



Maine Inclusion Credential Information Packet



This information packet was developed as a collaborative effort of Maine Roads to Quality, the University of Maine Center for Community Inclusion and Disability Studies, and the Department of Health and Human Services, Office of Child and Family Services, 2015

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Section 1: Purpose and History

The Maine Inclusion Credential is part of the work of Maine Roads to Quality Professional Development Network (MRTQ PDN), funded by the Maine Department of Health and Human Services, Office of Child and Family Services. The University of Maine Center for Community Inclusion and Disability Studies (CCIDS) is a collaborative partner with MRTQ PDN and was the lead in developing the Maine Inclusion Credential.

In general, credentials are defined as *documents certifying an individual has met a defined set of requirements established by the grantor of the credential*. Credential requirements usually include knowledge and skills and may include demonstrations of competence through a portfolio, as this credential does.

Working with children who have special needs and/or disabilities can present unique opportunities and challenges to the early childhood education field. Even the most experienced practitioners are sometimes at a loss for how to best support a child. This credential is designed to help practitioners build the skills, knowledge, resources, and attitudes to successfully work with ALL children and are based on the three dimensions of quality inclusive practices.

- **Access** – Physical barriers are removed. The setting has a wide range of activities, and there are multiple ways to be part of the environment and its activities. Every child and family feels welcome.
- **Participation** – All children participate in the setting's routines and activities. All children feel they belong.
- **Support** – Many things support inclusion. Program policies and materials are written to state a philosophy for diversity and inclusion. Staff orientation and training increases the abilities of practitioners to serve a wide range of children. Programs explicitly promote effective communication and collaborations between families and practitioners and between practitioners to support a child within a community setting.¹

Practitioners will benefit from the additional training provided in the Maine Inclusion Credential by gaining up-to-date information, accessing resources and materials to support their knowledge, and building their skills and confidence in working with children and their families in an inclusive environment.

Obtaining the Maine Inclusion Credential benefits the program, the individual practitioner, and the families and children who are served by the program. Having staff with advanced education and training provides another opportunity for programs to market their commitment to advancing quality. Individual practitioners receive professional recognition when they earn the Maine Inclusion Credential, which can be used when pursuing career advancement opportunities. Families and children benefit by having access to care and education settings that are able to meet their diverse needs, with staff who know how to engage all children in all activities.

¹ DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Section 2: Overview of the Credential Process

This section provides an overview of the components of the Maine Inclusion Credential, including the requirements, application process, and available supports.

1. The Maine Inclusion Credential is based upon competencies in the following areas:

- a. Foundations of quality inclusive practices: access, participation, and support
 - i. Relevant laws, including the Americans with Disabilities Act (ADA)
 - ii. Background, philosophy, and beliefs
- b. Child development and learning
 - i. Understanding children with disabilities and special health care needs
- c. Curriculum, assessment, instruction, and learning environments
 - i. Universal design and the continuum of adaptations and modifications
 - ii. Individualizing for children with disabilities and special health care needs
- d. Building relationships with children and families
 - i. Building inclusive communities
 - ii. Family-centered practices
- e. Professionalism
 - i. Personal and professional awareness and self-care
 - ii. Professional and ethical practices

2. To earn the Maine Inclusion Credential, Applicants must:

- a. Meet the formal education, experience, and training requirements.
- b. Be a member of the Maine Roads to Quality Registry.
- c. Submit a completed application and payment of \$25 to MRTQ PDN.
- d. Submit a Portfolio that demonstrates the required competencies listed above.
- e. Participate in a Maine Inclusion Credential On-Site Observation and Interview.

3. Evaluation and credential decisions are based upon:

- a. The Applicant meeting all education, experience, and training requirements.
- b. Successful completion of the Portfolio.
- c. Satisfactory completion of the Maine Inclusion Credential On-Site Observation and Interview.

4. Decisions on awarding the Maine Inclusion Credential will be made by the MRTQ PDN Credential Review Team, with initial credentials being awarded for three years.

- a. The Credential Review Team (CRT) meets on a quarterly basis to review applications. The schedule for review is:

Application received by:	Reviewed during:	Applicant notified of CRT's decision:
January 1 st	January	January 31 st
April 1 st	April	April 30 th
July 1 st	July	July 31 st
October 1 st	October	October 31 st

- b. Applicants with completed and approved materials will be contacted regarding an on-site visit.
- c. Applicants are given 60 days to revise any Portfolio entry that does not demonstrate competency or to submit missing materials.
- d. Credential decisions may be appealed. If awarding of a Maine Inclusion Credential is denied, Applicants may submit an appeal in writing to MRTQ PDN.

5. The Maine Inclusion Credential must be renewed by documenting:

- a. Completion of a 3.0 credit college course **OR** 45 contact hours of training covering a topic related to early childhood education, early childhood special education, or disability studies.
- b. Initial credentials must be renewed after three years; subsequent renewals will be required every five years.
- c. Complete information and the Maine Inclusion Credential Renewal Application are available on the MRTQ PDN website.

6. MRTQ PDN has the following supports available for practitioners:

- a. Cohorts will be available for practitioners to join to receive support from a facilitator and peers; cohorts generally involve participation in monthly meetings (either via conference call, video conference, or face-to-face) and individualized assistance from the facilitator on completing the Portfolio and preparing for the On-Site Observation.
- b. On-site consultation is also available to practitioners pursuing the Maine Inclusion Credential.

More information about each of these steps is available in the applicable section of this information packet.

Section 3: Eligibility Requirements

Prior to applying for the Maine Inclusion Credential, all Applicants must provide evidence of completion of educational, training, and work/volunteer experience requirements.

Registry Membership

All Applicants for the Maine Inclusion Credential must be members of the Maine Roads to Quality Registry. Applications for Registry membership may be completed online at: <https://mrtq-registry.org> or practitioners can call MRTQ PDN at 1-888-900-0055. Review of an Applicant's Portfolio will be deferred until Registry membership can be confirmed.

Educational Requirements

Applicants must have:

- A high school diploma/GED/HiSet
- Successfully completed at least one of the following:
 - Current Child Development Associate Credential
 - Current Maine Infant Toddler Credential I or II
 - Current Maine Youth Development Credential
 - Current Maine Director Credential

In lieu of a current credential, Applicants with an Associate's Degree (AS) or a Bachelor's Degree (BA or BS) in Early Childhood Education or a related field may submit evidence of their degree completion via their Professional Development Profile (PDP) or a copy of their degree transcript. Please contact MRTQ PDN at 1-888-900-0055 or mrtq.credentials@maine.edu with questions about what qualifies as a related field.

Training Requirements

Within **five** years of the date of application, Applicants must have completed the following MRTQ PDN Core Knowledge trainings:

- *Inclusive Child Care* (30 hours) OR *Creating Inclusive Youth Development Settings* (30 hours)
- *Your Professional Development Portfolio* (9 hours)
- *Supporting Inclusion: Laws and Practices* (6 hours)
- *Foundations of Universal Design and Individualizing* (12 hours)
- *Collaborating with Others to Support Inclusion* (12 hours)
- *Positive Supports and Challenging Behavior* (15 hours)

Complete training descriptions are listed in the Required Training Section of this information packet.

