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**Professional Development Pathways**

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>			
<b>PATHWAY A: SCHOOL READINESS</b>			
<b>Goal:</b> Children receive individualized instruction and support for optimal learning and development (includes instruction and support for English Learners and children with identified disabilities and other special needs)			
Exploring	Developing	Building	Fully Integrating
Learns about the purpose and components of the California Early Learning and Development System (CAELDS)	Develops a deeper understanding of how to use the components of the CAELDS to observe, document, and intentionally plan and implement learning opportunities.	Builds skills and competence in order to integrate CAELDS components through the development and implementation of learning experiences (environment, interactions and routines) based on individual children’s assessed needs.	Fully (and consistently) integrates all CAELDS components through a reflective process. Implements a universal design for integrated learning, ensuring all children receive individualized instruction and support for optimal learning in all areas of development (including meeting the needs of English language learners and children with identified disabilities and other special needs)  Evidence of a site base learning community that supports integration of the Early Learning Foundation and Curriculum Frameworks
<b>PATHWAY B: SOCIAL-EMOTIONAL DEVELOPMENT</b>			
<b>Goal:</b> Children receive support to develop healthy social and emotional concepts, skill, and strategies			
Exploring	Developing	Building	Fully Integrating
Learns about the Social Emotional Foundations and Frameworks  Explores research-based approaches to support healthy social and emotional development for all children	Develops deeper understanding supporting healthy social and emotional development for all children through Supportive Relationships, Responsive Environments, and Social-Emotional Teaching Strategies	Builds upon knowledge of healthy social and emotional development to include understanding of the Function of behavior and how to individualize interventions to address individual child needs	Integrates effective social and emotional supports site-wide with fidelity. Participates in a professional learning community to fully support all children’s social and emotional development through effective teaching, policies, and procedures. <u>For centers</u> – There is a leadership team guiding implementation concepts related to social emotional support with a plan for ongoing

**CORE I: CHILD DEVELOPMENT & SCHOOL READINESS**

**PATHWAY A: SCHOOL READINESS**

**Goal:** Children receive individualized instruction and support for optimal learning and development (includes instruction and support for English Learners and children with identified disabilities and other special needs)

			sustainability.
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<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
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**CORE I: CHILD DEVELOPMENT & SCHOOL READINESS**

**PATHWAY C: HEALTH, NUTRITION, AND PHYSICAL ACTIVITY**

**Goal:** Children receive support for optimal physical development, including health, nutrition, and physical activity

<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
Learns about approaches to supporting children’s health, nutrition and physical development and activity	Develops a deeper understanding of the role of health, nutrition and physical development and activity in children’s optimal development	Builds toward integration of health, nutrition and physical activities into daily practices through an evidence-based curriculum in physical development and activity, health, and nutrition.	Fully integrates health, nutrition and physical development and activities into daily practices with children and families.

CORE II: TEACHERS AND TEACHING			
PATHWAY D: EFFECTIVE TEACHER-CHILD INTERACTIONS			
<b>Goal:</b> Teachers are prepared to implement effective interactions in the classroom			
Exploring	Developing	Building	Fully Integrating
Learns about effective classroom interactions (e.g., teacher-child and child-child)	Develops a deeper understanding of the effective classroom interactions	Builds skills and competency toward application of the effective classroom interactions , through reflective practices and intentional teaching.	Fully integrates effective classroom interactions, through reflective practices and intentional teaching in daily practice.
PATHWAY E: USE OF CHILD OBSERVATION DATA			
<b>Goal:</b> Teachers use child observation and assessment data plan for individualized instruction			
Exploring	Developing	Building	Fully Integrating
Learns about methods of effective child observation and assessment	Develops a deeper understanding of the purpose of observation; how to observe and collect evidence; strategies for organizing an observation system; reviewing and reflecting on documentation; and using observation and data in child assessment.	Builds observation skills that promotes collection of appropriate data to guide instruction and daily practices  Practices observation skills and explore resources to support child assessment, observation and use of data to guide instruction.	Fully integrates DRDP assessment data to develop program policies and guide classroom practices  Uses DRDP Summary of Findings results to support children’s progress, and plan for individual children and groups of children  Uses DRDP results with program/ classroom curriculum and utilizes the foundations and frameworks in the planning process

CORE II: TEACHERS AND TEACHING			
PATHWAY F: PROFESSIONAL DEVELOPMENT			
<b>Goal:</b> Teachers are life-long learners.			
Exploring	Developing	Building	Fully Integrating
Definition of Pathways			
Learns about the professional development options	Develops a deeper understanding the role of professional development in children’s learning and program quality	Builds competency toward translating reflection about professional goals into planned and intentional professional growth planning	Fully integrates the individual professional growth and site improvement; demonstrates ongoing professionalism

CORE III: PROGRAM AND ENVIRONMENT			
PATHWAY G: ENVIRONMENT			
<b>Goal:</b> The classroom environment supports children’s learning and development			
Exploring	Developing	Building	Fully Integrating
Learns about the role of structural quality (e.g., physical environment, schedule, materials for learning) in children’s development and learning.	Develops a deeper understanding of the role of structural quality (e.g., physical environment, schedule, materials for learning) in children’s development and learning	Builds competency toward integration of the Environment Rating Scale measures into daily practice through reflection and an action plan for improvement	Fully integrates ERS© concepts and measures (guided by ERS assessment data) to consistently implement high quality program policies, curriculum and practices.
PATHWAY H: PROGRAM ADMINISTRATION			
<b>Goal:</b> The program effectively supports children, teachers, and families			
Exploring	Developing	Building	Fully Integrating
Learns about the components of program administration	Develops a deeper understanding of administrative policies and procedures, leadership development, program evaluation that lead to high quality early learning programs.	Builds competency toward integration of continuous program quality improvement including administrative policies and procedures, leadership development, and program evaluation.	Fully integrates the measure of program administration from the appropriate scale into program policies, resource allocation, and staffing, etc.

