. This shows extensive interest in and use of the tool across the field; however, professionals have commented that the PDP is cumbersome to complete.

The PDP is promoted within the Silver State Stars quality rating and improvement system. While the PDP was previously a required standard, with the current Silver State Stars configuration, all quality indicators related to the PDP are optional. These items compete against approximately 20 other standards for programs to use for verification. For center-based programs, the quality indicator is that all center administrators and 75% of staff have completed one CKA in the PDP. Only 4 of 62 programs chose to use this indicator for verification (6%). For family child care programs, the quality indicator is that the owner/operators and any regular staff have completed one CKA in the PDP. One third (33%) of family child care programs elected to use this indicator for quality verification.

With the decision to adopt the NAEYC Standards and Competencies and develop an Emerging level, the Nevada Registry will need to update the PDP to include the new standards and competencies.

Status of Workforce Standards Alignment

Based on the analyses and alignment activities described, as well as the decision to adopt the NAEYC Standards and Competencies, SRI concluded that the workforce standards demonstrated alignment in the components of quality (Exhibit 2) of Appropriate Standards and Consistent, and mixed alignment in the areas of Rigorous and Aligned Standards. These conclusions and supporting notes are summarized in Exhibit 15.

Exhibit 15. Summary status of alignment: Program Standards

| Component of Quality | Status | Notes |
|-----------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate Standards | Aligned | <ol style="list-style-type: none"> 1. Workforce competencies and professional development offerings reflect developmentally appropriate practice for children. (+) 2. Career ladder includes 7 levels, plus a pre-level, and incorporates education specific to early childhood education. (+) 3. NV made the decision to adopt the National Association for the Education of Young Children (NAEYC) standards and competencies, which include three levels anchored to education, and to develop an “emerging” level that reflects expectations for professionals with less than a Child Development Associate (CDA) or equivalent in early childhood education. (+) |
| Rigorous Standards | Mixed Alignment | <ol style="list-style-type: none"> 1. NV is adopting the NAEYC standards and competencies and developing an “emerging” level aligned to the NAEYC standards. These standards outline increasing levels of knowledge and skill and are anchored to levels of education. (+) 2. Career ladder outlines advancing levels of education and experience specific to early childhood education. (+) 3. Professional development offerings provide few opportunities for professionals to engage in more cognitively complex skills. (-) |
| Aligned Standards | Mixed Alignment | <ol style="list-style-type: none"> 1. NV made the decision to adopt the NAEYC standards and competencies and develop an |

| Component of Quality | Status | Notes |
|----------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>“emerging” level. The levels within the competencies are organized in a smooth progression so professionals demonstrate increasing levels of skills that are anchored to education. (+)</p> <p>2. The professional development offerings provide limited opportunities for professionals to demonstrate increasing levels of knowledge and skill. (-)</p> |
| Consistent | Aligned | <p>1. The NV Career Ladder has levels aligned with the NAEYC Power to the Profession recommendations, including education specific to early childhood; however, the NV Career Ladder also includes levels for members of the workforce with less than a CDA credential. (+)</p> <p>2. NV made the decision to adopt the NAEYC standards and competencies (including leveling) and develop an “emerging” level aligned to those standards. (+)</p> |

Phase I Recommendations

Career Ladder

1. Maintain current structure of the Nevada Career Ladder to reflect the range of professionals working in early childhood in Nevada while supporting professionals’ attainment of higher levels of training and formal education.
2. Consider strategies for how to increase the number of registry participants who provide verification of education and training. These data are necessary to support a variety of administrative function (e.g., QRIS scoring, planning PD offerings to be responsive to field).

Standards and Competencies

1. Engage a workgroup to consider the implications of adoption/implementation of the NAEYC Standards and Competencies and development of the Emerging level and competencies for directors and administrators. For example, approved trainings processes need to be adjusted. The Professional Development Plan online tool requires updates.
2. Formalize adoption of the NAEYC Standards and Competencies.
3. Revise and finalize Emerging level competencies aligned with the NAEYC Standards and Competencies.
4. Develop a set of competencies for program administrators.
5. Develop and implement a communications plan to update the larger early childhood community about changes to and timelines for the standards and competencies.

Professional Development Offerings

Training Content

1. Convene a work group to develop strategies to better distribute trainings across the core knowledge and content areas, including developing benchmarks for trainings by content area and level to allow for progress monitoring.
2. Consider convening a work group to develop strategies to identify professional development needs and develop strategies to address those needs, such as expanding offerings in needed content areas or expanding online offerings.
3. Health, Safety, and Nutrition trainings are tied to child care subsidy and federal regulations, and practitioners may be required to repeat them each year. Consider policies that encourage practitioners to engage in standards-based professional development (those aligned with the NAEYC standards) each year.
4. Offer trainings at different levels (beginning, intermediate, advanced) that meet the needs of professionals with varying levels of education. Incorporate higher-order thinking into trainings at each level.
5. Consider developing trainings for different roles, such as lead teachers, assistant teachers, administrators.
6. Consider developing tiered professional development requirements for professionals at different levels of education and experience that outline specific plans of study for individuals at different levels to complete.

Training Format

1. Consider offering “low demand” trainings asynchronously online.

2. Consider synchronous online offerings that engage participants in discussions in real time, utilizing appropriate adult learning strategies and supporting higher-order thinking.
3. Consider trainings that consist of multiple sessions and include practice-based components for practitioners to implement in their classrooms, which support higher-order thinking and increase the likelihood of practitioners adopting the strategies learned in the training.

Training Support

1. Develop guidance for trainers on adult learning and developing learning objectives and trainings that address higher-order thinking skills.
2. Develop training and supports for trainers, such as a learning community.
3. Consider incorporating review of objectives more intentionally into the training approval process.

Professional Development Plan

1. Revise the PDP to address new standards and competencies and consider how to develop the tool so that it is perceived as less cumbersome by professionals.
2. Consider how the tool can be used by both staff and their directors to support professional development planning.
3. Enhance inclusion of the PDP in the QRIS as a method of verification for how the PDP evidences staff goal setting and professional development planning.

Data System, Analysis, and Reporting

1. Expand the scope of tracking, reporting, and evaluation. Specifically, SRI recommends more detailed tracking and reporting about:
 - a. the rates of verification of education and training against established goals;
 - b. professional development offerings in the state, including the distribution of trainings by core knowledge content areas, level of trainings, and location of training;
 - c. rates of completion of the PDP; and
 - d. trends in PDP data (areas of highest need based on scored responses from the PDP).
2. Conduct analyses of the training objectives looking at higher-order thinking as a method for measuring progress in implementing strategies to increase inclusion of higher-order thinking in trainings.

Phase II

Emerging Competencies

Because the NAEYC Standards and Competencies final leveling document was not released by the end of Phase I, the Phase II work group was charged with finalizing the draft Emerging competencies. SRI reviewed the final leveling document and revised the Emerging competencies to align with the final NAEYC Standards and Competencies, then the work group reviewed and approved the Emerging competencies.

Leadership Competencies

During the first meeting in Phase II, the work group discussed the approach to developing the draft leadership competencies and made some preliminary decisions. The first preliminary decision related to the audience for the leadership competencies. The group decided that the competencies should be structured and written with program administrators (e.g., directors) as the primary audience.

The work group also reviewed frameworks for leadership competencies, including the McCormick Center’s Whole Leadership Framework (Abel, et al., 2017) and the white paper for Nevada’s Professional Leadership Program for B-3 Administrators (Nevada Ready B-3 Leadership Team, 2019), and discussed alignment of these frameworks and their associated competency areas with the NAEYC Standards and Competencies. With the expectation that all members of the early childhood workforce in Nevada will be using the NAEYC Standards and Competencies and the aligned Emerging Competencies to guide their work and professional growth, the group approved the decision to focus the leadership competencies on complementary knowledge and skills that are not included in the NAEYC Standards and Competencies or that specifically refer to how program leaders support personnel in the areas of the NAEYC Standards and Competencies. In addition, the work group reviewed the NAEYC position statement on equity in early childhood education to inform the competencies.