Work/Volunteer Experience Requirements

Applicants must:

- Document at least 480 hours of experience working/volunteering with children and/or youth within in the past 5 years.

Applicants can provide evidence for meeting all of the requirements by submitting a copy of their MRTQ Registry Professional Development Profile (PDP).

To help you organize and track your progress, you can use the following checklist that lists all of the eligibility requirements for the Maine Inclusion Credential. *This checklist is for your use and does not need to be included in your Portfolio.*

Maine Inclusion Credential Eligibility Requirements Checklist	
Requirement	Date Completed
Maine Roads to Quality Registry membership	
Educational requirement: Option #1: <input type="checkbox"/> High school diploma/GED/HiSet AND Current credential (select): <input type="checkbox"/> Current CDA (Expires: _____) <input type="checkbox"/> Current Maine Infant Toddler Credential (Expires: _____) <input type="checkbox"/> Current Maine Youth Development Credential (Expires: _____) <input type="checkbox"/> Current Maine Director Credential (Expires: _____) Option #2 (select): <input type="checkbox"/> Associate's Degree in Early Childhood Education or related field <input type="checkbox"/> Bachelor's Degree in Early Childhood Education or related field	
Training requirements (must complete all): <input type="checkbox"/> <i>Inclusive Child Care OR Creating Inclusive Youth Development Settings</i> <input type="checkbox"/> <i>Your Professional Development Portfolio</i> <input type="checkbox"/> <i>Supporting Inclusion: Laws and Practices</i> <input type="checkbox"/> <i>Foundations of Universal Design and Individualizing</i> <input type="checkbox"/> <i>Collaborating with Others to Support Inclusion</i> <input type="checkbox"/> <i>Positive Supports and Challenging Behavior</i>	_____ _____ _____ _____ _____ _____
Document 480 hours of work with children and/or youth within the past five years.	
Notes/Questions/Reminders: 	

Section 4: Training Descriptions

The required trainings for the Maine Inclusion Credential are listed below in the *suggested sequence* for Applicants to follow. While it is understood that training schedules, practitioner schedules, and other factors may alter this path for some, this sequence is recommended for those who have not yet begun the training component of the Maine Inclusion Credential.

First Step: Foundational Trainings

Inclusive Child Care

This training covers topics related to fully including and supporting all children and their families in early childhood settings. The training uses an interdisciplinary approach to support staff, families, and children and emphasizes the beliefs, attitudes, and values of inclusion. **(This is the recommended training for practitioners caring for children ages birth to kindergarten.)**

Creating Inclusive Youth Development Settings

This training covers topics related to fully including and supporting all youth and their families in out-of-school time settings. The training supports youth development practices, strategies, and tools for working in out-of-school time programs and supports inclusive practices. **(This is the recommended training for practitioners caring for children in out-of-school time programs.)**

Your Professional Development Portfolio

This training gives an introduction to creating a professional portfolio for the individual – the what, why, and how. Participants will gain an understanding of how and why a portfolio promotes professionalism, and begin to develop their own portfolio, including a philosophy statement, résumé, and evidence that supports their competence as a professional.

Second Step: Additional Required Training

Supporting Inclusion: Laws and Practices

This training gives an introduction to the history of disabilities and inclusion in the United States, as well as relevant laws governing the way inclusive services and supports are delivered. Participants will explore:

- How historical beliefs and attitudes have influenced how services and supports are developed.
- Their own values and beliefs about disability and inclusion.
- The specific application of the Americans with Disabilities Act (ADA) and why this topic is important to creating quality inclusive settings.

Foundations of Universal Design and Individualizing

In this training, participants will gain knowledge about the concept of Universal Design (UD) and how to individualize for all children. Topics will include:

- The philosophy of UD as a way of creating communities.
- The “what” and “how” of establishing a community so that all children can benefit.

- Practicing simple modification and adaptation strategies to support children's success in the early childhood and out-of-school time setting.

Collaborating with Others to Support Inclusion

Have you ever been confused by the alphabet soup of all the team members working with families: CDS, IEP, IFSP, CBHS, CSHN, Section 28, etc.? Working as a team to support children with disabilities can sometimes be a challenge and we might sometimes wonder about the right things to say and do. Topics to be discussed include:

- Strategies for collaborating with both families and other professionals when it comes to caring for children with disabilities.
- Team building strategies.
- Communication styles.
- Conflict resolution skills.

Positive Supports and Challenging Behaviors

This training provides a brief introduction to the many facets of preventing and responding to situations of challenging behavior in early childhood and out-of-school time programs. This training will involve dialogue with peers and the facilitator and the creation of templates and tools that you can bring back to your program for continued exploration. The goal of this training is to help you feel more confident and competent when faced with challenging behaviors in your program.

Training information, including the schedule and registration, can be found on MRTQ PDN's Statewide Online Training Calendar: <https://ececaldarmaine.org>

Section 5: The Portfolio

Applicants for the Maine Inclusion Credential will create a Portfolio to demonstrate their competence and reflect on their experiences with completing the training for the credential. This demonstration should be presented electronically. The Applicant may include multi-media components, such as video or audio recordings or photographs. Special permission is required if a paper Portfolio will be submitted. (Note: The creation and requirements for electronic portfolios are covered in the training *Your Professional Development Portfolio*.)

Please note:

- It is the **Applicant's** responsibility to SAVE and organize all relevant assignments from the required training! Especially for any online trainings, nothing is saved by the instructor or by MRTQ PDN – it is the Applicant's responsibility to keep and organize all work. It is recommended that Applicants save electronic versions of their work to facilitate updating of materials before adding them to the final Portfolio.
- All training and application materials for the Maine Inclusion Credential should utilize respectful "person-first" language. See the following resource for additional information about using "person-first" language:
https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf
- The Portfolio is a professional document and should be clear, legible, and with correct spelling and grammar. Remember to include citations for all relevant sources.
- All work should demonstrate a culturally sensitive, anti-biased perspective.
- Children and families should remain anonymous to maintain professional confidentiality. **If confidentiality is violated, evidence for that competency area will not be accepted and the Portfolio will be returned to the Applicant for correction.** Some options to maintain confidentiality are:
 - Changing the names of children and families, or simply use only initials.
 - Written permission form(s) signed by the parent(s) or guardian(s) of any children shown in photographs or video must be included.
 - Using photos or videos that do not show a child's face, or using stickers to obscure a child's identity.
 - Redacting (blacking out) a child or family's name or identifying information from any scanned text.
 - For more information regarding confidentiality, Applicants can review the Growing Ideas Tipsheet – Confidentiality: Respecting the Privacy of All Families, included in the Appendix.

Portfolio Composition

An Applicant's Portfolio should be divided into three sections: Introduction, Competency Areas, and Family Engagement. The sections are outlined below.

Section 1: The Introduction

All Portfolios must include:

- a. The Applicant's Personal Philosophy Statement on inclusion (maximum of one page)
- b. The Applicant's résumé (maximum of two pages)
- c. The Applicant's MRTQ PDN Professional Development Profile
- d. The Applicant's Self-Assessment using the Maine Inclusion Credential On-Site Observation Tool (see Appendix F)

Section 2: Competency Areas and Portfolio Work Sample Guidelines

In this section the Applicant will present evidence of competency in each of the competency areas. The grid on the following pages should guide the writing and presentation of this section.