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**Pathway Overviews and Recommended Training and  
Activities to Reach Pathway Goals**

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>			
<b>PATHWAY A: School Readiness</b>			
<b>Section A.i. Pathway Overview</b>			
Goal (Pathway)	Children receive individualized instruction and support for optimal learning and development (includes instruction and support for English Learners and children with identified disabilities and other special needs)		
Related Element(s)	CORE I.1 Child Observation and Assessment		
Required RTT Tool(s)	<ul style="list-style-type: none"> <li>• CDE Early Learning Foundations and Curriculum Frameworks (Preschool and Infant-Toddler)</li> <li>• Preschool English Learner Guide</li> </ul>		
ECE Competency Area(s)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> <li>• Child Development and Learning</li> <li>• Culture, Diversity and Equity</li> <li>• Dual Language Development</li> </ul> </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> <li>• Observation Screening Assessment and Documentation</li> <li>• Special Needs and Inclusion</li> <li>• Learning Environments and Curriculum</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Child Development and Learning</li> <li>• Culture, Diversity and Equity</li> <li>• Dual Language Development</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Screening Assessment and Documentation</li> <li>• Special Needs and Inclusion</li> <li>• Learning Environments and Curriculum</li> </ul>
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Additional Resources	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><u>Training and Technical Assistance:</u></p> <ul style="list-style-type: none"> <li>• Program for Infant Toddler Care (PITC) Partners for Quality Seminars (CA I/T Learning and Development System, Foundations, Curriculum Frameworks) and on-site training</li> <li>• PITC Train the Trainer Modules I (Social-Emotional Growth and Socialization), II (Group Care) , III (Learning and Development) and IV (Culture, Families and Providers)</li> <li>• Beginning Together (PITC Module V- inclusive practice)</li> <li>• California Preschool Instructional Network (CPIN)</li> <li>• California Inclusion and Behavior Consultant Network (CIBC)</li> <li>• Desired Results Field Training</li> <li>• California Early Childhood Mentor Program</li> <li>• Family Child Care at Its Best (FCCIB)</li> <li>• CA Community College CORE 8 Courses: Child Growth and Development, Intro to Curriculum, Principles and Practices of Teaching Young Children, Observation and Assessment, Teaching in a Diverse Society, Practicum</li> </ul> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><u>Publications/DVDs/websites:</u></p> <ul style="list-style-type: none"> <li>• <i>CA Infant Toddler Learning and Development Foundations-DVD set</i></li> <li>• <i>Infant/Toddler Learning and Development Program Guidelines (and the workbook)</i></li> <li>• <i>Infant/Toddler Learning and Development Program Guidelines-DVD</i></li> <li>• <i>Guidelines for Early Learning in Child Care Home Settings</i></li> <li>• <i>Inclusion Works! Creating Child Care: Programs that Promote Belonging for Children with Special Needs</i></li> <li>• <i>A World Full of Language- DVD</i></li> <li>• <i>Map to Inclusion and Belonging (website/clearinghouse)</i></li> <li>• <i>PITC-Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning</i></li> <li>• <i>PITC-Infant/Toddler Caregiving: A Guide to Language Development and Communication</i></li> <li>• <i>PITC-The Next Step: Including the Infant in the Curriculum-DVD</i></li> <li>• <i>PITC-The Ages of Infancy: Caring for Young, Mobile and Older Infants-DVD</i></li> <li>• <i>PITC-Discoveries of Infancy: Cognitive Development and Learning-DVD</i></li> <li>• <i>PITC-Early Messages: Facilitating Language Development and Communication-DVD</i></li> <li>• <i>PITC-Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care</i></li> <li>• <i>PITC-Essential Connections: Ten Keys to Culturally Sensitive Care-DVD</i></li> </ul> </td> </tr> </table>	<p><u>Training and Technical Assistance:</u></p> <ul style="list-style-type: none"> <li>• Program for Infant Toddler Care (PITC) Partners for Quality Seminars (CA I/T Learning and Development System, Foundations, Curriculum Frameworks) and on-site training</li> <li>• PITC Train the Trainer Modules I (Social-Emotional Growth and Socialization), II (Group Care) , III (Learning and Development) and IV (Culture, Families and Providers)</li> <li>• Beginning Together (PITC Module V- inclusive practice)</li> <li>• California Preschool Instructional Network (CPIN)</li> <li>• California Inclusion and Behavior Consultant Network (CIBC)</li> <li>• Desired Results Field Training</li> <li>• California Early Childhood Mentor Program</li> <li>• Family Child Care at Its Best (FCCIB)</li> <li>• CA Community College CORE 8 Courses: Child Growth and Development, Intro to Curriculum, Principles and Practices of Teaching Young Children, Observation and Assessment, Teaching in a Diverse Society, Practicum</li> </ul>	<p><u>Publications/DVDs/websites:</u></p> <ul style="list-style-type: none"> <li>• <i>CA Infant Toddler Learning and Development Foundations-DVD set</i></li> <li>• <i>Infant/Toddler Learning and Development Program Guidelines (and the workbook)</i></li> <li>• <i>Infant/Toddler Learning and Development Program Guidelines-DVD</i></li> <li>• <i>Guidelines for Early Learning in Child Care Home Settings</i></li> <li>• <i>Inclusion Works! Creating Child Care: Programs that Promote Belonging for Children with Special Needs</i></li> <li>• <i>A World Full of Language- DVD</i></li> <li>• <i>Map to Inclusion and Belonging (website/clearinghouse)</i></li> <li>• <i>PITC-Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning</i></li> <li>• <i>PITC-Infant/Toddler Caregiving: A Guide to Language Development and Communication</i></li> <li>• <i>PITC-The Next Step: Including the Infant in the Curriculum-DVD</i></li> <li>• <i>PITC-The Ages of Infancy: Caring for Young, Mobile and Older Infants-DVD</i></li> <li>• <i>PITC-Discoveries of Infancy: Cognitive Development and Learning-DVD</i></li> <li>• <i>PITC-Early Messages: Facilitating Language Development and Communication-DVD</i></li> <li>• <i>PITC-Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care</i></li> <li>• <i>PITC-Essential Connections: Ten Keys to Culturally Sensitive Care-DVD</i></li> </ul>
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CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)  
 QUALITY CONTINUUM FRAMEWORK – QUALITY IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PATHWAYS (PATHWAYS)