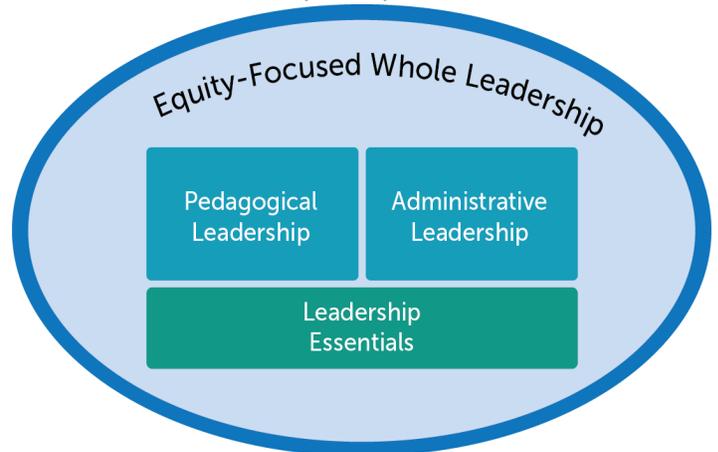
After reviewing the frameworks and content areas included in each, the work group selected the following as the content areas for the Nevada Early Care and Education Leadership

Competencies: Equity-Focused Whole Leadership, Leadership Essentials, Administrative Leadership, and Pedagogical Leadership. Exhibit 16 provides a graphic representation of the content areas included in the leadership competencies.

SRI reviewed draft competencies from Phase I and the other frameworks, including the Nevada Professional Leadership Program and organized them within the content areas, synthesizing, combining, and simplifying them as necessary based on work group discussions. SRI then provided a draft of the competencies to the work group for feedback and discussion. Work group feedback was incorporated into the draft competencies, which are provided in Appendix F.

Additional work is needed to continue to refine the draft leadership competencies and to develop guiding text to be included in the final competencies document. The work group suggested examples of how the competencies may be demonstrated by individuals in different roles or in different setting types would be helpful.

Exhibit 16. Framework for the Nevada Early Care and Education Leadership Competencies



Recommendations and Strategies for the Professional Development Offerings

The Phase II work group was charged with continuing to develop the recommendations related to the professional development offerings that were drafted in Phase I, which were presented earlier in this report. Over the course of three meetings, the work group discussed iterations of recommendations and potential strategies for addressing them, including building on existing structures, such as the Adult Learning Academy, enhancements to the Nevada Registry training attendance system, and communities of practice available in parts of the state. SRI synthesized those conversations and revised recommendations as needed to develop the following recommendations and strategies:

A. Training Support

1. Initial trainer approval process verifies adult learning coursework and incorporates trainer professional development plan. Explore opportunities to extend trainer professional development on adult learning theory (including at conferences and through online learning opportunities) and align or standardize at least some component(s) of professional development planning (informed by evaluation).
2. Require trainers to identify the levels of their training and to make explicit in training the learning outcomes they will address and include strategies they will use to gauge effectiveness (pre/post check-in via online/app based survey; paper/pen quiz; thumbs up/down to show familiarity, other strategies).
3. Collaborate with Cooperative Extension to develop and offer webinar-based training of trainers on how to identify levels of training and learning objectives addressed; how to link teaching strategies to intended outcomes; and how to gauge effectiveness of training. Consider offering overview as self-paced online training (ongoing basis for new/renewing trainers) and offering Community of Practice (CoP) to address specific questions, provide forum for guidance.
3. Move the current trainer Community of Practice (CoP) online and expand statewide to give trainers equitable access to the learning community and promote sharing, problem-solving, and planning across regions. Consider multiple CoPs to allow for deeper dives into specific content areas and trainer practice sessions with peer feedback.
4. Provide trainings on best practices for online trainings/ distance learning (both synchronous and asynchronous) as well as trainings on CoP implementation. Address strategies for engaging learners and for ensuring the accessibility of online matter.
5. Revise training request form to require identification of training level (beginning, intermediate, advanced); competencies addressed; learning outcomes; and teaching and evaluation strategies that support/verify the learning outcomes.
6. Explore opportunities to standardize trainer observation and evaluation across agencies and regions (including identifying observation/evaluation strategies for independent trainers). Collect (aggregate) data on trainer evaluation results.

7. Consider establishing a trainer mentorship program to improve trainer effectiveness.

B. Professional Development Plan (PDP)

1. Revise the PDP form/tool to address the new competencies (Emerging competencies and NAEYC Standards and Competencies) and link to trainings that align with PDP goals.
2. Consider shifting PDP form to a checklist format so it is (and is seen as) easier to complete. In tandem with this shift, format the tool to allow for/ prompt more thorough responses and planning for each competency area selected for focus and/or QRIS credit.
3. Develop materials/ plan for communicating the benefits of using PDP form to the workforce, including collaborating with IHEs to incorporate use in their ECE courses.
4. Offer credit in the QRIS for program administrators' use of PDP forms with staff (incentivize/reward staff evaluation and planning). Consider options for crediting public school personnel who fall under the QRIS and use the school system's PDP forms/processes.
5. Explore opportunities to offer credit in the QRIS for multi-session trainings, coaching/mentoring, digital badging/micro-credentialing.

C. Training Format

1. Identify those trainings best suited to asynchronous due to low demand, and/or applicability to smaller subset of workforce.
2. Identify trainings and communities of practice that could be offered in an online, synchronous format that engage participants in discussions in real time, utilizing appropriate adult learning strategies and supporting higher-order thinking.
3. Offer and investigate ways to incentivize/reward (as in the QRIS) multi-session trainings with practice-based components for practitioners to implement in their classrooms, which support higher-order thinking and increase the likelihood of practitioners adopting the strategies learned in the training.
4. Consider options for shifting trainings to CEU-based model to accommodate multi-session trainings as well as communities of practice, coaching, and other forms of professional development.
5. Coordinate with local Early Childhood Advisory Councils (ECACs) and Regional Professional Development Programs (RPDPs) to identify Department of Education (DOE) trainings that address early childhood competency areas and could be marketed for and accessible to the early childhood workforce.

6. Coordinate with local ECACs and RPDPs to identify areas of alignment and opportunity for B-3 cross-system communities of practice related to early childhood competency areas.

D. Data System, Analysis, and Reporting

1. Expand the scope of tracking, reporting, and evaluation. Specifically, SRI recommends more detailed tracking and reporting the following data (including sharing with system stakeholders for the purposes of identifying trends, planning for needs, revising QRIS requirements as workforce reaches tipping points):

- a) the rates of verification of education and training against established targets, with the goal of increasing the number of programs using education and training for QRIS verification over time;
- b) professional development offerings in the state, including the distribution of trainings by competency areas, level of trainings, and location of training; as well as training participant demographics
- c) training effectiveness (e.g., collect post-training evaluation data through the Registry website sent to members based on their training attendance)
- d) rates of completion of the PDP and how those rates change over time;
- e) year-to-year changes in PDP ratings (examined in aggregate); and
- f) trends in PDP data (content areas of highest need based on scored responses from the PDP), including direct service providers, administrators, and training/ technical assistance personnel.

2. Conduct analyses of training objectives looking at higher-order thinking as a method for measuring progress in implementing strategies to increase inclusion of higher-order thinking in trainings.

E. Training Content

1. Continue the work of the Registry's TAS Advisory Work Group to develop strategies to ensure better distribution of trainings across the competency areas and to identify and respond to professional development needs.
2. Align trainings with competencies; flag trainings by competency on training calendars so workforce members can select trainings aligned with PDP goals.
3. Consider QRIS policies that incentivize and reward trainings on competences (in addition to CCDF- or other system-required trainings).
4. Offer trainings at different levels (beginning, intermediate, advanced) to meet the needs of professionals with varying levels of education. Incorporate objectives that result in higher-order thinking into trainings at each level.
5. Identify trainings that might be grouped or clustered and lead to digital badging or micro-credentialing. Collaborate with IHEs to explore micro-credentialing opportunities in their system.

6. Consider developing tiered professional development requirements for professionals based on levels of education and experience that outline specific plans of study for individuals at different levels to complete.

