# Supplemental Training Information

**Trainer Instructions:** Use this document as a guide to complete the **Training Submission** form, and as a reference for listing areas of expertise on the **Trainer Approval Application.** Maintain a copy of this document throughout the time you are providing training for Great Start to Quality.

## Core Knowledge and Competency Areas (Birth to Five)

**Core Knowledge Area:  Child Development**
Competencies include understanding young children's characteristics and needs and the multiple interacting influences on children's development and learning.

**Core Knowledge Area:  Interactions and Guidance**
Competencies include understanding and use of positive relationships and supportive interactions as the foundation for work with young children.

**Core Knowledge Area:  Teaching and Learning**
Competencies include understanding relationships with children and families; developmentally effective approaches to early learning and integrated learning experiences; knowledge of academic disciplines; and the ability to design, implement and evaluate experiences that promote positive development and learning for all children.

**Core Knowledge Area:  Observation, Documentation, and Assessment**
Competencies include understanding the goals, benefits and uses of effective assessment strategies in a responsible way in partnership with families and other professionals to support children's development and learning.

**Core Knowledge Area:  Health, Safety, and Nutrition**
Competencies include using knowledge and other resources to provide healthy and safe environments that provide children and adults with opportunities to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, dental and physical well-being, and emergency procedures.

**Core Knowledge Area:  Family and Community Engagement**
Competencies include understanding and valuing the importance and complex characteristics of children's families and communities to create respectful, reciprocal relationships that support and empower families and involve them in their children's development and learning.

**Core Knowledge Area**:  **Professionalism**
Competencies include knowledge and use of ethical guidelines and other professional standards related to early childhood practice that foster collaborative learners who demonstrate reflective and critical perspectives; make informed decisions; and advocate for sound educational practices and policies.

**Core Knowledge Area**:   **Management**
Competencies include using knowledge and resources to effectively manage early care and education programs, focusing on business practices, operations, financial planning, and staff management.

## Core Knowledge and Competency Areas (School-age)

**Core Knowledge Area:  Child/Youth Growth and Development**
Competencies include knowledge and use of typical benchmarks of growth and development to provide a program that meets the multiple needs of children and youth.

**Core Knowledge Area**:  **Interactions with Children and Youth**
Competencies include recognizing the importance of relationships and communication in the practice of quality child and youth care, and implementing guidance techniques and strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

**Core Knowledge Area**:  **Learning Environments and Curriculum**
Competencies include creating a high-quality learning environment and implementing age-appropriate curricula and program activities.

**Core Knowledge Area**:  **Child/Youth Observation and Assessment**
Competencies include understanding and implementing observation and assessment techniques and tools to meet individual needs.

**Core Knowledge Area**:  **Safety and Wellness**
Competencies include ensuring the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.

**Core Knowledge Area**:  **Family, School, and Community Relationships**
Competencies include building on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and to enhance the quality of afterschool and youth development services.

**Core Knowledge Area**:  **Professional Development and Leadership**
Competencies include knowledge and use of ethical guidelines, commitment to continuous learning, and advocacy for best practices and policies for children and youth.

**Core Knowledge Area:  Program Planning and Development**
Competencies include supporting staff and serving as a role model around professional development plans by building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

**Core Knowledge Area**:  **Youth Engagement**
Competencies include acting in partnership with children and youth to foster appropriate child and youth leadership and voice.

**Core Knowledge Area**:  **Cultural Competency and Responsiveness**
Competencies include actively promoting respect for cultural diversity and creating an inclusive, welcoming, and respectful environment that embraces diversity.


# Child Development Associate (CDA) Subject Areas

**Subject Area 1: Planning a safe, healthy learning environment**
Safety, first aid, health, nutrition, space planning, materials and equipment, play

**Subject Area 2: Advancing children's physical and intellectual development**
Large and small muscle, language and literacy, discovery, art, music, mathematics, social studies, science, technology, and dual language learning

**Subject Area 3: Supporting children's social and emotional development**
Adult modeling, self-esteem, self-regulation, socialization, cultural identity, conflict resolution
***Subject Areas 2 & 3** provide an introduction to the essential concepts, inquiry tools and structures of the academic content disciplines that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.