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>			
<b>PATHWAY A: School Readiness</b>			
<b>Section A.ii. State and National Training and Activity Options (not exhaustive; may be updated as new training becomes available)</b>			
<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
<p><i>California Early Learning Foundations and Curriculum Frameworks (infant-toddler or preschool, as appropriate) <b>on-line overview modules</b> (est 5 hrs. for IT; 10 hrs for Preschool)</i></p>	<ul style="list-style-type: none"> <li>• <i>Training to support Early Learning Foundations and Curriculum Frameworks on Language and Literacy, Cognition and Mathematics, and Dual Language Learning from PITC, CPIN, or Family Child Care at Its Best or other approved trainer</i></li> <li>▪ <i>Uses ERS© to develop an improvement plan for ensuring that daily practices are consistent with a score of 4 in: ECERS/ITERS: Program Structure: Provisions for children with disabilities and Activities: Promoting acceptance of diversity OR FCCERS: Program Structure: Provisions for Children with Disabilities. (FCCERS)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Onsite coaching and mentoring by PITC or CPIN or other authorized coach/mentor program that can support the Early Learning Foundation and Curriculum Frameworks. Uses ERS© to develop an improvement plan for ensuring that daily practices are consistent with a score of 5 in: ECERS/ITERS: Program Structure: Provisions for children with disabilities and Activities: Promoting acceptance of diversity OR FCCERS: Program Structure: Provisions for Children with Disabilities. (FCCERS)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>At the individual level: completes PITC Train-the Trainer Institute and actively carries out training and participates in graduate conference.</i></li> <li>▪ <i>At the site level: continuous training reflected in site-based plan for staff professional development, resource allocation, and in hiring practices and program policies.</i></li> <li>▪ <i>Uses ERS© to develop an improvement plan for ensuring that daily practices are consistent with a score of 6 in: ECERS/ITERS: Program Structure: Provisions for children with disabilities and Activities: Promoting acceptance of diversity OR FCCERS: Program Structure: Provisions for Children with Disabilities. (FCCERS)</i></li> </ul>
<b>Section A.iii. Local Training and Activities (to be completed by county consortia-may include local college/university coursework)</b>			

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>	
<b>Pathway B: Social Emotional Development</b>	
<b>Section B.i. Pathway Overview</b>	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skill, and strategies
Related Element(s)	CORE I.2 Developmental and Health Screenings
Required RTT Tool(s)	<ul style="list-style-type: none"> <li>• CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3)</li> <li>• Social Emotional Foundations and Frameworks (Infant/Toddler and Preschool Volume #1)</li> </ul>
ECE Competency Area(s)	<ul style="list-style-type: none"> <li>• Relationships, Interactions, and Guidance</li> </ul>
Additional Resources	<p>Individual teachers, directors, FCCH operators access each step in the path, and some follow-up after each training from existing county coach, or electronically, or within a professional learning community, or other means is assumed. The C and D Pathways are more easily done as part of a site.</p> <p><u>Training and Technical Assistance</u></p> <ul style="list-style-type: none"> <li>• National CSEFEL</li> <li>• California CSEFEL</li> <li>• TACCI (National website for children with disabilities)</li> <li>• Map to Inclusion and Belonging (website/clearinghouse)</li> <li>• California Inclusion and Behavior Consultation (CIBC) Network</li> <li>• PITC Train the Trainer Modules I (Social-Emotional Growth and Socialization)</li> </ul> <p><u>Publications/DVDs</u></p> <ul style="list-style-type: none"> <li>• PITC-<i>Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization</i>-Second Edition</li> <li>• PITC- <i>First Moves: Welcoming a Child to a New Caregiving Setting</i>-DVD</li> <li>• PITC- <i>Flexible, Fearful or Feisty: The Different Temperaments of Infants and Toddlers</i>-DVD</li> <li>• PITC-<i>Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers</i>-DVD</li> </ul>

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>			
<b>Pathway B: Social Emotional Development</b>			
<b>Section B.ii. State and National Training and Activity Options</b> <i>(not exhaustive; may be updated as new training becomes available)</i>			
<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
<ul style="list-style-type: none"> <li>▪ <i>CDE Online Overview of CSEFEL.</i></li> <li>▪ <i>Online preschool Foundations and Frameworks on Social-Emotional Development</i></li> <li>▪ <i>CPIN or PITC training on Social Emotional Foundations and Frameworks</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>CA CSEFEL Teaching Pyramid Module 1 &amp; 2 (Relationships and Environments)</i></li> <li>▪ <i>Family Child Care at Its Best Module 1 training</i></li> <li>▪ <i>ERS© (includes all three instruments) used to develop an improvement plan for ensuring that daily practices are consistent with a score of 4 in: Interaction: Discipline and Staff-Child / Provider-Child Interactions )</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>CA CSEFEL Module 3 a and 3 b (Social Emotional Teaching Strategies)</i></li> <li>▪ <i>Family Child Care at Its Best Module 2 training</i></li> <li>▪ <i>ERS© (includes all three instruments) used to develop an improvement plan for ensuring that daily practices are consistent with a score of 5 in: Interaction: Discipline and Staff-Child / Provider-Child Interactions )</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>CA CSEFEL Teaching Pyramid Comprehensive Training: modules 1-3 (as a site/with leadership team) from authorized trainer plus follow-up coaching for all teaching and leadership staff from authorized coach.</i></li> <li>▪ <i>ERS© (includes all three instruments) used to develop an improvement plan for ensuring that daily practices are consistent with a score of 6 in: Interaction: Discipline and Staff-Child / Provider-Child Interactions )</i></li> </ul>
<p><i>NOTE: The CA CSEFEL Teaching Pyramid Module trainings are sequential and should not be taken out of order. It is strongly recommended that teams of staff from programs attend the trainings together. It is also recommended that a leadership team meeting is held for those programs with staff attending the Module trainings before the initial training and following the other training(s). Leadership teams (administrators, teacher representatives, and specialists if available) can receive information on supporting implementation of the Pyramid practices from CA CSEFEL</i></p>			
<b>B.iii. Local Training and Activities</b> <i>(to be completed by county consortia-may include local college/university coursework)</i>			