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Appendix A: Phase I Workforce Standards Work Group Roster and Meeting Attendance

| Name | Role | Attended 10/16/19 Meeting | Attended 12/04/19 Meeting | Attended 1/15/20 Meeting |
|-----------------------|---------------------------------------------------------------------------------------------------|---------------------------|---------------------------|--------------------------|
| Alberto Quintero | Nevada Department of Education, Education Programs Professional | X | X | X |
| Ali Cooper | Small Blessings Christian Preschool, Director | X | X | X |
| Amanda Haboush Deloye | Nevada Institute for Children's Research and Policy, Associate Director | | | |
| Anna Severens | Nevada Department of Education, State PreK Administrator | X | X | |
| Barbara Lindsay | Clark County School District, Director of K - 12 Literacy and Language Development | X | | |
| Candice McDaniel | DHHS/DPBH/Bureau of Child, Family and Community Wellness, Health Bureau Chief | | | |
| Carol Luna | Immunize Nevada, Program Manager | | | |
| Carol Polke | Workforce Connections, System Partnership Manager | X | | |
| Carrie Paldi | Creative Kids Learning Center, Area Supervisor | X | X | |
| Cherish Morgan | Community Church Preschool , Director | X | | |
| Cindy Gonzales | Sunrise Children's Foundation Early Head Start, Senior Manager of Education, Health and Nutrition | X | | X |
| Constance Zeller | Rurals/Charters/QRIS, Admin | X | | |
| Cray Artaba | | | | |
| Crystal Baumbach | Next Generation Kids Language Academy, Director | | | |
| Daina Loeffler | NDE ECSE; Part B-619, | | | X |
| Denise Sidney | College of Southern Nevada, ECE Instructor | X | | |
| Diane Nicolet | TMCC-E.L.Cord Child Care Center, Director | X | | X |
| Dione Gantt | The Children's Cabinet, QRIS Coach | | | |
| Elvira Weintraub | 24 Yessi's Pre-k/ Little Genius Tots, Owner | X | | |
| Emily Champlin | NDE OELD, QRIS Administrator | X | X | X |
| Jencie Davies | Truckee Meadows Community College, Early Childhood Education Instructor/Coordinator | X | X | X |
| Jenna Weglarz-Ward | University of Nevada Las Vegas, Assistant Professor | X | | |
| Jennifer Haynal | CCSD (Snyder #205), Principal | X | | |
| Jennifer Thomas | Canyon Springs, FACS Teacher | | | |

| | | | | |
|----------------------------|-------------------------------------------------------------------------------------------|---|---|---|
| John Cregg | Nevada AEYC, Executive Director | X | X | X |
| Kaitlin Lewallen | Nevada Department of Education, Education Programs Professional | X | X | X |
| Karyn Murray | Brookfield School, Director | | | |
| Kate McNabney | Children's Advocacy Alliance, School Readiness Policy Manager | X | X | X |
| Krystal Rushing | Las Vegas Urban League, Trainer | | | |
| Linda Pheasant | ECTA , ECE Program Teacher | | | |
| Mariama Grimes | The Public Education Foundation, Vice-President, Family and Community Engagement | | | |
| Melissa Burnham | University of Nevada, Reno, Professor | X | | X |
| Mia Pace | NDE, EPP | X | X | X |
| Mirna Mejia | Las Vegas Urban League Early Childhood Connection, Consumer Education Supervisor | X | X | X |
| Mychelle Weart | NDE | | X | X |
| Nina Anderson | | | | |
| Patrice Gardner | Nevada Department of Education, Head Start State Collaborative Director / QRIS Supervisor | X | X | |
| Patti Oya | NDE, Director | X | | |
| Phyllis Miranda-Castillo | Family Sunshine Learning Center, possible Future Founder | X | | |
| Rachel McKinney | the Children's Cabinet; UNR-HDFS instructor, QRIS Coordinator | | X | X |
| Randi Glunt | Mission Possible Montessori School, Owner | | | |
| Robyn Markovic | SNRPDP, Early Literacy Trainer | X | | |
| Sahydit Herrera | | | | |
| Shelly Nye | The Nevada Registry, Program Director | X | X | X |
| Sherry Waugh | 0-3, EHS, B-3, UNR, Director | X | X | X |
| Tiffany Olivas | Nevada Department of Education OELD, Education and Information Officer | | X | X |
| Traci Carbon | Humboldt County School District, Educator Effectiveness and Family Engagement Coordinator | | | |
| Wendy Rowe | New Horizon Kids Quest Inc., District Manager | X | X | |
| Yolaidis Martinez Sanjurjo | The Happy Babies Daycare, Owner | | | |
| Yvonne Jacob | Acelero Learning Clark County, Director of Education, Disabilities and Mental Health | | | X |

Appendix B: Steering Committee Roster and Meeting Attendance

| Name | Role | Attended 10/08/19 Meeting | Attended 11/18/19 Meeting | Attended 12/16/20 Meeting | Attended 1/30/20 Meeting |
|------------------|----------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| Ali Cooper | Small Blessings Preschool | X | X | X | X |
| Anna Severens | NDE | X | | X | X |
| Connie Flores | Child Care Licensing | X | | X | X |
| Daina Loeffler | Early Childhood Special Education Programs Professional, 619 Coordinator | X | X | X | X |
| Emily Champlin | Education Programs Professional, QRIS Administration | X | X | X | |
| John Cregg | Program Director, T.E.A.C.H. Early Childhood NEVADA | X | X | X | X |
| Julie Houchins | ECE Director, United Way of Southern NV | | X | X | |
| Kaitlin Lewallen | Education Programs Professional, Nevada Ready! State Pre-K | X | X | X | |
| Latisha Brown | Program Manager, DHHS, Childcare Licensing | X | | | |
| Marty Elquist | Children's Cabinet & ECAC Chair | | | X | X |
| Mychelle Weart | Office of Early Learning | | | | X |
| Nicole Sailers | EC Coordinator | X | | X | X |
| Patrice Gardner | Nevada Department of Education, Head Start State Collaborative Director / QRIS Supervisor | | | X | X |
| Shelly Nye | Program Director, Nevada Registry | X | X | X | X |
| Sherry Waugh | UNR, Director Early Head Start Provider | X | X | X | X |
| Teresa Byington | Associate Professor at UNR | X | X | X | X |
| Tiffany Olivas | Education Information Office, NDE | X | X | | X |
| Tina Springmeyer | Child and Family Services Director, Washoe County School District | | X | X | |

Appendix C: Phase II Workforce Work Group Roster and Meeting Attendance

| Name | Role | Attended 4/30/20 Meeting | Attended 5/7/20 Meeting | Attended 5/14/20 Meeting | Attended 6/1/20 Meeting | Attended 6/16/20 Meeting |
|---------------------|--------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
| Ali Cooper | Small Blessings Preschool | X | X | X | X | X |
| Anna Severens | NDE | X | X | X | X | X |
| Jencie Davies | Truckee Meadows Community College, Early Childhood Education Instructor/ Coordinator | X | X | X | X | X |
| Kaitlin Lewallen | Education Programs Professional, Nevada Ready! State Pre-K | X | X | X | X | X |
| Shelly Nye | Program Director, Nevada Registry | X | X | X | X | X |
| Tina Springmeyer | Child and Family Services Director, Washoe County School District | X | X | X | X | X |

Appendix D: Emerging Competencies with NAEYC Leveling

This document contains the NAEYC Professional Standards and Competencies for Early Childhood Educators and the aligned emerging level standards developed for Nevada early childhood professionals. The NAEYC competencies are represented in the Beginning (ECE I), Intermediate (ECE II), and Advanced (ECE III) levels. The emerging level competencies were developed in Phase I of the project and finalized and approved in Phase II.