**Subject Area 4: Building productive relationships with families**
Parent involvement, home visits, conferences, referrals, communication strategies

**Subject Area 5: Managing an effective program operation**
Planning, recordkeeping, reporting, community services

**Subject Area 6: Maintaining a commitment to professionalism**
Advocacy, ethical practices, workforce issues, professional development, goal setting, networking

**Subject Area 7: Observing and recording children's behavior**
Tools and strategies for objective observation and assessment of children's behavior and learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, individual education plans

**Subject Area 8: Understanding principles of child development and learning**
Typical developmental expectations for children from birth through age 5, individual variation including children with special needs, cultural influences on development

## Great Start to Quality Indicator Categories

**Staff Qualifications and Professional Development**

*Staff Qualifications and Professional Development Indicators\**

1. All program staff annually complete the minimum requirements of professional development.
   - Centers = 24 clock hours
   - Family/Group Child Care Homes = 20 clock hours
2. Cultural competence and inclusive practices
3. Child Development Associate (CDA) content areas

*\*Note: Due to the fact that this document is intended to support the Professional Development – Trainer and Training Approval process, this section does not include a comprehensive account of staff qualifications Great Start to Quality indicators.*

**Family and Community Partnerships**

*Family Partnerships and Family Strengthening Indicators*
1. Program provides parenting education opportunities.
2. Classroom staff engage in informal communication with parents.
3. Program provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children's developmental progress.
4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).
5. Program offers opportunities for parents to participate in program governance.
6. Program provides opportunities for parents to participate in education inside and outside the classroom.

*Community Partnership Indicators*

1. Partnerships to provide or connect families to appropriate comprehensive services.
2. Partnerships that take basic steps to facilitate children's transition between and among programs, agencies, and schools.
3. Participation in community associations.

**Administration and Management – Centers**

*Indicators*
1. Written personnel policies and procedures.
2. Evidence of staff evaluations and individual professional development plans for each staff member.
3. A documented, graduated salary scale for staff that takes into account education and experience.
4. A flexible benefit plan that may include health, tuition assistance, etc. for staff.
5. Paid leave time for full-time employees, which may include holiday, vacation, educational leave, and/or sick time.

**Administration and Management – Home Providers**

*Indicators*

1. Written policies and procedures for families and staff.
2. Written personnel policies and procedures (Family/Group Child Care Homes with Assistants only).
3. Early Childhood Educator has a basic contract for services rendered, which may include: Description of payment schedule, Early Childhood Educator and child vacation policy, sick leave for child, alternative care options and termination policy.
4. Evidence of staff evaluations and individual development plans for each staff member (Family/Group Child Care Homes with Assistants only).
5. Early Childhood Educator has consultation on business practices with a lawyer, accountant or child care professional group (Family/Group Child Care Homes without Assistants only).
6. A documented, graduated salary scale for staff that takes into account education and experience (Family/Group Child Care Homes with Assistants only).
7. A flexible benefit plan that may include health, tuition assistance, etc. for staff (Family/Group Child Care Homes with Assistants only).
8. Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time (Family/Group Child Care Homes with Assistants only).

## Environment

*Physical Environment Indicators*

1. Program is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants).
2. Program demonstrates that it has smaller group size and better teacher to child ratio than required by licensing.

*Health Environment Indicators*

1. Program is participating in the Child and Adult Care Food Program (CACFP) in good standing and has a written nutrition plan; OR follows guidelines that meet the CACFP meal pattern requirements and has a written nutrition plan; OR for programs that serve a snack only – follows guidelines that meet CACFP meal pattern requirements; OR for programs that do not provide food – provides nutrition information to families if families provide meals from home.
2. Thirty minutes of every three hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.
3. Provisions for reviewing and updating health records according to the most recent Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.
4. A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other early childhood educators, and to specialized staff, with recommendations for the family to seek medical opinions as necessary.
5. A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.

**Curriculum and Instruction**

*Curriculum and Instruction Indicators*

1. A statement of educational and developmental priorities for the children.
2. A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities; and is responsive to each child's need to be active or resting.
3. An approved curriculum.
4. A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.
5. A written plan for serving children with special needs.

*Screening and Assessment Indicators*

1. Staff discusses anecdotal notes/observations as a basis for working with/teaching each child.
2. Complete annual developmental screening (self or outside entity), and appropriately refer and follow up.
3. Uses an approved child assessment tool at least two times a year.
4. Uses child assessment results in parent-teacher conferences at least two times a year.
5. Uses assessment to inform individual, small group, and whole group instruction and interaction.