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>	
<b>Pathway C: Health, Nutrition, and Physical Activity</b>	
<b>Section C.i. Pathway Overview</b>	
Goal (Pathway)	Children receive support for optimal physical development, including health, nutrition, and physical activity
Related Element(s)	
Required RTT Tool(s)	<ul style="list-style-type: none"> <li>• California Preschool Foundations and Frameworks Volume 2 – Health</li> <li>• USDA Child and Adult Care Food Program Guidelines</li> </ul>
ECE Competency Area(s)	<ul style="list-style-type: none"> <li>• Health Safety and Nutrition</li> </ul>
Additional Resources	<p><b><u>Nutrition Information</u></b></p> <ul style="list-style-type: none"> <li>• The California Professional Nutrition Education and Training Center (Cal-Pro-NET) at San Jose State University <a href="http://www.nufs.sjsu.edu/calpronet/">http://www.nufs.sjsu.edu/calpronet/</a></li> <li>• Healthy beverages - California licensing standards – healthy beverages (CA law – stricter than federal guidelines)</li> <li>• National Food Service Management Institute, (NFSMI) <a href="http://nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTc">http://nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTc</a></li> <li>• Nutrition Modules approved for CARES Plus/Component A training <a href="http://www.cde.ca.gov/sp/cd/re/compatraining.asp">http://www.cde.ca.gov/sp/cd/re/compatraining.asp</a></li> <li>• Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) <a href="http://gonapsacc.org/">http://gonapsacc.org/</a></li> <li>• USDA Child and Adult Care Food Program Spotlight <a href="http://www.fns.usda.gov/cnd/care/">http://www.fns.usda.gov/cnd/care/</a></li> <li>• USDA Team Nutrition for Child Care <a href="http://teamn nutrition.usda.gov/childcare.html">http://teamn nutrition.usda.gov/childcare.html</a></li> </ul> <p><b><u>Health Focus Information</u></b></p> <ul style="list-style-type: none"> <li>• American Academy of Pediatrics – Caring for Our Children (3<sup>rd</sup> edition) <a href="http://nrckids.org/CFOC3/">http://nrckids.org/CFOC3/</a></li> <li>• California Breathing (asthma curriculum for teachers of preschool age children) <a href="http://www.californiabreathing.org/">http://www.californiabreathing.org/</a></li> <li>• CA Community College CORE 8 Courses: Health, Safety and Nutrition</li> <li>• Head Start Body Start <a href="http://www.aahperd.org/headstartbodystart/">http://www.aahperd.org/headstartbodystart/</a></li> <li>• Healthy and Active Preschoolers <a href="http://www.healthypreschoolers.com">www.healthypreschoolers.com</a></li> <li>• Health section of the California Preschool Learning Foundations/Curriculum Frameworks <a href="http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf#search=preschool%20learning%20foundations&amp;view=FitH&amp;pagemode=none">http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf#search=preschool%20learning%20foundations&amp;view=FitH&amp;pagemode=none</a></li> <li>• I Am Moving, I Am Learning (IMIL) . <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/nutrition/nutrition%20program%20staff/iammovingiam.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/nutrition/nutrition%20program%20staff/iammovingiam.htm</a></li> <li>• In the Grow - UC Cooperative Extension – <a href="http://healthedcouncil.org/programs_nutrition_in%20the%20grow.html">http://healthedcouncil.org/programs_nutrition_in%20the%20grow.html</a></li> <li>• Keeping Children Healthy in California's Child Care Environments Recommendations to Improve Nutrition and Increase Physical Activity <a href="http://www.cde.ca.gov/ls/nu/he/documents/keepchildhealth.pdf">http://www.cde.ca.gov/ls/nu/he/documents/keepchildhealth.pdf</a></li> <li>• <a href="http://www.cde.ca.gov/sp/cd/re/compatraining.asp">http://www.cde.ca.gov/sp/cd/re/compatraining.asp</a></li> </ul>