These standards and competencies describe what early childhood professionals should know and be able to do and serve as the basis for training and education. As such, they can be used to develop training content and objectives, as well as for reflection, self-assessment, and professional development planning.

| | Emerging | Beginning | Intermediate | Advanced |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Mastery of competencies in this column address introductory knowledge and practice expected for working with children in birth through age eight settings as would be commensurate to the skill and knowledge of less than a professional training program | Mastery of competencies in this column address introductory knowledge and practice expected for working with children in birth through age eight settings as would be commensurate to the skill and knowledge acquisition of a professional training program (minimum 120 hours) (ECE I) | Mastery of competencies in this column address essential knowledge and practice expected for working with children in birth through age five settings as would be commensurate to the knowledge and skill acquisition of an associate degree program (ECE II) | Mastery of competencies in this column address essential knowledge and practice expected for working with children in birth through age five settings as well as in kindergarten through age eight settings as would be commensurate to the knowledge and skill acquisition of a bachelor's degree or initial preparation master's degree (i.e., first degree in early childhood education) program (ECE III) |
| 1a: Understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including | Know that there are developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains | Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains | Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and | Analyze and synthesize the theoretical perspectives and research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and |

| | Emerging | Beginning | Intermediate | Advanced |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| bilingual/multilingual development. | | | learning intersect across the domains | learning intersect across the domains |
| | | Identify critical aspects of brain development including executive function, learning motivation, and life skills | Describe brain development in young children including executive function, learning motivation and life skills | Describe brain development in young children including executive function, learning motivation and life skills |
| | Know that biological, environmental, protective, and adverse factors impact children's development and learning | Identify biological, environmental, protective, and adverse factors that impact children's development and learning | Describe how biology, environment and protective and adverse factors impact children's development and learning | Describe how biology, environment and protective and adverse factors impact children's development and learning |
| | Know the importance of social interaction, relationships and play | Know the importance of social interaction, relationships and play | Describe how social interaction, relationships and play are central to children's development and learning | Understand the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children |
| 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. | Know each child develops as an individual | Identify how each child develops as an individual | Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices | Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices |
| | Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers, and children in early school grades | Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades | Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades | Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades |

| | Emerging | Beginning | Intermediate | Advanced |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Describe ways to learn about children (e.g. through observation, play, etc.) | Evaluate, make decisions about, and communicate effective ways to learn about children (e.g. through observation, play, etc.) |
| | Identify individual characteristics of each child through family and community relationships, observation, and reflection | Identify individual characteristics of each child through family and community relationships, observation and reflection Support young children in ways that respond to their individual developmental, cultural and linguistic variations | Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children | Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children |
| 1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities. | Know that family, social, cultural and community factors influence children’s learning and development | Identify family, social, cultural and community influences on children’s learning and development | Describe the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development and learning | Analyze, and synthesize the theoretical perspectives and research base that shows that family and societal contexts influence young children’s development and learning |
| | | | Describe how children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics | Describe how children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics |

| | Emerging | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Know that structural inequities and trauma can adversely impact young children’s learning and development | Identify structural inequities and trauma that adversely impact young children’s learning and development | Describe how structural inequities and trauma adversely impact young children’s learning and development | Describe how structural inequities and trauma adversely impact young children’s learning and development |
| | Know that quality early childhood education influences children’s lives | Know that quality early childhood education influences children’s lives | Describe how quality early childhood education influences children’s lives | Explain how and why quality early childhood education influences children’s lives |
| 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. | Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child | Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child | Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children | Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children |
| | | | Use available research evidence, professional judgments and families’ knowledge and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child | Use available research evidence, professional judgments and families’ knowledge and preferences — identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child |
| | Know that diversity exists in language, culture, | Identify and understand diverse characteristics of | Describe the theoretical perspectives and core | Analyze and synthesize the theoretical perspectives and |

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| 2a: Know about, understand and value the diversity of families. | socioeconomic level, special needs, faith traditions, family structure and individual differences | families and the many influences on families Identify stages of parental and family development | research base on family structures and stages of parental and family development | research base family structures and stages of parental and family development |
| | | Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives | Describe the theoretical perspectives and core research base about the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives | Analyze and synthesize the theoretical perspectives and research base of the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives |
| | Know that children can thrive across diverse family structures and that all families bring strengths | Identify that children can thrive across diverse family structures and that all families bring strengths | Explain why it is important to build on the assets and strengths that families bring | Explain why it is important to build on the assets and strengths that families bring |
| 2b: Collaborate as partners with families in young children's development and learning through respectful and reciprocal relationships and engagement. | Knows that a welcoming attitude toward parents/families and open communication contributes to respectful, reciprocal relationships with families | Identify the importance of having respectful, reciprocal relationships with families | Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers | Contribute to setting-wide efforts to initiate and sustain respectful, <i>reciprocal</i> relationships with families and caregivers |
| | Recognize families as the first and most influential "teachers" in their children's learning and development | Recognize families as the first and most influential "teachers" in their children's learning and development | Use strategies to support positive parental and family development | Use strategies to support positive parental and family development |
| | Respect families' cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting | Affirm and respect families' cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting | Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and | Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and |

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| | | | cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices | cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices |
| | | Identify effective strategies for building reciprocal relationships and use those to learn with and from family members | Use a broad repertoire of strategies for building relationships to learn with and from family members | Use a broad repertoire of strategies for building reciprocal relationships, with a <u>particular focus</u> on cultural responsiveness, to learn with and from family members |
| | | Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account | Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs | Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs |
| | | | Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible | Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible |
| 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools and community organizations and agencies. | Know the term 'community resource' as it applies to families served Seek out partnership with colleagues to help assist families in finding needed community resources | Identify types of community resources that can support young children's learning and development and to support families Partner with colleagues to help assist families in finding needed community resources | Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural | Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural |

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| | | | resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance | resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance |
| | | | Support young children and families during transitions between classrooms and/or other early learning settings to help ensure a continuum of quality early care and education | Collaborate with early learning settings in the community to support and advocate for a continuum of quality early care and education that ensures successful transitions |
| | | | | Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns) |
| 3a: Understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings. | Seeks guidance and support from other professionals about the central purposes of assessment | Identify the central purposes of assessment | Describe the theoretical perspectives and core research base regarding the purposes and use of assessment | Analyze and synthesize the theoretical perspectives and research base regarding the purposes and uses of assessment |
| | Seeks guidance and support from other professionals in understanding the central role of observations in assessment practices | Understand that observation and documentation are central practices in assessment | Understand that observation and documentation are central practices in assessment | Understand that observation and documentation are central practices in assessment |
| | Seeks guidance and support from other professionals in understanding assessment as a positive tool to support young children's learning and development | Understand assessment as a positive tool to support young children's learning and development | Understand assessment as a positive tool to support young children's learning and development | Understand assessment as a positive tool to support young children's learning and development |

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| | | | Describe how assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children | Explain why assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children |
| | | | Describe the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas | Describe the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas |
| 3b: Know a wide range of types of assessments, their purposes and their associated methods and tools. | | Identify common types of assessments that are used in early learning settings | Describe the structure, strengths, and limitations of a variety of assessment methods and tools (including technology-related tools) used with young children | Describe the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools (including technology-related tools), including formative and summative, qualitative and quantitative, and standardized assessment tools, used with young children |

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| | | Identify the components of an assessment cycle including the basics of conducting systematic observations | Describe the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations | Explain components of an assessment cycle including making decisions on “who, what, when, where, and why” in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching |
| 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child. | | Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed | Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed | Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed (including high stakes assessments used for more than informing practice) |
| | Support the use of assessment related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice | Support the use of assessment related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice | Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to | Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to |

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| | | | make assessment an integral part of professional practice | make assessment an integral part of professional practice |
| | | Identify that assessments must be selected or modified to identify and support children with differing abilities | Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities | Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities |
| | | Identify legal and ethical issues connected to assessment practices | Describe the limitations of various assessment tools and minimize the impact of these tools on young children | Explain the research base and theoretical perspectives behind harmful uses of biased or inappropriate assessments Explain the developmental, cultural, and linguistic limitations of various assessment tools; recognize the circumstances under which use of these tools may be inappropriate (including the use of their results); minimize the impact of these tools on young children; and advocate for more appropriate assessments |
| | | | Analyze data from assessment tools to make instructional decisions and set learning goals for all children | Analyze data from assessment tools to make instructional decisions and set learning goals for children, differentiating for all children including those who are exceptional learners |