Applicants will submit work samples as part of their demonstration of competency in each of the competency areas. A Work Sample Cover Sheet will be the face page for each of the competency area sections or subsections within the Portfolio. Through the Work Sample Cover Sheet, Applicants will provide an explanation of how the sample:

- Addresses the competency area and associated indicators of best practice
- Knowledge and skill gained
- Practice changes made

A template for the Work Sample Cover Sheet can be found in Appendix D.

For those who completed the trainings "Inclusive Child Care" **prior to 2014** or "Creating Inclusive Youth Development Settings" **prior to 2016**, you may submit the **Alternative Evidence** in place of the listed Assignments for those trainings.

Section 3: Family Engagement Component

In addition to the Competency Areas, Applicants must provide evidence for **seven** of the thirteen Indicators of Best Practice in the Portfolio.

For those who completed the trainings "Inclusive Child Care" **prior to 2014** or "Creating Inclusive Youth Development Settings" **prior to 2016**, you may submit the **Alternative Evidence** in place of the listed Assignments for those trainings.

A Family Engagement Section Title Page must be included as a first page of Section 3. A template for the Title Page can be found in Appendix E. Applicants should list in numerical order (1 – 7) the Indicator of Best Practice for which evidence is provided. Additionally, a Work Sample Cover Sheet must be included with each work sample submitted (see Appendix D.)

NOTE: *When crafting the responses to these two components (competency areas and family engagement competency areas) you will note that some of the prompts are the same or similar – the difference is in HOW you respond. When you are responding to the competency areas (Section 2) you should consider how the competency area and indicator of best practice relate to YOU as a professional and your program in your response. When responding to the family engagement competency area and indicator of best of practice (Section 3) you should respond in relation to your role with families.*

If you choose the “Alternative Evidence” pathway, it is not expected that you respond to all of the prompts for your thinking; they are meant as a support for you to craft your responses. You can discuss with a cohort facilitator or a credential lead, if you have further questions.

The following sections outline the contents for Sections 2 and 3 of the Portfolio. Please read these sections carefully, as they describe the different options for demonstrating competence.

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
1. Foundations of Quality Inclusive Practices: Access, Participation, and Supports A. Relevant Laws, Featuring the Americans with Disabilities Act (ADA) B. Background, Philosophy, and Beliefs	1.A.1: Identify the applicable federal and state laws and regulations pertaining to educating and caring for children with disabilities in care and education settings. 1.A.2: Describe the components of the ADA that pertain to care and education settings. 1.A.3: Abide by all federal and state laws and regulations that support the rights of children and youth with disabilities in care and education settings. 1.A.4: Locate and utilize national, state, and local resources to support compliance with the ADA in care and education settings. 1.B.1: Describe the benefits of inclusion for children, families, professionals, and communities. 1.B.2: Identify common misconceptions about children with disabilities. 1.B.3: Give examples of common barriers to providing inclusive care and education.	<p>For 1.A: Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 1 Assignment. Include the results from the modified KIT checklist. Use your results to identify:</p> <ul style="list-style-type: none"> • Learning goals for your work in this curriculum • Practice changes you would like to make • Any resources you need to support your learning and practice change <p>AND Supporting Inclusion: Laws and Practices Assignment. Using the document “ADA and My Program,” list what you have already done and what you need to do in order to comply with the laws highlighted in the document.</p> <p>For 1.B: Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 3 Assignment. Include the results from the modified NCCIC Technical Assistance Memo “Moving Toward Americans with Disabilities Act Compliance: A</p>	<p>Write a competency statement of at least 500 words describing how you demonstrate these indicators of best practice in your program. Include any documents, such as staff and/or family handbooks, enrollment and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area. Prompts for your thinking:</p> <p>1.A: Relevant Laws, Featuring the Americans with Disabilities Act (ADA)</p> <ul style="list-style-type: none"> • What are the laws and regulations? • How do you comply with these laws? • Where do you turn for support? <p>1.B: Background, Philosophy, and Beliefs</p> <ul style="list-style-type: none"> • What are the benefits of inclusion? • What are the common myths and misconceptions about individuals with

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
	<p>1.B.4: Describe how language and the media can influence beliefs and values about disability, both positively and negatively.</p> <p>1.B.5: Explain the importance that attitudes, beliefs, and values have on inclusive practices.</p> <p>1.B.6: Articulate a personal philosophy about care and education professional practice that supports the inclusion of all children.</p>	<p>Checklist and Guide for Privately Operated Child Care Programs Checklist." Use your results to identify:</p> <ul style="list-style-type: none"> • Learning goals for your work in this curriculum • Practice changes you would like to make • Any resources you need to support your learning and practice change 	<p>disabilities?</p> <ul style="list-style-type: none"> • How does your "Personal Professional Philosophy Statement" address these issues?
2. Child Development and Learning: Understanding Children with Disabilities and Special Health Care Needs	<p>2.1: Explain the developmental variations that occur in both typical and atypical development across all developmental domains.</p> <p>2.2: Use knowledge of child development and learning styles to identify strengths and challenges of children with atypical variations in their development.</p> <p>2.3: Describe the developmental markers that suggest children's development is "atypical," whether delayed or advanced in comparison to what is typically developing in children of the</p>	<p>For 2: Inclusive Child Care Module 4 Assignment OR Creating Inclusive Youth Development Settings Module 6 Assignment. Include the results from the "Role of the Child Care Provider in the Individualized Family Services Plan Process or Individualized Education Program Process Checklist." Use your results to identify:</p> <ul style="list-style-type: none"> • Learning goals for your work in this curriculum • Practice changes you would like to make • Any resources you need to support your learning 	<p>Write a competency statement of at least 500 words describing how you meet the indicators of best practice for this area in your program. Include any documents, such as staff and/or family handbooks, enrollment and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area. Prompts for your thinking:</p> <ul style="list-style-type: none"> • How do you recognize variations in children's development? • What are some of the health and safety needs to be considered for

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
	<p>same age.</p> <p>2.4: Identify the health and safety needs of children with medical, developmental, behavioral, and/or intellectual disabilities.</p> <p>2.5: Recognize how cultural values and expectations affect views of typical and atypical development.</p> <p>2.6: Describe how knowing about an individual child's strengths is a meaningful strategy for preventing and responding to challenging behavior.</p> <p>2.7: Recognize parents and families as experts about the child and how their child's disability affects the family.</p> <p>2.8: List program, professional, and community collaborators for supporting program efforts to provide quality inclusive practices.</p>	<p>and practice change</p> <p>AND Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. As you are now aware, the three hallmarks of quality inclusive practices are access, participation, and support. In this assignment you will pair a specific disability with quality inclusive practices in those three areas. Choose a disability of particular interest and/or importance to you as a professional.</p> <ul style="list-style-type: none"> Thinking about a child <i>formerly, currently, or potentially enrolling</i> in your program, use any relevant resources from the previous modules to identify at least three practice changes you have learned to increase access, participation, and/or support for this child. <p><i>Confidentiality reminder: Always be sure to de-identify any pertinent information when writing about or discussing individual children</i></p>	<p>children with medical, development, behavioral, or intellectual disabilities?</p> <ul style="list-style-type: none"> How do you integrate knowledge of child development into your work with all children, including those with disabilities? What are some of the ways that you gather information about each child, with or without disabilities, in partnership with their families?