## CORE I: CHILD DEVELOPMENT & SCHOOL READINESS

### Pathway C: Health, Nutrition, and Physical Activity

#### Section C.i. Pathway Overview

- Let's Move! Child Care Initiative <http://www.healthykidshealthyfuture.org/welcome.html>
  - PITC Train the Trainer Modules II (Group Care)
  - Preschool SHINE -- Coming Soon to the CDE website with resources for health, nutrition and links to resources <http://www.cde.ca.gov/ls/nu/he/preschoolshine.asp>
  - Preschools SHINE self-assessment (soon to be available online at CDE)
  - Team California Healthy Kids <http://www.cde.ca.gov/eo/in/tchk.asp>
  - Tobacco Cessation Training (check with **First 5**)
- Safety Information**
- California Emergency Medical Service Authority <http://www.emsa.ca.gov/>
  - Child Care Regulations, California Department of Social Services <http://www.cdss.ca.gov/ord/PG587.htm>
  - Disaster Planning Self-Assessment Guide <http://cclcd.ca.gov/Res/pdf/DisasterGuideforHomesCenters.pdf>
  - Earthquake Preparedness Checklist <http://www.dss.cahwnet.gov/Forms/English/LIC9148.PDF>
  - Emergency Preparedness and Response Resources for Child Care Providers <http://www.acf.hhs.gov/programs/occ/resource/emergency-preparedness-and-response-resources-for-child-care-providers>
  - EMSA – the basic 15 hours + 1 (AB 290) – California Emergency Medical Services Authority- [http://www.emsa.ca.gov/personnel/child\\_care/default.asp](http://www.emsa.ca.gov/personnel/child_care/default.asp)
  - FEMA disaster preparedness <http://www.ready.gov/earthquakes>
  - Health and Safety Information from CDE <http://www.cde.ca.gov/ls/fa/hs/>
  - National Program for Playground Safety <http://playgroundsafety.org/>
  - Public Playground Safety Handbook <http://www.cpsc.gov/PageFiles/122149/325.pdf>
  - Protecting Children in Child Care During Emergencies [http://www.naccrra.org/sites/default/files/publications/naccrra\\_publications/2012/protectingchildreninchildcareemergencies.pdf](http://www.naccrra.org/sites/default/files/publications/naccrra_publications/2012/protectingchildreninchildcareemergencies.pdf)
  - Safe environment self-assessment tool (Illinois) [http://www.in.gov/idem/health/files/5star\\_environmental\\_self\\_assessment.pdf](http://www.in.gov/idem/health/files/5star_environmental_self_assessment.pdf)
  - AB 4??? & (link to community care licensing- see **Kelley**)
  - My Place Preschoolers (**Lynette**)
- Publications/DVDs:
- PITC-*Infant/Toddler Caregiving: A Guide to Routines*-Second Edition
  - PITC-*It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers*-DVD

**CORE I: CHILD DEVELOPMENT & SCHOOL READINESS**

**Pathway C: Health, Nutrition, and Physical Activity**

**Section C.i. Pathway Overview**

**Nutrition Fundamental** course provides basic nutrition information to make healthful food choices to benefit children's health and well-being.

[Module 1: Contribution of Nutrition to a Healthy Body](#)

[Module 2: Digestion and Absorption of Nutrients](#)

[Module 3: The Nutrients, Their Functions, and Food Sources](#)

[Module 4: Current Nutrition Guidelines](#)

[Module 5: Meal Planning Considerations](#)

[Module 6: Food Labels and Food Claims](#)

**The Mealtime Environment** course helps create a mealtime environment that is enjoyable, safe, and supportive for both children and adults.

[Module 1: Creating a Pleasant Mealtime Environment](#)

[Module 2: Creating a Healthy Mealtime Environment](#)

[Module 3: Creating a Successful Mealtime Environment](#) 1.5

**The Preschool Nutrition and Active Physical Play** course provides helpful nutrition information and information on physical activity, both of which can benefit children's health and well-being.

[Module 1: The Relationship Between Nutrition and Children's Growth and Development](#)

[Module 2: Feeding Young Children](#)

[Module 3: Factors Shaping Food Habits in Young Children](#)

[Module 4: Active Physical Play](#)

[Module 5: Nutrition Challenges for Young Children](#)

[Module 6: Special Issues](#)

The **Food Safety** course provides basic food safety principles.

[Module 1: Introduction to Food Safety](#)

[Module 2: Good Personal Hygiene for Food Safety](#)

[Module 3: Safe Food Handling Procedures](#)

[Module 4: Good Cleaning and Sanitizing Practices](#)

[Module 5: Special Considerations](#)

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>			
<b>Pathway C: Health, Nutrition, and Physical Activity</b>			
<b>Section C.ii. State and National Training and Activity Options (not exhaustive; may be updated as new training becomes available)</b>			
<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
<ul style="list-style-type: none"> <li>▪ Follows United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) Guidelines.</li> <li>▪ Learns about the Preschools Shaping Healthy Impressions through Nutrition and Exercise (SHINE) Program <a href="http://www.cde.ca.gov/ls/nu/he/preschoolshine.asp">http://www.cde.ca.gov/ls/nu/he/preschoolshine.asp</a></li> <li>▪ Reviews Emergency Preparedness Plan, checks resources in the safety information section</li> <li>▪ Completes online modules for infant-toddler or preschool Foundations and Frameworks on Perceptual Motor/Physical Development and Health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete Training to support Early Learning Foundations and Curriculum Frameworks on Perceptual Motor/Physical Development, Nutrition and Health from PITC, CPIN, or Family Child Care at Its Best or other approved trainer</li> <li>▪ Participates in training to support the Preschools SHINE elements available on the Healthy &amp; Active Preschoolers and the California Professional Nutrition Education and Training Center website <a href="http://www.nufs.sjsu.edu/calpronet/">http://www.nufs.sjsu.edu/calpronet/</a></li> <li>▪ Works with colleagues to create an updated class/site Emergency Plan</li> <li>▪ Evaluates child care site’s health, nutrition, and physical activity practices using the Preschools SHINE self-assessment instrument or other approved tools located at (insert website)</li> <li>▪ Completes Tobacco Cessation training.</li> <li>▪ ERS© used as a guide to develop an improvement plan for ensuring that outdoor play time meets “substantial portion of the day” and daily practices are consistent with ERS© score of 4in: ECERS: items 10-14 of Personal Care Routines subscale, and Space and Furnishings: Space for gross motor play and Interaction: Supervision of gross motor activities Program Structure:</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses (as available) Preschools SHINE coaching support for onsite technical assistance to improve the nutrition and physical activity environment.</li> <li>• Accesses Preschools SHINE resources and technical assistance via onsite, web, and telephone (available in Feb 2014)</li> <li>• Engages children/families in implementing Emergency Preparedness Plan</li> <li>• Uses ERS© as a guide to develop an improvement <b>plan</b> for ensuring that outdoor play time meets “substantial portion of the day” and daily practices are consistent with ERS© score of 5in: ECERS: items 10-14 of Personal Care Routines subscale, and Space and Furnishings: Space for gross motor play and Interaction: Supervision of gross motor activities Program Structure: Schedule, Free Play OR</li> <li>OR</li> <li>FCCERS: Space and Furnishings; Program Structure: Free Play; Activities: Active physical play(FCCERS)</li> <li>OR</li> <li>ITERS: items 7-11 of Personal Care</li> </ul>	<ul style="list-style-type: none"> <li>• Fully adopts Preschools SHINE to integrate Health, Nutrition and Physical Activity with children</li> <li>• Facilitates a neighborhood Emergency Preparedness Plan (businesses/homes/schools)</li> <li>• Integrate all aspects of the Health sections of CA Preschool Foundations and Frameworks</li> <li>• Uses ERS© as a guide to develop an improvement plan for ensuring that outdoor play time meets “substantial portion of the day” and daily practices are consistent with ERS© score of 6 in: ECERS: items 10-14 of Personal Care Routines subscale, and Space and Furnishings: Space for gross motor play and Interaction: Supervision of gross motor activities Program Structure: Schedule, Free Play OR</li> <li>FCCERS: Space and Furnishings; Program Structure: Free Play; Activities: Active physical play(FCCERS)</li> <li>OR</li> <li>ITERS: items 7-11 of Personal Care Routines, Activities: Active Physical Play and Program Structure: Schedule, Free Play (ITERS)</li> </ul>