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| | Know that implicit bias can be present in assessment practices and use of assessment data | Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data | Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data | Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data as well as support others on the teaching team in doing so |
| | | | | Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals and policymakers |
| 3d: Build assessment partnerships with families and professional colleagues | | Partner with families and other professionals to support assessment-related activities | Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children | Demonstrate ability to skillfully communicate with families about the potential need for further assessment/supports when this information may be difficult for families to hear |
| | Awareness of IFSP and IEPs and the team that develops those plans | Support young children as part of IFSP and IEP teams | Work with colleagues to conduct assessments as part of IFSP and IEP teams | Work with colleagues to conduct assessments as part of IFSP and IEP teams |
| | | | Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs | Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs |

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| 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. | Establish positive and supportive relationships and interactions with young children | Establish positive and supportive relationships and interactions with young children | Describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children | Analyze and synthesize the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children |
| | Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting | Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting | Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting | Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting |
| | Support a classroom culture that respects and builds on all that children bring to the early learning setting | Support a classroom culture that respects and builds on all that children bring to the early learning setting | | |
| 4b: Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children. | Know that teaching practices for young children should incorporate play and be adapted to individual children | Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills. | Describe the theoretical perspectives and core research base about various teaching strategies used with young children | Analyze and synthesize the theoretical perspectives and research base on various instructional practices used with young children |
| | Use teaching practices with young children that incorporate play and are appropriate for their level of development | Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live | Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live | Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, in which they live |

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| | | | <p>Use teaching practices that incorporate the various types and stages of play that support young children’s development</p> <p>Use teaching practices that support development of young children’s executive function skills</p> | <p>and sociocultural context of young children</p> <p>Design, facilitate and evaluate teaching practices that incorporate the various types and stages of play that support young children’s development</p> <p>Design, facilitate and evaluate teaching practices that support development of young children’s executive function skills</p> |
| <p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p> | <p>Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management</p> | <p>Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management</p> | <p>Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management</p> <p>Guide and supervise implementing effective teaching practices and learning environments</p> | <p>Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management</p> <p>Guide and supervise implementing effective teaching practices and learning environments</p> |
| | | | <p>Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor</p> | <p>Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor</p> |

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| | | | <p>and outdoor physical space and materials, and the management of daily schedules and routines</p> | <p>and outdoor physical space and materials, and the management of daily schedules and routines</p> |
| <p>5a: Understand content knowledge and resources—the central concepts, methods and tools of inquiry, and structure —, and resources for the academic disciplines in an early education curriculum.</p> | <p>Has preparation in general education content areas as demonstrated through holding a high school credential or equivalent</p> | <p>Has preparation in general education content areas as demonstrated through holding a high school credential or equivalent</p> | <p>Has preparation in general education content areas as demonstrated through holding an associate degree⁶</p> | <p>Has preparation in a broad range of general education content areas as demonstrated through holding a baccalaureate degree⁷</p> |
| <p>5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.</p> | <p>Know about the core content areas and children’s learning across them</p> | <p>Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn</p> | <p>Describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions</p> | <p>Analyze and synthesize the theoretical perspectives and research base undergirding pedagogical content knowledge</p> |
| | | | <p>Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas</p> | <p>Analyze models of engaging young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas</p> |
| <p>5c: Modify teaching practices by applying, expanding, integrating and updating their content</p> | <p>Know about the early learning standards</p> | <p>Identify early learning standards relevant to their state and/or early learning setting</p> | <p>Identify early learning standards relevant to their state and/or early learning setting</p> | <p>Identify early learning standards relevant to their state and/or early learning setting</p> |

6 Settings/states might consider an equivalent credential for a practitioner whose postsecondary preparation took place outside the United States.

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| knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge. | | Support implementation of curriculum across content areas for birth- age 8 settings | Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings Support the implementation of curriculum across content areas for K-3 settings | Analyze the content in an integrated curriculum across content areas for birth-age 8 settings |
| | Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-age 8 settings | Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-age 8 settings | Select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-five settings Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in K-3 settings | Select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning for birth-age 8 settings |
| | | | Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas | Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas |
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| 6a: Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession. | Recognize early childhood education as a profession | Identify as a committed professional in the early childhood education field Be a member of a professional early childhood education organization (at the local, state, or national level) | Describe the distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole | Take responsibility for increasing the stature of the early childhood field |
| | | Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues | Describe the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues | Analyze and synthesize the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues |
| | | Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting | Describe the basics of how public policies are developed Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels | Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels |
| 6b: Know about and uphold ethical and other early | Know about the NAEYC Code of Ethical Conduct for ECE | Identify the core tenets of the NAEYC Code of Ethical | Use the NAEYC Code of Ethical Conduct to analyze | Facilitate the use of the NAEYC Code of Ethical |

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| childhood professional guidelines | | Conduct and abide by its ideals and principles | and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas | Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas |
| | Practice confidentiality, sensitivity and respect for young children, their families, and colleagues | Practice confidentiality, sensitivity and respect for young children, their families, and colleagues | Practice confidentiality, sensitivity and respect for young children, their families, and colleagues | Practice confidentiality, sensitivity and respect for young children, their families, and colleagues |
| | Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities | Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities | Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities | Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities |
| | | Identify the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations | Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/ designation in the profession | Explain the background and significance of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations |
| 6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and work with families and colleagues. | Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate | Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate | Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate | Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate |
| | Support communication with families in their preferred language | Support communication with families in their preferred language | Support communication with families in their preferred language | Support communication with families in their preferred language |

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| | Use clear and positive language and gestures with young children | Use clear and positive language and gestures with young children | Use clear and positive language and gestures with young children | Use clear and positive language and gestures with young children |
| | Use a positive, professional tone to communicate with families and colleagues | Use a positive, professional tone to communicate with families and colleagues | Use a positive, professional tone to communicate with families and colleagues | Use a positive, professional tone to communicate with families and colleagues |
| | Use appropriate technology with facility to support communication with colleagues and families, as appropriate | Use appropriate technology with facility to support communication with colleagues and families, as appropriate | Use appropriate technology with facility to support communication with colleagues and families, as appropriate | Use appropriate technology with facility to support communication with colleagues and families, as appropriate |
| | | | Conduct sensitive, challenging conversations with young children, their families, and colleagues | Conduct sensitive, challenging conversations with young children, their families, and colleagues |
| 6d: Engage in continuous, collaborative learning to inform practice | Recognize the importance of commitment to continuous learning and availability of professional learning opportunities | Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children | Identify the theoretical perspectives and research base related to continuous and collaborative learning and leadership | Describe the theoretical perspectives and research base related to continuous and collaborative learning and leadership |
| | Participate in and act on guidance and reflective supervision related to strengths and areas for growth. | Participate in and act on guidance and reflective supervision related to strengths and areas for growth. | Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting | Lead teaching teams in birth through age 8 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting |
| | Determine when it is appropriate to reach out for new resources and consult | Determine when it is appropriate to reach out for new resources and consult | Determine when it is appropriate to reach out for new resources and consult | Determine when it is appropriate to reach out for new resources and consult |

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| | with peers in related professions and other members of their teaching team | with peers in related professions and other members of their teaching team | with peers in related professions and other members of their teaching team | with peers in related professions and other members of their teaching team |
| | Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines | Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines | Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines | Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines |
| 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. | Know about the importance of reflective practice | Regularly reflect on teaching practice and personal biases to support each child's learning and development | Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of critical inquiry | Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of critical inquiry |
| | Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues | Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues | Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues | Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues |

Appendix E: Nevada Core Competencies Identified as Administrator-Specific

The items below are Core Competencies from the Nevada Core Knowledge Areas and Core Competencies that were identified by one or more groups (Las Vegas, Reno, Virtual) in Phase I as director specific. However, it should be noted that many of these competencies align with expectations laid out for all early childhood educators, regardless of role, in the NAEYC standards and competencies presented in Appendix D. These items have been marked with an asterisk (*).

The Phase II work group reviewed these and other competencies in the process of developing the Draft Leadership Competencies in Appendix F.