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
		<p><i>and/or their families.</i></p> <p>Write a summary that includes:</p> <ul style="list-style-type: none"> • A short description of the child and their unique experiences, needs, and strengths related to the disability. • List the three practices you chose and why. • Describe how you implemented or will implement the changes you listed above. • Describe the outcomes of these changes or the outcomes you anticipate will happen for you, your setting, the child, and the family. 	
3. Curriculum, Assessment, Instruction, and Learning Environments A. Universal Design and the Continuum of Adaptations and Modifications B. Individualizing	3.A.1: Describe the basic principles of universal design (UD) as applied to early childhood and out-of-school time settings. 3.A.2: Explain how the principles of UD are reflected in developmentally appropriate practice (DAP) and are the foundations for individualizing. 3.A.3: Explain how including	For 3.A: Foundations of Universal Design and Individualizing Module 2 Activity 2 Assignment. Review the "Universal Design for Learning (UDL) Checklist for Early Childhood Environments." You will be considering two questions from each section of the handout. As a homework assignment, you will choose a minimum of two	Write a competency statement of at least 500 words describing how you meet the indicators of best practice for this area in your program. Include any documents, such as staff and/or family handbooks, enrollment and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area.

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
for Children with Disabilities and Special Health Care Needs	<p>technology within the environment increases access to curriculum, instruction, and assessment for children.</p> <p>3.A.4: Identify strategies to adapt early childhood and out-of-school time environments to promote all children's access to and participation in learning experiences.</p> <p>3.B.1: Identify observation and assessment tools and strategies used to learn about individual children.</p> <p>3.B.2: Recognize how variations in language acquisition, including English Language Learners (ELL) and social behaviors, are sometimes misinterpreted as indicating a disability and/or developmental delay.</p> <p>3.B.3: Identify adaptations that are responsive to the unique abilities, culture, language, temperament, learning style, and development of each child as an individual.</p> <p>3.B.4: Describe the importance of genuine, positive, nurturing relationships (adult-child and</p>	<p>more questions from each section to complete prior to the next session.</p> <ul style="list-style-type: none"> • Turn to page 2, under "Curriculum Inquiry," answer and discuss questions #2 and #8. • Turn to page 3, under "Physical Environment Inquiry," and answer questions #6 under "Layout" and #4 under "Materials." • Turn to page 4, under "Relationships Inquiry," answer and discuss questions #2 and #5 <p>Respond to the following questions:</p> <ul style="list-style-type: none"> • What did you learn about your setting and/or your practice that you didn't know before? • Were you surprised by anything you noticed about your answers to the questions or to the discussion of the questions? • What, if anything, was 	<p>What observation and assessment tools do you use in your program? Prompts for your thinking:</p> <p>3.A: Universal Design and the Continuum of Adaptations and Modifications</p> <ul style="list-style-type: none"> • What is the definition of Universal Design? • How do you apply the principles of Universal Design in your program/classroom? • What are some examples of adaptations? <p>3.B: Individualizing for Children with Disabilities and Special Health Care Needs</p> <ul style="list-style-type: none"> • What observation and assessment tools do you use in your program? • How do you use the information you collect to individualize for children in your program? • How can you use technology to support curriculum, assessment, and instruction? • What is your experience with service planning documents, such as an IEP/IFSP or Specialized Care Plan as a

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
	<p>child-child) to children's overall development and how this is the basis for all positive guidance strategies.</p> <p>3.B.5: Utilize observation and assessment information to individualize practices, including positive guidance plans, to meet each child's changing needs across all developmental domains.</p> <p>3.B.6: Describe the impact of environmental influences on children's behavior.</p> <p>3.B.7: Describe the different types of assistive technology that can be used to support a child's access to and participation in learning experiences.</p> <p>3.B.8: Utilize family input in planning and implementing individualized practices for their child.</p> <p>3.B.9: Identify documents that are most commonly used for service planning delivery (IEP/IFSP, Specialized Plan of Care, etc.).</p> <p>3.B.10: Describe how the information contained in service</p>	<p>confirming about your practice in terms of applying universal design principles in your setting?</p> <p>For 3.B: Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 10 Assignment. Write a description of a challenging behavior situation that you have experienced in the past or are experiencing currently in your setting/classroom. Look at the "Family and Child Centered Planning Outline" in Module 9. The five areas are: (1) Systems and Policies, (2) Relationships, (3) Environments, (4) Social and Emotional Teaching, (5) Positive Supports. Choose one area from the outline and use the question or guidance from that area to either:</p> <ul style="list-style-type: none"> • Reexamine the situation from the past. What do you know now that could have created positive change? Write a short summary of your conclusions. • Apply the information 	<p>professional?</p>

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
	<p>plans (IEP/IFSP, Specialized Plan of Care, etc.) can be applied within early childhood and out-of-school settings to individualize curriculum, environment, and teaching practices for children with disabilities.</p> <p>3.B.11: Compile a list of support and resources available for families and children in terms of assessments and services.</p>	<p>from the area to the current situation you are facing. Write a plan for applying the information to this situation.</p> <p>Include either the conclusions you formulated about a past situation or the plan you created for the present situation.</p> <p>AND Foundations of Universal Design and Individualizing Module 3 Activity 1 Assignment.</p> <p>Review the article "Including Child with Special Health Care Needs: Are You and Your Program Ready?" and answer the following questions:</p> <ul style="list-style-type: none"> • What do you feel most strongly about, based on your "yes" answers? • What areas did you answer "not yet?" Do you have any ideas for addressing these areas? <p>AND Foundations of Universal Design and Individualizing Module 3 Activity 3 Assignment.</p> <p>After reviewing the resources on "Embedded Interventions and Assistive Technology," answer</p>	

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
		<p>the following questions.</p> <ul style="list-style-type: none"> • Write a brief summary of what you understand "Embedded Interventions" are after reading the resources. Include how you see this adaptation used in your setting. You may refer to specific children in your descriptions, but please make sure you maintain confidentiality of the children and their families in your answer. • Identify two ways you can incorporate "Embedded Interventions" in your practice. Please be specific. If you are using "Embedded Interventions" in your practice now, please describe how you are using them. • Using the "Assistive Technology Planning Tool," please develop a plan for supporting a child or multiple plans for multiple children if you desire (and have time). 	