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)  
 QUALITY CONTINUUM FRAMEWORK – QUALITY IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PATHWAYS (PATHWAYS)

<b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b>			
<b>Pathway C: Health, Nutrition, and Physical Activity</b>			
<b>Section C.ii. State and National Training and Activity Options</b> <i>(not exhaustive; may be updated as new training becomes available)</i>			
<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
	<i>Schedule, Free Play OR                      FCCERS: Space and Furnishings;                      Program Structure: Free Play;                      Activities: Active physical                      play(FCCERS) OR                      ITERS: items 7-11 of Personal Care                      Routines, Activities: Active Physical Play                      and Program Structure: Schedule, Free                      Play (ITERS)</i>	<i>Routines, Activities: Active Physical                      Play and Program Structure:                      Schedule, Free Play (ITERS)</i>	
<b>C.iii. Local Training and Activities</b> <i>(to be completed by county consortia-may include local college/university coursework)</i>			



<b>CORE II: TEACHERS AND TEACHING</b>	
<b>Pathway D: Effective Teacher-Child Interactions</b>	
<b>Section D.i. Pathway Overview</b>	
Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	CORE II. 5. Effective Teacher-Child Interactions
Required RTT Tool(s)	<ul style="list-style-type: none"> <li>• Classroom Assessment and Scoring System (CLASS) for relevant age grouping, and Program Assessment Rating Scale (PARS), as applicable and available</li> </ul>
ECE Competency Area(s)	<ul style="list-style-type: none"> <li>• Professionalism</li> </ul>
Additional Resources	<p><u>Training and Technical Assistance</u></p> <ul style="list-style-type: none"> <li>• Early Language and Literacy Classroom Observation (ELLCO)</li> <li>• Environment Rating Scales (ERSERS©) for appropriate age level</li> <li>• PITC Train the Trainer Modules I (Social-Emotional Growth and Socialization), II (Group Care) , III (Learning and Development) and IV (Culture, Families and Providers)</li> <li>• PITC Partners for Quality on-site training</li> <li>• Introduction to CLASS™ training</li> <li>• Looking at CLASSrooms™ online learning modules</li> <li>• My Teaching Partner™</li> <li>• California Early Childhood Mentor Project</li> <li>• CA Community College CORE 8 Courses: Intro to Curriculum, Principles and Practices of Teaching Young Children , Practicum</li> </ul> <p><u>Publications/DVDs</u></p> <ul style="list-style-type: none"> <li>• PITC-<i>Respectfully Yours: Magda Gerber’s Approach to Professional Infant/Toddler Care</i>-DVD</li> <li>• PITC-<i>Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups</i>-DVD</li> </ul>

<b>CORE II: TEACHERS AND TEACHING</b>			
<b>Pathway D: Effective Teacher-Child Interactions</b>			
<b>Section D.ii. State and National Training and Activity Options</b> <i>(not exhaustive; may be updated as new training becomes available)</i>			
<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
<p><i>Introduction to the CLASS<sup>1</sup> 2 hour overview training for appropriate age group as available by one representative from the site<sup>2</sup> (on-line or face-to-face via facilitator)</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Looking at CLASSrooms online training modules for appropriate age group</i></li> <li>▪ <i>ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 4 in:</i>  <i>ECERS - Language – Reasoning items 16-18, and Interaction: Staff Child Interactions</i>  <i>OR</i>  <i>FCCERS - Interaction: Provider-Child Interaction, Listening and Talking #13 - 14</i>  <i>OR</i>  <i>ITERS - Listening and Talking, items 12-14, a score of 5 on Interaction, items 25, 26, 27 and 28</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Professional Growth Plan incorporates information from an Independent CLASS or PARS assessment by reliable observer (for appropriate age group as available)</i></li> <li>▪ <i>Making the Most of CLASSroom Interaction</i></li> <li>▪ <i>CLASS My Teaching Partner</i></li> <li>▪ <i>PITC Partners for Quality (PQ) training and training plan (20+ hours)</i></li> <li>▪ <i>CPIN on-site T &amp; TA</i></li> <li>▪ <i>ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 5 in:</i>  <i>ECERS - Language – Reasoning items 16-18, and Interaction: Staff Child Interactions</i>  <i>OR</i>  <i>FCCERS - Interaction: Provider-Child Interaction, Listening &amp; Talking # 13 - 14</i>  <i>OR</i>  <i>ITERS - Listening and Talking, items 12-14, a score of 5 on Interaction, items 25-28</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reliable CLASS observer (Observation Training, passes reliability and actively observes).</i></li> <li>▪ <i>PITC Trainer</i></li> <li>▪ <i>ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 6 in:</i>  <i>ECERS - Language – Reasoning items 16-18, and Interaction: Staff Child Interactions</i>  <i>OR</i>  <i>FCCERS - Interaction: Provider-Child Interaction, Listening and Talking items 13 - 14</i>  <i>OR</i>  <i>ITERS - Listening and Talking, items 12-14, a score of 5 on Interaction, items 25, 26, 27 and 28</i></li> </ul>
<b>Section D.iii. Local Training and Activities</b> <i>(to be completed by county consortia-may include local college/university coursework)</i>			