Human Growth & Development

1. Models and shares information about developmental domains with staff and families.*
2. Provides information about the developmental stages and milestones within the developmental domains to staff and families.*
3. Demonstrates through examples to staff and families that children learn and develop through play.*
4. Establishes the program to address each child's needs, temperament, interests and learning styles.*
5. Communicates with parents and staff regarding non-stereotypical play choices.*
6. Communicates with parents and staff the variety of cultural values and traits represented within the program.*

Positive Interactions and Guidance

1. Develops and implements written policies for effective interactions.*

2. Designs written policies for using effective positive child guidance.
3. Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies.*
4. Designs and implements policy and practice that support needs of children and families through environmental design.*
5. Plans for times of change and transition that support children and families.*

Environment & Curriculum

1. Develops an appropriate schedule that includes a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities.*
2. Develops curriculum that promotes the goals of the Nevada Pre-Kindergarten Content Standards: Language & Early Literacy, Mathematics, Social Studies (including social-emotional), Science, Creative Arts, Physical Development and Health.*
3. Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches.*
4. Plans, implements, and evaluates learning environments and curricula to maximize learning potential.*
5. Teaches others about developmentally appropriate curricula and learning environments.*
6. Designs curriculum and shares curriculum designs with others.*
7. Consults with parents and appropriate professionals to address developmental or environmental concerns.*
8. Works collaboratively with other agencies to research and communicate information about promoting physical development and health.*
9. Evaluates the effectiveness of physical development and health practices in curriculum and modifies as needed.*
10. Evaluates the effectiveness of the science curriculum and modifies as needed.*
11. Embeds developmental guidance into the curriculum.*
12. Incorporates social studies into curriculum in accordance with Nevada Pre-Kindergarten Content Standards.*
13. Communicates to others the process for developing curricula that promotes social development.*
14. Evaluates the effectiveness of language and literacy curriculum and modifies as needed.*

Family & Community Relationships

1. Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.*
2. Develops and implements policies and practices for confidentiality of individual children and families by staff and volunteers.*
3. Establishes policies and practices that ensure respect and acceptance of all families.*
4. Develops and implements policies and practices which facilitate respectful and reciprocal relationships with families.*
5. Develops and implements policies and practices which ensure respect and acceptance of diverse families and situations.*

Leadership & Professional Development

1. Analyzes ethical dilemmas and determines appropriate course of action.*
2. Participates in evaluation of program related to quality standards (e.g., program accreditation).*
3. Supports and facilitates professional development and formal education opportunities for others: supports pursuit of formal education, provides release time or flexible schedules to support providers in pursuing education, shares knowledge with others (e.g., presenting at conferences, teaching, etc.)*

Management & Administration

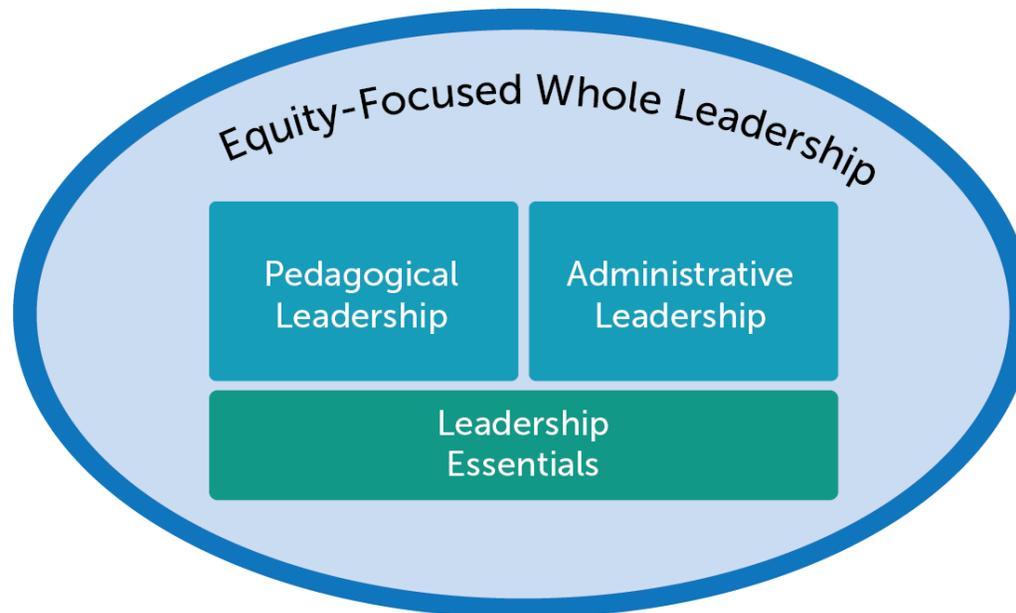
1. Assures appropriate documentation is maintained to meet federal, state, and local legislation, regulation and professional standards.
2. Verbalizes the relationship between the program's philosophy and daily practice.*
3. Develops and implements program policies.*
4. Manages program resources effectively.
5. Identifies evaluation methods for staff, program and child outcomes, and understands the limitations of those methods.*
6. Works cooperatively and communicates effectively with co-workers, families, children and others (e.g., volunteers, parents, support staff and other professionals).*
7. Follows established lines of communication in accordance with program policies.
8. Respects confidentiality of co-workers, parents and others.*
9. Knows and follows job description.

10. Shares program responsibilities.*
11. Knows and follows program policies and procedures.*
12. Assists in identifying areas for personal professional development.*
13. Participates in staff development opportunities.*
14. Implements established lines of communication within the agency.*
15. Facilitates exchange of professional ideas with staff.*
16. Works with staff to assure awareness of developmentally appropriate practice.*
17. Coordinates services and cooperates with other professionals.*
18. Ensures program policies and procedures are implemented consistently.*
19. Delegates job responsibilities.*
20. Identifies personal professional development needs.*
21. Identifies professional development opportunities to support staff development.*
22. Ensures that volunteers are guided and supported.*
23. Knows the social service, health, and education resources of the community and uses them when appropriate.*
24. Values and works to strengthen the program's team of staff, administrators, and volunteers.*
25. Articulates, analyzes, evaluates, and applies current theory, research, and policy of personnel management.
26. Develops effective lines of communication within the agency.
27. Works with a governing body within the agency system to develop policies and procedures.
28. Follows federal and state human resource laws.
29. Provides leadership to develop effective teams.*
30. Plans for, recruits, orients, supervises, and evaluates staff.
31. Provides strong leadership and visionary direction.
32. Designs, implements, analyzes and revises organizational structure, job descriptions, evaluations and personnel policies and procedures.
33. Ensures staff knows and understands expectations.
34. Develops staff recruitment, selection and retention program.
35. Designs and implements professional development plans based on program mission goals and identified individual staff needs and interests.
36. Provides opportunities for professional advancement.

37. Ensures staff members have copies of Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education professionals.
38. Performs basic math computations and makes basic money transactions.
39. Follows bookkeeping procedures.
40. Utilizes generally accepted business practices.
41. Operates within the identified budget.
42. Uses time and materials efficiently.*
43. Shows care in the use and maintenance of materials.*
44. Assists in planning and carrying out a budget.
45. Conducts and maintains the inventory of supplies, materials and equipment.
46. Models and teaches the care and maintenance of materials.*
47. Articulates, analyzes, evaluates, and applies current theory, research and policy of financial management (best business practices).
48. Develops, maintains, and reports on program budget ensuring that fiscal policy supports program goals.
49. Seeks additional funding opportunities.
50. Collaborates with appropriate community partners to ensure unduplicated costs.
51. Plans, reports on, and maintains budget.
52. Develops fee structure and staff pay scale.
53. Develops and implements fiscal business plan.
54. Matches expenditures with program philosophies.
55. Develops a marketing plan.

