



- f. Summarizing the procedures for disease control and prevention.
- g. Identifying the role of proper nutrition for infant and toddler development.
- h. Identifying a food program to meet the nutritional needs of children.

**Competency 3: Summarize the connection of a well-trained staff to quality care by:**

- a. Identifying, developing, and implementing appropriate individual professional development plans to meet training needs.
- b. Formulating center-wide training plans.
- c. Identifying Florida Child Care Professional Certificate and National Child Development Associate Competency goals and functional areas.
- d. Comparing and contrasting minimal State licensing standards and nationally recognized accreditation standards that apply to infant and toddler education and care programs and settings.
- e. Identifying the roles and responsibilities of early care and educational professionals.

**Competency 4: Summarize curriculum planning for infants and toddlers by:**

- a. Defining curriculum as a process that is relationship-based.
- b. Defining curriculum for infants and toddlers.
- c. Planning daily and weekly curricula by observing and evaluating.
- d. Identifying developmentally appropriate experiences and resources that provide a creative, relevant, and success-oriented environment based on varying ability levels.
- e. Examining individualized programming for typical and atypical development.
- f. Designing an appropriate environment based on curriculum needs.

**Competency 5: Summarize the role of play in learning by:**

- a. Describing how the infant learns through play.
- b. Comparing and contrasting the developmental stages of play from infant and toddlers to preschoolers.
- c. Designing appropriate opportunities and environment that fosters social interaction and play.
- d. Identifying activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.
- e. Developing activities promoting the development of gross and fine motor skills.

**Competency 6: Analyze how social/emotional development is enhanced by:**

- a. Identifying ratio and group size standards.
- b. Examining the impact of large group and high child-to-teacher ratios on quality.
- c. Analyzing the relationship of bonding and attachment to infant mental health.
- d. Recognizing the impact of primary caregiving, responsive caregiving, caregiver-child relationship, and continuity of care to quality programming.
- e. Designing an appropriate environment that fosters social/emotional development.

**Competency 7: Summarize development of language and emerging literacy by:**

- a. Identifying the progression of language development.
- b. Developing shared reading experiences by choosing appropriate books.
- c. Designing language and literacy rich environments.
- d. Compiling emerging and early literacy activities.
- e. Identifying strategies for enhancing language acquisition and communication skills.

**Competency 8: Identify characteristics of culturally responsive caregiving by:**

- a. Identifying the effect of culture on caregiving practices.
- b. Analyzing concepts of independence v. interdependence on caregiving practice.
- c. Examining strategies in resolving cultural differences.
- d. Promoting and facilitating family involvement and mutual respect.

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**Competency 9: Summarize comprehensive family support services by:**

- a. Identifying risk and protective factors.
- b. Examining support for families with complex needs.
- c. Recognizing caregivers' role on family support teams.
- d. Identifying how to initiate the provision of comprehensive support services.
- e. Designing a facility plan that provides for family support services.
- f. Identifying activities designed to avoid bias and stereotyping.
- g. Recognizing appropriate strategies and activities that provide for the communication and language needs of children and families with limited English proficiency.
- h. Discussing appropriate strategies for working with diverse family structures, patterns, and values.
- i. Creating accommodations for cultural, linguistic, and literacy differences.

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