# Level II – Unlicensed Subsidized Providers - Approved Training Topics

**Level II training** applies to unlicensed subsidized providers who are approved through the Michigan Department of Education (MDE) to care for subsidy eligible children.
In order to be approved through MDE, unlicensed subsidized providers are required to complete a seven hour Great Start to Quality Orientation.
Unlicensed subsidized providers who complete an additional 10 hours of training per year (Level 2) are eligible to receive an hourly pay increase.

**Approved Training Topic Areas for Level II Unlicensed Subsidized Providers**

- Child Development
- Behavior Management and Discipline
- Activities to Help Children Learn
- Interactions and Relationship
- Health, Safety and Nutrition
- Caring for Children with Special Needs
- Accessing Community Resources
- Communication Skills
- Learning through Play

## Trainer Areas of Expertise

*Note to the Trainer*:  *This list is not intended to be all inclusive.  You may choose to list additional Areas of Expertise on your Application.*

**Administration**

- Business Practices
- Evaluation and Supervision
- Marketing

**Age Level**

- Infant
- Toddler
- Preschool
- School-Age
- Adult

**Credentials, Rules, and Standards**

- Child Development Associate (CDA)
- Division for Early Childhood Recommended Practices in Early Intervention/Early Childhood Special Education
- Early Childhood Standards of Quality for Infant and Toddler Programs
- Early Childhood Standards of Quality for Prekindergarten
- Great Start Readiness Program (GSRP) Implementation Manual
- Head Start Performance Standards
- Infant Mental Health Endorsement
- Child Care Licensing Rules
- Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce
- Michigan School-Age Youth Development (MiSAYD) Certificate and Credential

**Domain and Content Areas**

- Approaches to Learning
- Creative Arts
- Language and Early Literacy
- Dual Language Learning
- Technology Literacy-Early Learning and Technology
- Social, Emotional and Physical Health and Development
- Early Learning in Mathematics
- Early Learning in Science
- Early Learning in Social Studies

**Screening Tools**

- Ages & Stages Questionnaires® (ASQ™)
- Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE™)
- Battelle Developmental Inventory™ (BDI™)
- Bayley Scales of Infant and Toddler Development® (Bayley®)
- Birth to Three Assessment and Intervention System (BTAIS)
- BRIGANCE® Early Childhood Screens (0-35 months)
- BRIGANCE® Early Childhood Screens (3-5 years)
- Child Development Inventory (CDI)
- Denver Developmental Screening Test (DDST)
- Developmental Indicators for the Assessment of Learning (DIAL™)
- Developmental Profile™ (DP™)
- Devereux Early Childhood Assessment (DECA)
- Early Screening Inventory-Revised (ESI-R™)
- Early Screening Profiles (ESP)
- Infant Development Inventory (IDI)
- Infant-Toddler and Family Instrument (ITFI)
- Infant-Toddler Developmental Assessment (IDA)
- Parents' Evaluation of Developmental Status - Developmental Milestones (PEDS: DM)

**Assessment Tools**

- Assessment, Evaluation, and Programming System for Infants and Children (AEPS®) Curriculum for Birth to Three Years
- Assessment, Evaluation, and Programming System for Infants and Children (AEPS®) Curriculum for Three to Six Years
- BRIGANCE® Inventory of Early Development
- The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN)
- The Carolina Curriculum for Preschoolers with Special Needs (CCPSN)
- Child Observation Record (COR)
- Child Observation Record Advantage (COR-Advantage)
- The Creative Curriculum® Developmental Continuum
- The Early Learning Accomplishment Profile (E-LAP™)
- The Learning Accomplishment Profile (LAP-3™)
- HELP®: 0-3 Years (Hawaii Early Learning Profile)
- HELP®: 3-6 Years (Hawaii Early Learning Profile)
- Learning Accomplishment Profile - Diagnostic (LAP-D™)
- Teaching Strategies Gold®
- The Ounce Scale™
- The Work Sampling System®

**Curriculum Types**

- Bank Street
- The Creative Curriculum® for Infants, Toddlers and Twos
- The Creative Curriculum® for Preschool
- The Creative Curriculum® for Family Child Care
- High Scope® Infant and Toddler Curriculum
- High Scope® Preschool Curriculum
- Montessori
- MSU Approach (Kostelnik et al) toddler and preschool
- The Project Approach
- Reggio Emilia
- Tools of the Mind

**Guidance and Discipline**

**Equity and Cultural Competence**