Appendix F. Nevada Early Care and Education Leadership Competencies (Draft)

These draft leadership competencies for program administrators were developed in Phase II based on the Nevada B-3 Professional Leadership Program (Nevada Ready! B-3 Leadership Team, 2019) the McCormick Center Whole Leadership Framework (Abel et al., 2017; Talan, 2020), and the NAEYC Position Statement on Equity (National Association for the Education of Young Children, 2019). Additional work is needed to finalize these competencies, including drafting guidance for using the competencies and examples of how they may be demonstrated across different program types (e.g., center-based programs, family child care homes, school-based programs). The competencies are organized into four key competency areas: equity-focused whole leadership, pedagogical leadership, administrative leadership, and leadership essentials.



| Equity-Focused Whole Leadership | Leadership Essentials | Administrative Leadership | Pedagogical Leadership |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support ongoing process of critical consciousness, awareness of implicit bias, and accountability | Demonstrate knowledge of various leadership styles, ethics, and practices (including leader's data collection, self-evaluation, and reflective practice) | Demonstrate knowledge of best practices in program operations including knowledge of applicable laws and rules; policy/procedure development and implementation; risk assessment and management; emergency preparedness; and collaborative strategic planning | Select and use instructional approach/materials (curriculum, assessment) consistent with values/mission |
| Recognizing the power and benefits of diversity and inclusion, demonstrate that diversity is valued | Identify values, beliefs, program mission/vision | Demonstrate knowledge of best practices in business management including development of core business values; business ownership (legal entity) models related to ECE; budget development and management; fund development; marketing; internal and external communications systems and practices; and public relations | Support teacher success in preparing optimal spaces for children's success: indoor/outdoor materials, space, furnishings; Indoor/outdoor environments designed/furnished/arranged to meet caregiving, interactional, instructional goals (informed by program philosophy) |
| Actively seek to understand differences and provide responsive, strength-based interactions/instruction, and supports | Practice leading toward empowerment and excellence; individualizing support, motivating staff | Demonstrate knowledge of best practices in staff recruitment and management including human resources rules and laws; interview/ hiring practices; staff orientation and training; staff scheduling, supervision, and evaluation | Support teacher development <u>through the use of</u> observation and individualized feedback, coaching, and professional learning structures. |
| Commit to equitable (child/family and staff) outcomes | Promote positive work environment, manage conflict | Demonstrate knowledge of best practices in community collaborations and advocacy including relationship-building within the local community to identify and leverage resources; advocacy within the local and larger community for the profession, program, staff, children, and families | Support teacher-family partnerships, family engagement |
| | Apply a continuous quality improvement lens, approach, and systems (including data collection and evaluation) | | |

Equity-Focused Whole Leadership

| Support Ongoing Process of Critical Consciousness, Awareness of Implicit Bias, and Accountability for Self and Staff | | | | |
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| | New | Emerging | Solid | Notes |
| 1. Model and build the capacity of administrators, teachers, and staff to examine their own implicit biases, values, cultures, positions of privilege, and their beliefs about different sub-populations and children. | | | | |
| 2. Pursue regular professional learning opportunities, for self and staff, to examine equitable practices. | | | | |
| 3. Establish an environment where self/staff are expected and supported to take responsibility for impact of biased words and actions even if unintended, and to actively repair harm. | | | | |
| 4. Acknowledge and seek to understand structural inequities and their impact over time. | | | | |
| 5. View commitment to cultural responsiveness as an ongoing process | | | | |
| 6. Recognize the professional learning base is changing and stay up to date | | | | |
| Recognizing the Power and Benefits of Diversity and Inclusion and Demonstrate that Diversity is Valued | | | | |
| | New | Emerging | Solid | Notes |
| 1. Operate with a genuine belief that all children and other members of the school/program can learn, grow, and achieve regardless of race, perceived ability, and socio-economic status. | | | | |
| 2. Ensure the school or site-level community provides a consistent, visible, and sustained climate that clearly communicates that differences are valued | | | | |
| 3. Recruit/retain staff that reflect the diversity of families served, including home language | | | | |
| 4. Strive to increase the range of diversity among those children/families served | | | | |
| 5. Increase availability and use of a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) that reflect diverse languages, cultures, and home communities. | | | | |

| Actively Seek to Understand Differences and Provide Responsive, Culturally-Relevant, Strengths Based Interactions/Instruction, and Supports | | | | |
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| | New | Emerging | Solid | Notes |
| 1. Actively, intentionally seek to discover, and demonstrate high regard for children's family, community, and cultural contexts - view these as the necessary building blocks upon which interactions and instruction will be built | | | | |
| 2. Engage in and provide to all school/program staff, ongoing professional learning opportunities focused on building authentic relationships with families. | | | | |
| 3. Honor and recognize families' knowledge, skills, values, culture, language, and forms of engagement | | | | |
| 4. Engage teachers to provide strengths-based instruction, learning, and leadership opportunities in the context of children's age, gender, culture, ability, and other identity markers. | | | | |
| 5. Support the recognition and development of the child's home language (including Black English, American Sign Language, native languages) | | | | |
| 6. Ensure that children with special needs and disabilities are included and engaged with their peers in the daily life of the classroom, school, and/or program. | | | | |
| 7. Invest in regular, accessible, culturally responsive, multi-modal opportunities for engaging and partnering with families regarding their child's learning and development | | | | |
| 8. Actively investigate ways in which the day-to-day needs of children who come from difficult life circumstances (e.g., stress, trauma, poverty) and/or who struggle with developmental delays, disabilities, or neurological impairments can be met in the school /program and in classrooms. | | | | |
| 9. As needed, connect children and families to community health, human, and social services that are responsive to strengths and needs. | | | | |
| Commit to Equitable (Child/Family and Staff) Outcomes | | | | |
| | New | Emerging | Solid | Notes |
| 1. Implement systems and processes to ensure curriculum, instruction, assessments, data sources, disciplinary practices, professional development, and resources are designed and delivered with a focus on equity. | | | | |

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| 2. Ensure that formal assessment tools are designed and validated for use with the children being assessed. | | | | |
| 3. Ensure that all data sources allow for meaningful disaggregation of data that illuminates disparities and inequities | | | | |
| 4. Use a range of evidence (qualitative and quantitative) to determine who is learning and growing and who is not, and explore the effectiveness of various programs, services, teachers, and instructional practices that influence child learning. | | | | |
| 5. Provide opportunities for extended, constructive discourse between administrators and teachers, and among teachers, about data selection, usefulness, and analysis. | | | | |
| 6. Conduct regular, formalized review of the school/ program's vision, data sources, and professional learning to ensure they reflect the cultural composition and values of the community. | | | | |
| 7. Question and abolish policies and practices wherein children are publicly shamed or humiliated. | | | | |
| 8. Focus on and support the development of children's and staff's intrinsic rather than extrinsic motivation. | | | | |
| 9. Intervene to change those policies and practices that lead any group of children (e.g., children of color, boys, children with special needs and disabilities) to be overrepresented in the experiences of discipline, referral, Special Education, and/or underrepresented in the experiences of gifted and talented programs | | | | |

Leadership Essentials

| Demonstrate Knowledge of Various Leadership Styles, Ethics, Practice (Including Leader's Data Collection, Self-Evaluation, PD Planning, Reflective Practice) | | | | |
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| | New | Emerging | Solid | Notes |
| 1. Demonstrate an understanding of and appreciation for different leadership styles | | | | |
| 2. Demonstrate an understanding of and appreciation for the power, responsibility, and ethics related to leadership | | | | |
| 3. Identify and implement tools to support self-evaluation, (including staff feedback to leader), and evaluation-informed professional development planning | | | | |

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| 4. Identify and implement data collection and review strategies to inform leader's reflective practice | | | | |
| Identify Values, Beliefs, Program Mission/Vision | | | | |
| | New | Emerging | Solid | Notes |
| 1. Communicate through program mission/ vision an understanding of and appreciation for young children's growth and development that reflect current research and theory | | | | |
| 2. Communicate through program mission/ vision high expectations for teachers, children, and families in the teaching/learning enterprise | | | | |
| Practice Leading Toward Empowerment and Excellence; Individualizing Support, Motivating Staff | | | | |
| | New | Emerging | Solid | Notes |
| 1. Establish environments, structures, and processes that encourage adult learning | | | | |
| 2. Reinvigorate professionalism through shared decision-making, recognition of competence, and creation of opportunities to grow teacher leaders. | | | | |
| 3. Support teachers to utilize an integrated curriculum, interact with children through active questioning and information gathering, combined with hands-on experiences with materials, ideas, people and places | | | | |
| 4. Create differentiated professional learning opportunities that reflect the needs of teachers and the diverse populations of children/families in their classrooms | | | | |
| Promote Positive Work Environment, Manage Conflict | | | | |
| | New | Emerging | Solid | Notes |
| 1. Establish a welcoming, respectful, and caring environment that promotes relationships, community, communication, and a shared vision for collective well-being. | | | | |
| 2. Demonstrate a consistent belief in the competence and contribution of <u>each individual</u> , and the certainty that each individual – child and adult – can grow and learn. | | | | |
| 3. Support a school/program-wide environment where children and adults are safe to be wrong; view mistakes as opportunities for | | | | |