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
		Please make sure to maintain the confidentiality of the child(ren) by using only initials or a false name in the plan.	
4. Building Relationships with Children and Families 1. Building Inclusive Communities B. Family-Centered Practice	4.A.1: Describe the importance of creating a cohesive and interdependent community within the program. 4.A.2: Model how to establish positive, constructive relationships with others through warm, caring, responsive interactions with all children. 4.A.3: Give examples of strategies that represent every child's family in the shared culture of the program's community. 4.A.4: Utilize strategies that support all children's engagement, self-determination, and independence in the program community. 4.A.5: Facilitate the inclusion of all children in social relationships, play, and learning experiences of the classroom. 4.A.6: Describe the importance	For 4.A: Inclusive Child Care Module 5 Assignment OR Creating Inclusive Youth Development Settings Module 4 Assignment. Include the results from the Head Start Center for Inclusion "Member of the Class – Teachers' Guide." Use your results to identify: <ul style="list-style-type: none"> • Learning goals for your work in this curriculum <ul style="list-style-type: none"> ◦ If you answered yes to all (or almost all) of the questions, give examples of how your yes answers look in your program. • Practice changes you would like to make • Any resources you need to support your learning and practice change AND Positive Supports and Challenging Behavior Module 4	Write a competency statement of at least 500 words describing how you meet the indicators of best practice for this area in your program. Include any documents, such as staff and/or family handbooks, enrollment and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area. Prompts for your thinking: 4.A: Building Inclusive Communities <ul style="list-style-type: none"> • How do you create a cohesive and interdependent community in your program? • What are the effects of having an inclusive community? • What strategies do you use to support the engagement, self-

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
	<p>and benefit of creating programs that reflect the diversity of the larger community and society in which children and their families live.</p> <p>4.A.7: Identify strategies for promoting all children's sense of place in the larger community and society as valued citizens.</p> <p>4.B.1: Describe family-centered practice.</p> <p>4.B.2: Identify ways that parenting a child with disabilities may impact a parent and family.</p> <p>4.B.3: List strategies for authentically engaging and involving families.</p> <p>4.B.4: Collaborate with parents and families as equal partners in understanding and problem-solving solutions to challenging behavior.</p> <p>4.B.5: Produce a list of supports and services available to families and children.</p> <p>4.B.6: Explain your role as a professional in how the cycle of grief and loss impacts a parent</p>	<p>Activity 3 Assignment. Review the following resources:</p> <ul style="list-style-type: none"> • Dr. Donna Beegle video excerpts • "Including Children with Special Health Care Needs: Are You and Your Program Ready?" • "Dual Language Learners with Challenging Behavior" • "Preschoolers Grow Their Brains: Shifting Mindsets for Greater Resiliency and Better Problem Solving" <p>Please answer the following questions:</p> <ul style="list-style-type: none"> • When you hear Dr. Beegle talk about what the "war zone of poverty" is like for children, what do you think about how these experiences might influence situations of challenging behavior? • Complete the checklist in the "Including Children with Special Health Care Needs" and review your responses in these 	<p>determination, and independence of all children?</p> <ul style="list-style-type: none"> • How do you facilitate the inclusion of all children in social relationships, play, and learning opportunities? <p>4.B: Family-Centered Practice</p> <ul style="list-style-type: none"> • What is "family-centered practice, in general?" • How might having a child with a disability/disabilities impact a parent and family? • How do you collaborate with families on problem solving in general? • How do you share resources with families?

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
	and the family of a child with a disability/disabilities.	<p>sections: Supporting Behavior, Supporting Social Skills, and the sections for children with specific disabilities. How do you think these items might be connected to situations of challenging behavior?</p> <ul style="list-style-type: none"> • How do you think you can use the suggestions and strategies in the "Preventing Behavior Problems Before They Start," "Observe and Understand Language and Behavior Differences," and "Adapting Teaching Strategies" sections from the article "Dual Language Learners" in your setting to support children in situations of challenging behavior? <p>For 4.B: Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 2 Assignment. Include the results from the modified "Strengthening Families Program Self-Assessment." Use your results to</p>	

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
		<p>identify:</p> <ul style="list-style-type: none"> • Learning goals for your work in this curriculum • Practice changes you would like to make • Any resources you need to support your learning and practice change <p>OR Collaborating with Others to Support Inclusion Module 2 Assignment. Using the results of your completed "Family Engagement Checklist" create a plan to build into your practices at least three items you haven't checked as completed in each area. You can demonstrate this through a written plan or a visual representation of each item as you incorporate it (i.e. photos, video journals, etc.).</p> <p>AND Positive Supports and Challenging Behavior Module 2 Activity 4 Assignment. Review the following resources:</p> <ul style="list-style-type: none"> • "Daily Parent" • "Parent and Teacher Plan Together" <p>Please answer the following questions:</p>	

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
		<ul style="list-style-type: none"> How can you best use the "Daily Parent" in your discussion with families when situations of challenging behavior arise? Describe three specific ways you can use the various sections of the resource. What did you learn from the scenario described in "The Parent and Teacher Plan Together" article? Complete the activity described in "Figure 2: Parent-Teacher Roles Checklist." What did you learn from this checklist about how you view your role and a parent's role? How could you use this information as you build relationships with families? 	
5. Professionalism A. Personal and Professional Awareness and Self-Care	5.A.1: Name some causes of stress and burnout in the early childhood profession. 5.A.2: Give examples of ways to reduce stress and maintain healthy professional self-care.	For 5.A: Positive Supports and Challenging Behavior Module 2 Activity 1 Assignment. Please answer the following questions related to your work in the "What about You?" workbook. <ul style="list-style-type: none"> As you reflected on how 	Write a competency statement of at least 500 words describing how you meet the indicators of best practice for this area in your program. Include any documents, such as staff and/or family handbooks, enrollment

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
B. Professional and Ethical Practices	<p>5.A.3: Recognize how personal beliefs and values shape how we view diversity and inclusion.</p> <p>5.A.4: Identify and access resources to support self-care efforts.</p> <p>5.B.1: Identify resources to support professionalism and ethical practices.</p> <p>5.B.2: Adhere to the standards to ethical conduct in working with children, families, and professionals, paying particular attention to issues of confidentiality.</p> <p>5.B.3: Participate in professional development activities to increase competence and confidence in caring for and educating children, including children with disabilities.</p> <p>5.B.4: Describe the importance of reflective supervision to support professional practice in early childhood and out-of-school time settings.</p> <p>5.B.5: Identify supports and resources needed to become a reflective teacher and decision</p>	<p>you experience stress and the sources of some of that stress, what did you learn about yourself? How might knowing this about yourself help you when you face situations of challenging behavior in your program?</p> <ul style="list-style-type: none"> • What did you find out about the connection between your relationship activities and your stress level when you complete the self-care and relationships checklist? Are there any adjustments you would like to make in your work/life balance from this information? • After reading about burnout and compassion fatigue and completing the "Dwelling on the Days..." questions, what did you find to balance the stress that contributes to burnout and compassion fatigue? • Each chapter included a "Finding the Time" list of 	<p>and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area. Prompts for your thinking:</p> <p>5.A: Personal and Professional Awareness and Self-Care</p> <ul style="list-style-type: none"> • How have your beliefs about diversity and inclusion been shaped by your personal experience? • What resources do you access to support you with professional self-care? <p>5.B: Professional and Ethical Practices</p> <ul style="list-style-type: none"> • What is the code of professional ethics that applies to you as a professional? • How do you use the code of professional ethics? • How do you participate in professional development activities? • What supports do you access to help you become a reflective teacher and decision-maker?

