



Child Care Resources of Rockland - Professional Development

235 N. Main St., Suite 11 | Spring Valley, NY 10977 | 845-425-0009
info@rocklandchildcare.org | childcarerockland.org

Professional Development Topic Key



OCFS

1. Principles of Childhood Development
2. Nutrition and Health
3. Child Day Care Program Development
4. Safety and Security
5. Business Record Maintenance and Management
6. Child Abuse, Maltreatment Identification & Prevention
7. Statutes and Regulations Pertaining to Child Care
8. Statutes and Regulations Pertaining to Child Abuse
9. Education and Information on the Identification, Diagnosis and Prevention of Shaken Baby Syndrome
10. Adverse Childhood Experiences

CDA Functional Areas

- A. Safe
- B. Healthy
- C. Learning Environment
- D. Physical
- E. Cognitive
- F. Communication
- G. Creative
- H. Self
- I. Social
- J. Guidance
- K. Families
- L. Program Management
- M. Professionalism

Target Audiences

- | | |
|-----|--------------------------------|
| FG | Family/Group Family Providers |
| D | Directors |
| IT | Infant/Toddler staff/providers |
| PS | Preschool staff/providers |
| SA | School Age staff/providers |
| LE | Legally Exempt providers |
| ALL | All audiences |

CBK - Core Body of Knowledge

1. Child Growth and Development
2. Family and Community Relationships
3. Observation and Assessment
4. Environment and Curriculum
5. Health, Safety and Nutrition
6. Professionalism and Leadership
7. Administration and Management

Competency Levels

Seminars are designed to meet the competency levels of participants at different stages of professional development based on the information provided in the NYS Early Care and Education Core Body of Knowledge Framework.

Level I: Commitment to a career in early care and education; contributes to and assures maintenance of a safe and nurturing environment; learns about children and families through participation in professional development activities; receives ongoing supervision from someone at a high level.

Level II: Consistently exhibits practices grounded in theories of growth, development, and learning; works cooperatively with others, establishes good mentoring relationships, and sometimes provides direct supervision; participates in formal study leading to a degree and/or certificate; refines their knowledge through guided and reflective experience with young children and families.

Level III: Extensive academic preparation and experience in the field; responsible for mentoring at other levels; possesses the ability to provide new resources in the development of theory and innovative practice; demonstrates a mastery of developmentally appropriate practices.