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| learning; and know that doing one's best and trying hard is what's important | | | | |
| Apply a Continuous Quality Improvement Lens, Approach, and Systems (Including Data Collection and Evaluation) | | | | |
| | New | Emerging | Solid | Notes |
| 1. Establish feedback loops with staff and families to support continuous quality improvement of policies and practices | | | | |
| 2. View data as a source of inquiry rather than evaluation, and effectively use multiple sources of data to motivate change, inform professional learning needs, and monitor progress. | | | | |
| 3. Prioritize, seek, and openly discuss evidence on how and the extent to which teacher instruction and effectiveness are improving over time. | | | | |
| 4. Foster collaborative inquiry and reflection upon classroom practices across the program/school in both horizontal and vertical groupings to increase teachers' intellectual curiosity, better understand children across the age span, treat classrooms as places for investigation, and promote openness/willingness to change | | | | |

Administrative Leadership

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| Demonstrate Knowledge of Best Practices in Program Operations | | | | |
| | New | Emerging | Solid | Notes |
| 1. Demonstrate knowledge of applicable laws and rules related to program operations. | | | | |
| 2. Demonstrate knowledge of best practices in policy/procedure development and implementation. | | | | |
| 3. Demonstrate knowledge of best practices in risk assessment and management. | | | | |
| 4. Demonstrate knowledge of best practices in emergency preparedness including planning, policy/practice development, and policy/practice implementation | | | | |
| 5. Demonstrate knowledge of best practices in collaborative strategic planning | | | | |
| 6. Design and implement (including evaluate and revise as needed) parent/family orientation practices that provide individualized supports for families to learn program and classroom | | | | |

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| policies/practices and allow them to build relationships with administration and staff. | | | | |
| 7. Affirm and support shared decision making by involving staff and families in evaluation, planning, and improvement efforts at both classroom and program levels | | | | |
| Demonstrate Knowledge of Best Practices in Business Management | | | | |
| | New | Emerging | Solid | Notes |
| 1. Demonstrate knowledge of best practices related to collaborative development and distribution of core business practices | | | | |
| 2. Demonstrate knowledge of best practices related to business ownership models related to ECE | | | | |
| 3. Demonstrate knowledge of best practices related to budget development and management | | | | |
| 4. Demonstrate knowledge of best practices related to fund development (local, regional, national) for ECE programs | | | | |
| 5. Demonstrate knowledge of best practices related to marketing and public relations for ECE programs | | | | |
| 6. Develop and implement (including evaluate and revise as needed) communication systems to connect (bi-directionally) staff, families, and administration | | | | |
| Demonstrate Knowledge of Best Practices in Staff Recruitment, Hiring, Supervision, Evaluation, Support, and Scheduling | | | | |
| | New | Emerging | Solid | Notes |
| 1. Demonstrate knowledge and understanding of best practices and legal requirements related to staff recruitment, selection, and hiring | | | | |
| 2. Demonstrate knowledge and understanding of best practices and legal requirements related to staff orientation and training | | | | |
| 3. Demonstrate knowledge and understanding of best practices and legal requirements related to staff supervision, evaluation, and support | | | | |
| 4. Demonstrate knowledge and understanding of best practices and legal requirements related to staff conflict management | | | | |
| 5. Develop and implement (including evaluate and revise) staff policies including hiring and orientation; scheduling; daily operating procedures; feedback and evaluation (for teachers); expectations for classroom practices (interactions, planning and assessment, curriculum implementation, family communications and partnerships); and emergency preparedness/response | | | | |

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| 6. Demonstrate commitment to scheduling practices that support continuity for teachers and children | | | | |
| 7. Demonstrate commitment to teachers' reflective practices through providing release time and other supports for teachers to observe each other's classrooms and teaching practices | | | | |
| Demonstrate Knowledge of Best Practices in Community Collaborations and Advocacy | | | | |
| | New | Emerging | Solid | Notes |
| 1. Demonstrate a clear understanding of the different state agencies, policies, categorical programs, and professional membership organizations that have a stake in B-3 work. | | | | |
| 2. Build collaborative relationships with B-3 stakeholders and community organizations to meet program (incl. teacher and family) needs and to advance the profession through advocacy | | | | |
| 3. Demonstrate knowledge of best practices related to advocacy in the local and larger community for the profession, program, staff, children, and families | | | | |

Pedagogical Leadership

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| Select and Use Instructional Approach/Materials (Curriculum, Assessment) Consistent With Values/Mission | | | | |
| | New | Emerging | Solid | Notes |
| 1. Support teachers to implement play-based curriculum aligned with state's early learning standards; to establish and maintain positive, family-centered, strengths-based approach to all children; and to build and maintain strong partnerships with families. | | | | |
| 2. Establish and support consistent observation, screening, and formative assessment processes that inform multiple domains of children's development. | | | | |
| 3. Promote curricula, instructional practices, learning environments, and interactions that support children socially, emotionally, physically, and cognitively, and through the development of language. | | | | |
| Support Teacher Success in Preparing Optimal Spaces for Children's Success: Indoor/Outdoor Materials, Space, Furnishings; Indoor/Outdoor Environments Designed/Furnished/Arranged to Meet Caregiving, Interactional, Instructional Goals (Informed by Program Philosophy) | | | | |
| | New | Emerging | Solid | Notes |

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| 1. Ensure that classrooms and outside spaces encourage child choice, collaboration, whole and small group instruction, play-based and experiential learning, and movement. | | | | |
| 2. Ensure that classrooms and outside spaces provide materials that support children's physical, social, emotional, cognitive and language growth, and that materials provide substantive support for the development of children's knowledge and ability in and across literacy, mathematics, science, social studies and the arts through play, hands-on experiences, and 21st century competencies. | | | | |
| 3. Use observation and assessment tools, as well as constructs of quality, to determine how learning environments are organized, managed, and supported to provide positive environments for learning. | | | | |
| 4. Increase availability and use of a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) that reflect diverse language, cultures, and home communities. | | | | |
| 5. Promote children's active learning through play through access to materials, interactions, and through scheduling | | | | |
| 6. Promote child opportunities to assume responsibility for selecting their own learning activities, and to make choices about how they acquire skills and knowledge. | | | | |
| Support Teacher Development Through the Use of Observation and Individualized Feedback, Coaching, and Professional Learning Structures. | | | | |
| | New | Emerging | Solid | Notes |
| 1. Support teachers to structure their classrooms and utilize practices that intentionally provide responsive instruction, ongoing assessment of children's needs, differentiated and informative feedback, and a repertoire of strategies that advance learning to ensure positive child outcomes. | | | | |
| 2. Support teachers to engage in instructional and social practices that prioritize child voice through an emphasis on oral language development and peer collaboration. | | | | |
| 3. Engage teachers in consistent efforts to adapt interactions to include each child individually, accommodating for his/her temperament, personality, strengths, interests, family culture/context, and development pattern. | | | | |

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| 4. Ensure consistent use of instructional practices and learning environments specifically aimed at children’s development of self-regulation and executive function. | | | | |
| 5. Implement the structures and supports that guide teachers to provide the same kind of tolerance and patience for the development of child behaviors and dispositions as they do for the development of academic skill. | | | | |
| Support Teacher-Family Partnerships, Family Engagement | | | | |
| | New | Emerging | Solid | Notes |
| 1. Recognizing the importance of family in the lives of young children, create and sustain school and program cultures, policies, and practices that welcome, invite, and promote family engagement | | | | |
| 2. Develop strategies and systemic initiatives that engage families as partners with their children’s learning and development | | | | |
| 3. Communicate an understanding of and appreciation for meaningful engagement and empowerment of families that reflect current research and theory | | | | |
| 4. Engage in – and provide to all school and program staff – on-going professional learning focused on building authentic relationships with families. | | | | |

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