Competency Area	Indicator of Best Practice	Option #1: Training Assignments	Option #2: Alternative Evidence
	maker.	<p>quick and easy strategies for managing stress. List at least ten strategies from any of the lists that you are going to commit to using starting tomorrow.</p> <p>For 5.B: Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 8 Assignment. Create a professional statement that reflects the knowledge you have gained through this curriculum, including:</p> <ul style="list-style-type: none"> • How inclusive practices are part of meeting professional and legal standards. • How inclusion benefits everyone. • Describing some of the barriers to full inclusion within early childhood and out-of-school time settings? <p>Write a short journal entry about how your personal experiences and what you have learned in this curriculum have shaped your professional philosophy.</p>	

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<input type="checkbox"/>	<p>1.B.1: Describe the benefits of inclusion for children, families, professionals, and communities.</p>	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 1 Assignment. Write a letter to the families in your program describing the process and your goals for pursuing the Maine Inclusion Credential. Highlight topic areas that would be of most relevance to families.</p> <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. How does inclusion benefit families? How can you/have you shared this benefit with families?</p>
<input type="checkbox"/>	<p>2.7: Recognize parents and families as experts about their child and how their child's disability affects their family.</p>	<p>Inclusive Child Care Module 4 Assignment OR Creating Inclusive Youth Development Settings Module 6 Assignment. Describe how you have genuinely engaged the families in implementing this support strategy. If the strategy is focused on a particular child, describe your collaboration with that child's family.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. If you have identified a child currently in your program for the focus of this Module's work, describe how you have genuinely engaged the family in your work and what the results were. Write a summary that includes:</p> <ul style="list-style-type: none"> • A short description of the child and their unique experiences, needs, and strengths related to the disability. • List the three practices you chose and why. • Describe how you implemented the changes you listed. • Describe the outcomes of these changes or the outcomes you anticipate will happen for you, your program, the child, and the family. <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. How do you gain understanding of how the child's disability affects the family? What are some ways that you work with and show respect for the families of children with disabilities?</p>

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<input type="checkbox"/>	<p>3.B.8: Utilize family input in planning and implementing individualized practices for their child.</p>	<p>Inclusive Child Care Module 6 Assignment OR Creating Inclusive Youth Development Settings Module 5 Assignment. Describe how you have genuinely engaged the families in implementing this support strategy. If the strategy is focused on a particular child, describe your collaboration with that child's family.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Youth Development Settings Module 7 Assignment. Create a short questionnaire to include with the Center for Community Inclusion and Disability Studies <i>Increase Access: Universal Design in Early Care and Education</i> tipsheet. Include a list of all the things you are doing as UDL practices and ask families what they see as most important and if they have any questions or ideas. Share this feedback with your program or supervisor (as appropriate) and identify how you can continue to support families in this area.</p> <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. Describe your role in incorporating and implementing family-suggested individualized practices.</p>
<input type="checkbox"/>	<p>3.B.11: Compile a list of supports and resources available for families and children in terms of assessment and services.</p>	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 7 Assignment. Create a short questionnaire to include with the Center for Community Inclusion and Disability Studies <i>Increase Access: Universal Design in Early Care and Education</i> tipsheet. Include a list of all the things you are doing as UDL practices and ask families what they see as most important and if they have any questions or ideas. Share this feedback with your program or supervisor (as appropriate) and identify how you can continue to support families in this area.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. If you have identified a child currently in your program for the focus of this Module's work, describe how you have genuinely engaged the family in your work and what the results were. Write a summary that includes:</p>

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		<ul style="list-style-type: none"> • A short description of the child and their unique experiences, needs, and strengths related to the disability. • List the three practices you chose and why. • Describe how you implemented the changes you listed. • Describe the outcomes of these changes or the outcomes you anticipate will happen for you, your program, the child, and the family. <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. What are some of the supports and resources available for families? How do you or would you share this information with families?</p>
<input type="checkbox"/>	<p>4.A.6: Describe the importance and benefit of creating programs that reflect the diversity of the larger community and society in which children and their families live.</p>	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 3 Assignment. Create a short questionnaire to include with the Center for Community Inclusion and Disability Studies <i>Inclusive Early Childhood Education</i> tipsheet. In the questionnaire, ask families what they would like for information on inclusion. Share this feedback with your program or supervisor (as appropriate) and identify how you can continue to support families in this area.</p> <p>AND</p> <p>Inclusive Child Care Module 6 Assignment OR Creating Inclusive Youth Development Settings Module 5 Assignment. Describe how you have genuinely engaged the families in implementing this support strategy. If the strategy is focused on a particular child, describe your collaboration with that child's family.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 7 Assignment. Create a short questionnaire to include with the Center for Community Inclusion and Disability Studies <i>Increase Access: Universal Design in Early Care and Education</i> tipsheet. Include a list of all the things you are doing as UDL practices and ask families what they see as most important and if they have</p>

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		<p>any questions or ideas. Share this feedback with your program or supervisor (as appropriate) and identify how you can continue to support families in this area.</p> <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. How do you engage every child's family language and culture in your program?</p>
<input type="checkbox"/>	<p>4.B.1: Describe family-centered practice.</p>	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 2 Assignment. Identify three strategies for incorporating family appreciation into your programming.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. If you have identified a child currently in your program for the focus of this Module's work, describe how you have genuinely engaged the family in your work and what the results were. Write a summary that includes:</p> <ul style="list-style-type: none"> • A short description of the child and their unique experiences, needs, and strengths related to the disability. • List the three practices you chose and why. • Describe how you implemented the changes you listed. • Describe the outcomes of these changes or the outcomes you anticipate will happen for you, your program, the child, and the family. <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. Why is family-centered practice especially important when working with children with disabilities and their families? How is it the same as working with families of children without disabilities? How is it different?</p>
<input type="checkbox"/>	<p>4.B.2: Identify ways that parenting a child with disabilities may</p>	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 3 Assignment. Create a short questionnaire to include with the Center for Community Inclusion and Disability Studies <i>Inclusive Early Childhood Education</i></p>

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	<p>impact a parent and family.</p>	<p>tipsheet. In the questionnaire, ask families what they would like for information on inclusion. Share this feedback with your program or supervisor (as appropriate) and identify how you can continue to support families in this area.</p> <p>AND</p> <p>Inclusive Child Care Module 6 Assignment OR Creating Inclusive Youth Development Settings Module 5 Assignment. Describe how you have genuinely engaged the families in implementing this support strategy. If the strategy is focused on a particular child, describe your collaboration with that child's family.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. If you have identified a child currently in your program for the focus of this Module's work, describe how you have genuinely engaged the family in your work and what the results were. Write a summary that includes:</p> <ul style="list-style-type: none"> • A short description of the child and their unique experiences, needs, and strengths related to the disability. • List the three practices you chose and why. • Describe how you implemented the changes you listed. • Describe the outcomes of these changes of the outcomes you anticipate will happen for you, your program, the child, and the family. <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. How might having a child with a disability impact a parent and family?</p>
<input type="checkbox"/>	<p>4.B.3: List strategies for authentically engaging and involving families.</p>	<p>Inclusive Child Care Module 6 Assignment OR Creating Inclusive Youth Development Settings Module 5 Assignment. Describe how you have genuinely engaged the families in implementing this support strategy. If the strategy is focused on a particular child, describe your collaboration with that child's family.</p>

