

PROFESSIONAL DEVELOPMENT TOPIC KEY

OCFS

1. Child Development
2. Nutrition and Health
3. Program Development
4. Safety and Security
5. Business
6. Child Abuse, Maltreatment Identification & Prevention
7. Statutes and Regulations Pertaining to Child Care
8. Statutes and Regulations Pertaining to Child Abuse
9. Shaken Baby Syndrome
10. Adverse Childhood Experiences (ACEs)

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 Audience

- 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
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.