<sup>1</sup> Use tool for appropriate age group as available

<sup>2</sup> Teachstone recommends for director to complete training

CORE II: TEACHERS AND TEACHING			
PATHWAY E: Use of Data to Guide Instruction			
Section E.i. Pathway Overview			
Goal (Pathway)	Teachers use child observation and assessment data plan for individualized instruction		
Related Element(s)	CORE I.1 Child Observation and Assessment		
Required RTT Tool(s)	<ul style="list-style-type: none"> <li>Desired Results Developmental Profile Assessment (DRDP) for Infants/Toddlers or Preschool age children – DRDP-IT (2010), DRDP-PS (2010)</li> </ul>		
ECE Competency Area(s)	<ul style="list-style-type: none"> <li>Child development and learning;</li> <li>Dual Language Development</li> <li>Special Needs and Inclusion</li> <li>Observation Screening Assessment and Documentation</li> <li>Learning Environments and Curriculum</li> </ul>		
Additional Resources	<ul style="list-style-type: none"> <li><a href="http://www.desiredresults.us">www.desiredresults.us</a> the official Training and Technical Assistance website to access DRDP instruments and training materials</li> <li>DRDPtech Cloud – accessed through the above website <a href="http://www.draccess.org/assessors/drdpinstruments/">http://www.draccess.org/assessors/drdpinstruments/</a> additional support for working with children with IEPs or IFSPs</li> <li>CA Community College CORE 8 Courses: Observation and Assessment</li> </ul>		
Section E.ii. State and National Training and Activity Options <i>(not exhaustive; may be updated as new training becomes available)</i>			
Exploring	Developing	Building	Fully Integrating
<ul style="list-style-type: none"> <li>DRDP modules 1 – 3</li> <li>One-day in-person training about the DRDP</li> <li>Training on other child assessment approved by RTT-ELC</li> <li>Desired Results Developmental Profile (DRDP) Assessment Instrument trainings provide information about the terms and layout of the DRDP; how to use the DRDP to document and rate children’s growth; build a tool kit to implement the DRDP; reviews the four English Language Development (ELD) measures for preschool age children.</li> </ul>	<ul style="list-style-type: none"> <li>Two DRDP online modules focused on observation</li> <li>Full day training on “Observation Skills” from DRDP or other approved tool</li> <li>Observation and Assessment course from Community College</li> </ul> Resources on the <a href="http://www.desiredresults.us">www.desiredresults.us</a> website	<ul style="list-style-type: none"> <li>Interactive on-line training including a case study with video clips. Complete with 80% agreement with the ratings of a Master Rater.</li> <li>DRDPtech webinar training</li> </ul>	Training Module 6 “Planning with the DRDP” OR Full day in-person training about “Planning with the DRDP” AND DRDPtech, review reports available for individual children and groups of children; use data as part of curriculum planning
Section E.iii. Local Training and Activities <i>(to be completed by county consortia-may include local college/university coursework)</i>			

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)  
 QUALITY CONTINUUM FRAMEWORK – QUALITY IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PATHWAYS (PATHWAYS)

<b>CORE II: TEACHERS AND TEACHING</b>			
<b>PATHWAY F: Professional Development</b>			
<b>Section F.i. Pathway Overview</b>			
<b>Goal (Pathway)</b>	Teachers are life-long learners		
<b>Related Element(s)</b>	All		
<b>Required RTT Tool(s)</b>	<ul style="list-style-type: none"> <li>• Early Childhood Educator Competencies</li> <li>• Professional Growth Plan</li> </ul>		
<b>ECE Competency Area(s)</b>	<ul style="list-style-type: none"> <li>• All</li> </ul>		
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• Child Development Permit Matrix</li> <li>• Competencies Self-Assessment Toolkit (CompSAT)</li> <li>• CORE 8</li> <li>• ECE Transfer Degree</li> <li>• CARES Plus (First 5 California)</li> <li>• AB212 Professional Development</li> <li>• CDTC Training Portal</li> </ul>		
<b>Section F.ii. State and National Training and Activity Options</b> <i>(not exhaustive; may be updated as new training becomes available)</i>			
<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
<i>Meets with a professional growth advisor to learn about professional growth options</i>	<i>Professional Growth Plan completed Training on ECE Competencies Self-Assessment tool</i>	<i>ECE Competencies Self-Assessment tool tied to professional growth plan Training on creation of a professional portfolio ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 5 in: FCCERS: Parents and Provider: Opportunities for Professional Growth (FCCERS)</i>	<i>Professional plan (tied to ECE Competencies Self-Assessment) is also tied to overall program wide improvement plan Professional portfolio created Approved (and becomes) mentor teacher or mentor program ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 6 in: ECERS/ITERS: Opportunities for professional growth (ECERS/ITERS) OR FCCERS: Parents and Provider: Provisions for Professional Needs and Opportunities for Professional Growth (FCCERS)</i>
<b>Section F.iii. Local Training and Activities</b> <i>(to be completed by county consortia-may include local college/university coursework)</i>			

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)  
 QUALITY CONTINUUM FRAMEWORK – QUALITY IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PATHWAYS (PATHWAYS)