		<p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 7 Assignment. Create a short questionnaire to include with the Center for Community Inclusion and Disability Studies <i>Increase Access: Universal Design in Early Care and Education</i> tipsheet. Include a list of all the things you are doing as UDL practices and ask families what they see as most important and if they have any questions or ideas. Share this feedback with your program or supervisor (as appropriate) and identify how you can continue to support families in this area.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. If you have identified a child currently in your program for the focus of this Module's work, describe how you have genuinely engaged the family in your work and what the results were. Write a summary that includes:</p> <ul style="list-style-type: none"> • A short description of the child and their unique experiences, needs, and strengths related to the disability. • List the three practices you chose and why. • Describe how you implemented the changes you listed. • Describe the outcomes of these changes or the outcomes you anticipate will happen for you, your program, the child, and the family. <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. What does it mean to authentically engage families? How do you accomplish this in your program? How is it the same and different for families of children with disabilities?</p>
<input type="checkbox"/>	4.B.4: Collaborate with parents and families as equal partners in understanding and problem-solving	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. If you have identified a child currently in your program for the focus of this Module's work, describe how you have genuinely engaged the family in your work and what the results were. Write a summary that includes:</p>

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	<p>situations of challenging behavior.</p>	<ul style="list-style-type: none">• A short description of the child and their unique experiences, needs, and strengths related to the disability.• List the three practices you chose and why.• Describe how you implemented the changes you listed.• Describe the outcomes of these changes or the outcomes you anticipate will happen for you, your program, the child, and the family.• Describe specific strategies in your planning/response process that you use to partner with families to problem-solve challenging behavior. <p>AND/OR</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 10 Assignment. Choose one of the following:</p> <ol style="list-style-type: none">1. Write a description of a situation of challenging behavior that you have experienced in the past or are currently experiencing in your program. Look at the "Family- and Child-Centered Planning Outline" in Module 9. The five areas are (1) Systems and Policies, (2) Relationships, (3) Environments, (4) Social and Emotional Teaching, (5) Positive Supports. Choose one area from the outline and use the questions or guidance from that area to either:<ul style="list-style-type: none">○ Re-examine the situation from the past. What do you know now that could have created positive change? Write a short summary of your conclusions. What do you think the family's perspective is or was?○ Apply the information from the area to the current situation you are facing. Write a plan for applying the information to this situation. <p>Include the description of the challenging behavior situation and the "Family-Centered Planning" area that you chose to consider. Include</p>
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		<p>either the conclusions you formulated about a past situation or the plan you created for the current situation.</p> <p>If you chose a current situation of challenging behavior, write a brief description of how you engaged the child's family in the planning/response process.</p> <p>2. Distribute the Center for Community Inclusion and Disability Studies social-emotional tipsheets. If you chose a challenging behavior situation from the past, create a short questionnaire to include with the tipsheets. In the questionnaire, ask families what more they would like to know about social and emotional development and/or challenging behavior. Share this feedback with your program supervisor (if appropriate) and identify how you can continue to support families in this area.</p> <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. How do you collaborate with families when problem-solving challenging behavior? Describe specific strategies in your planning and response process that you use to partner with families to problem-solve challenging behavior.</p>
<input type="checkbox"/>	<p>4.B.5: Produce a list of supports and services available to families and children.</p>	<p>Inclusive Child Care Module 4 Assignment OR Creating Inclusive Youth Development Settings Module 6 Assignment. Create a short questionnaire to include with the "Kids Growth" information pages. In the questionnaire, ask families what they would like for information on growth and development, including any topics that are not identified in the information pages, such as if a child is not doing what is described or if what they are doing is different from what is described. Share this feedback with your program supervisor (if appropriate) and identify how you can continue to support families in this area.</p> <p>AND</p> <p>Inclusive Child Care Module 6 Assignment OR Creating Inclusive Youth Development Settings Module 5 Assignment. Describe how you have genuinely</p>

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		<p>engaged the families in implementing this support strategy. If the strategy is focused on a particular child, describe your collaboration with that child's family.</p> <p>AND</p> <p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 9 Assignment. If you have identified a child currently in your program for the focus of this Module's work, describe how you have genuinely engaged the family in your work and what the results were. Write a summary that includes:</p> <ul style="list-style-type: none"> • A short description of the child and their unique experiences, needs, and strengths related to the disability. • List the three practices you chose and why. • Describe how you implemented the changes you listed. • Describe the outcomes of these changes or the outcomes you anticipate will happen for you, your program, the child, and the family. <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. What are the supports and services available in your area? How do you share this information with families?</p>
<input type="checkbox"/>	4.B.6: Explain how the cycle of grief and loss impacts a parent of a child with a disability/disabilities.	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 2 Assignment. Identify three strategies for incorporating family appreciation into your programming.</p> <p>Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. In what ways does the cycle of grief and loss impact the family of a child with a disability/disabilities? How can this information be useful to you in your practice?</p>
<input type="checkbox"/>	5.B.2: Adhere to the standards of ethical conduct in working	<p>Inclusive Child Care OR Creating Inclusive Youth Development Settings Module 8 Assignment. Write a short journal entry about how setting appropriate</p>

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	with children, families, and professionals, paying particular attention to issues of confidentiality.	boundaries with families helps to create balance in your professional relationship with them and helps to reduce stress and prevent burnout. Alternative Evidence: Write a competency statement describing how you demonstrate these indicators of best practice in your program. In what ways do you show that you adhere to these standards of ethical conduct described in the indicator?
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Maine Inclusion Credential Portfolio Checklist	
Component	Date Completed
Section 1: Introduction	
Personal Philosophy Statement	
Résumé	
Professional Development Profile	
Self-Assessment using the Maine Inclusion Credential On-Site Observation Tool (see Appendix F)	
Section 2: Competency Areas and Evidence	
1. Foundations of Quality Inclusive Practices: Access, Participation, and Supports <input type="checkbox"/> Relevant Laws, Featuring the Americans with Disabilities Act (ADA) <input type="checkbox"/> Background, Philosophy, and Beliefs	
2. Child Development and Learning: Understanding Children with Disabilities and Special Health Care Needs	
3. Curriculum, Assessment, Instruction, and Learning Environments <input type="checkbox"/> Universal Design and the Continuum of Adaptations and Modifications <input type="checkbox"/> Individualizing for Children with Disabilities and Special Health Care Needs	
4. Building Relationships with Children and Families <input type="checkbox"/> Building Inclusive Communities <input type="checkbox"/> Family-Centered Practice	
5. Professionalism <input type="checkbox"/> Personal and Professional Awareness and Self-Care <input type="checkbox"/> Professional and Ethical Practices	
Section 3: Family Engagement Evidence	
Evidence for 7 of 13 of the Indicators of Best Practice (indicate selected Indicators of Best Practice): <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

Maine Inclusion Credential Portfolio Checklist

☐ _____

☐ _____

Notes/Questions/Reminders:

Section 6: On-Site Observation and Interview

Through the on-site observation and interview, Applicants will show how they have integrated the knowledge gained through the Maine Inclusion Credential process into their daily practice. The on-site observation and interview will assess the Applicant's practice in each of the five Competency Areas:

1. Foundations of Quality Inclusive Practices: Access, Participation, and Supports
2. Child Development and Learning
3. Curriculum, Assessment, Instruction, and Learning Environments
4. Building Relationships with Children and Families
5. Professionalism

Applicant Self-Assessment

In preparation for the on-site observation, Applicants will engage in self-assessment of their practice that should be submitted with their portfolio. Applicants will assess their practices for each observation indicator as:

- **Now** – The Applicant is currently engaged in this practice and is confident in his or her knowledge and skill (with evidence for how this practice is being conducted).
- **Not Yet** – The Applicant is working toward making change in his or her practice.
- **Need Support** – The Applicant is aware that change in practice is needed and identifies that additional support is necessary to implement the change.