<b>CORE III: PROGRAM AND ENVIRONMENT</b>			
<b>PATHWAY G: Environment</b>			
<b>Section G.i. Pathway Overview</b>			
<b>Goal (Pathway):</b>	The classroom environment supports children’s learning and development		
<b>Related Element(s)</b>	CORE III. Program Environment Rating Scale(s)		
<b>Required RTT Tool(s):</b>	<ul style="list-style-type: none"> <li>• Environment Rating Scales:                             <ul style="list-style-type: none"> <li>○ Infant-Toddler Environment Rating Scale (ITERS),</li> <li>○ Early Childhood Environment Rating Scale (ECERS),</li> <li>○ Family Child Care Environment Rating Scale (FCCERS)</li> </ul> </li> </ul>		
<b>ECE Competency Area(s):</b>	<ul style="list-style-type: none"> <li>• Child Development and Learning</li> <li>• Learning Environments and Curriculum</li> </ul>		
<b>Additional Resources</b>	<p><u>Training and Technical Assistance</u></p> <ul style="list-style-type: none"> <li>• PITC Train the Trainer Modules II (Group Care)</li> <li>• PITC Partners for Quality on-site training</li> <li>• CPIN on-site T &amp; TA</li> <li>• CA Community College CORE 8 Courses: Principles and Practices of Teaching Young Children, Practicum</li> </ul> <p><u>Publications/DVDs</u></p> <ul style="list-style-type: none"> <li>• PITC-Infant/Toddler Caregiving: A Guide to Setting Up Environments</li> <li>• PITC-Space to Grow: Creating a Child Care Environment for Infants and Toddlers-DVD</li> </ul>		
<b>Section G.ii. State and National Training and Activity Options</b> <i>(not exhaustive; may be updated as new training becomes available)</i>			
<b>Exploring</b>	<b>Developing</b>	<b>Building</b>	<b>Fully Integrating</b>
<i>Introductory ERS© 101 (4 hours): module (available in Spanish and English) One-day in-person training about the ERS© with approved trainers or other environment-focused trainings.</i>	<i>Online module for the appropriate ERS©: ITERS-R 101, ECERS-R 101, or FCCERS-R 101 (e.g., the organization of the rating scale, terms frequently used in the ERS©, sample situations for scoring practice, and classroom video segments for scoring practice) Using the notes in the document, make intentional changes to environment and interactions made using ERS©</i>	<i>ERS© used for peer classroom/ group observation and discussion. Independent assessment used to create an action plan to improve ERS© score. Rearranges environment to integrate those areas that need enhancement. eg., creates distinct areas, creates space for one or two children to have private but supervise-able play, makes materials more accessible to children , etc. Adult-child interaction and classroom management training (CLASS, CSEFEL)</i>	
<b>Section G.iii. Local Training and Activities</b> <i>(to be completed by county consortia-may include local college/university coursework)</i>			

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)  
 QUALITY CONTINUUM FRAMEWORK – QUALITY IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PATHWAYS (PATHWAYS)

CORE III: PROGRAM AND ENVIRONMENT			
PATHWAY H: Program Administration			
Section H.i. Pathway Overview			
Goal (Pathway):	The program effectively supports children, teachers, and families		
Related Element(s)	All		
Required RTT Tool(s):	<ul style="list-style-type: none"> <li>Business Administration Scale (FCC) – (BAS) or</li> <li>Program Administration Scale (Centers) – (PAS)</li> </ul>		
ECE Competency Area(s):	<ul style="list-style-type: none"> <li>Leadership in Early Childhood Education</li> <li>Administration and Supervision</li> </ul>		
Additional Resources	<p><u>Training/Technical Assistance</u></p> <ul style="list-style-type: none"> <li>CA Early Childhood Mentor Program -Director Mentors</li> <li>CA Community College CORE 8 Courses: Child, Family and Community</li> </ul> <p><u>Publications/DVDs</u></p> <ul style="list-style-type: none"> <li>PITC-<i>Infant/Toddler Caregiving: A Guide to Creating Partnerships with Families</i></li> <li>PITC Train the Trainer Module IV (Culture, Families and Providers)</li> </ul>		
Section H.ii. State and National Training and Activity Options <i>(not exhaustive; may be updated as new training becomes available)</i>			
Exploring	Developing	Building	Fully Integrating
	<p><i>Introduction to Program Administration Scale/ Business Administration Scale (PAS/BAS)</i>  <i>ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 4 in:</i>  <i>ECERS: Parents and Staff, items 38-43</i>  <i>OR</i>  <i>ITERS: items 33-39</i>  <i>OR</i>  <i>FCCERS: Parents and Provider, items 35-38 (FCCERS)</i></p>	<ul style="list-style-type: none"> <li><i>Self-review with PAS/BAS and continuous improvement through PAS/ BAS action plan</i></li> <li><i>National Association for the Education of Young Children (NAEYC) Accreditation self-study</i></li> <li><i>Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols and continuous improvement through a Program Improvement Plan (PIP)</i></li> </ul> <p><i>ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 5 in:</i>  <i>ECERS: Parents and Staff, items 38-43 OR</i>  <i>ITERS: items 33-39 OR</i>  <i>FCCERS: Parents and Provider, items 35-38</i></p>	<ul style="list-style-type: none"> <li><i>Independent PAS or BAS assessment plus continuous improvement through a PAS or BAS action plan</i></li> <li><i>NAEYC Accreditation Official OHS review in good standing and/or self-assessment using independent assessors plus continuous improvement through a PIP</i></li> </ul> <p><i>ERS©-based improvement plan for ensuring that daily practices are consistent with a score of 6 in:</i>  <i>ECERS: Parents and Staff, items 38-43 OR</i>  <i>ITERS: items 33-39 OR</i>  <i>FCCERS: Parents and Provider, items 35-38)</i></p>
Section H.ii. Local Training and Activities <i>(to be completed by county consortia-may include local college/university coursework)</i>			

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