Applicants will use these self-assessments as the basis for their contributions to the observation experience. In conjunction with the on-site observation, the self-assessment may be used to help Applicants create a professional development plan and/or to request on-site consultation.

Scheduling the On-Site Observation

MRTQ PDN assigns observers to conduct on-site observations. The assigned observer will contact the Applicant to arrange a mutually agreed upon date for the observation; the on-site observation must take place within three months of notification of successful Portfolio completion. After the observation, the assigned observer will meet with the Applicant to discuss the results of the observation and to ask any follow-up questions that may arise during the observation.

Please see Appendix F to review the entire Maine Inclusion Credential On-Site Observation Guide.

Appendix A: Glossary of Terms

ADA – Americans with Disabilities Act of 1990; a federal civil rights law designed to provide equal opportunity for qualified individuals with disabilities, including students

Appeal Procedure – The process by which an Applicant can respond to the decision of the Credential Review Team

Applicant – Any person in the process of meeting the requirements for any of the Maine Credentials

Coaching – A relationship-based process led by an expert with specialized and adult learning and skills, who often serves in a different professional role than the recipient(s); coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting for an individual or group (Technical Assistance Competencies for Maine's Early Childhood Workforce, 2017)

Cohort – Group whose members share a significant experience at a certain period of time or have one or more similar characteristics; in this case, a group of professionals working towards a Maine Credential with guidance from a facilitator

Cohort Application – Application to be a member of a MRTQ PDN Credential Cohort, not to be confused with the application for a Maine Credential

Competency – Measurable skills, knowledge, dispositions, and abilities that practitioners working with children and/or youth need to facilitate learning and development linked to relevant guidelines or standards

Competency Area – Label to organize the knowledge, skills, and dispositions (competencies) that collectively define an essential component of effective, high-quality professional practices

Continuous Quality Improvement (CQI) – A process in which programs use data to identify areas of needed improvement and achieve program goals, participant satisfaction, and positive outcomes

Credential – Documents certifying an individual has met a defined set of requirements established by the grantor of the credential; usually include knowledge and skills and may include demonstrations of competence through a portfolio

Cultural Competency – The ability to interact effectively with people of different cultures; ensures that the needs of all community members are addressed
(<https://nccc.georgetown.edu/curricula/glossary.html>)

Developmentally Appropriate Practice – Learning environment and teaching strategies that are based on current theories and research about how young children learn and develop and promote the optimum growth and development of children

DHHS OCFS – Maine's Department of Health and Human Services, Office of Child and Family Services

Evaluation Tools – Include surveys, questionnaires, focus groups; program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency

Evidence-Based Practices – Approaches and techniques supported by research findings and/or demonstrated to be effective through examination of and reflection on current and past practices

Family Engagement Activities – Meaningful activities and experiences that demonstrate reciprocal relationships between families and early childhood and/or out-of-school time program staff on behalf of children's learning and development; effective family engagement activities are fully inclusive of all family members and reinforce learning in multiple settings

Family Survey – Tool to gather parent/family input about the Applicant's understanding and demonstration of the Competencies of the applicable Maine Credential

IDEA – Individuals with Disabilities Education Act; an education act to provide federal financial assistance to State and local education agencies to guarantee special education and related services to eligible children with disabilities

Indicator of Best Practice – An identified marker or benchmark that outlines methods that are based on theories and current research for effective practices that support optimal learning and development of children and youth

Mentoring – A relationship-based process between colleagues of similar professional roles, with a more-experienced individual with adult learning knowledge and skill, the mentor, providing guidance and example to the less experienced protégé mentee; intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness (Technical Assistance Competencies for Maine's Early Childhood Workforce, 2017)

MRTQ Core Knowledge Training – Denotes a standardized set of curricula covering the following eight core knowledge areas:

1. Healthy, safe environments
2. Child development
3. Developmentally appropriate practice
4. Observation and assessment
5. Guidance
6. Relationships with families
7. Individual and cultural diversity
8. Business and professional development

Delivered by instructors with a Master's Degree in early childhood education (or a closely related field) who have taken additional training regarding teaching adult learners and offers a consistent body of knowledge regarding best practices in early childhood education and out-of-school time for both new and experienced practitioners

MRTQ PDN – Maine Roads to Quality Professional Development Network provides professional development services for early childhood and out-of-school time professionals throughout Maine

MRTQ Registry – The early childhood and out-of-school time professional recognition system for Maine; tracks work experience, training, and education

NAEYC – National Association for the Education of Young Children

NAEYC Code of Ethics – A professional Code of Ethics for Early Care and Education Professionals serving children birth to eight NAEYC Code of Ethics and Statement of Commitment

On-site Observer – Trained early childhood and/or out-of-school time professional who visits an Applicant at their place of employment to assess mastery of Competencies written into the applicable Maine Credential.

On-site Observation Tool – Instrument designed to assess a professional's progress toward mastering the Competencies of the applicable Maine Credential

Out-of-School Time Settings – Any of an array of programs that provide children and youth with a range of supervised activities designed to encourage learning and development outside of the typical school day

Person-First Language – Typically used to depict a clear and positive image when discussing any/all people and represents more respectful and more accurate ways of communicating; people with disabilities are not their diagnoses or disabilities - they are people (e.g. a child with special needs is not a "special-needs child") (Aleman 1991; Snow 2001)

Portfolio – A collection of work assembled in an approved format to demonstrate and document knowledge and skills; it is a vehicle for tracking development, assessing changes in philosophy, and sharing beliefs with others in a clear way

Professional Growth Activities – The ten additional hours of professional growth activities, above and beyond the amount required by licensing based on the Staffing and Professional Development Standard at Steps 3 and 4 within *Quality for ME*

(https://www.maine.gov/dhhs/ocfs/ec/occhs/Professional_Growth_Activities.pdf)

Quality for ME – Maine's four-step quality rating and improvement system, designed to increase awareness of the basic standards of early care and education, to recognize and support providers who are providing care exceeding those standards, and to educate the community of the benefits of higher quality care

Reflective Practice – The process of thoughtfully considering one's thoughts, feelings, actions, and experiences when applying knowledge to practice

Stakeholder – Includes funders, program staff, administrators, program participants, families or clients, community leaders, collaborating agencies, and others with a direct or even indirect interest in program effectiveness

GROWING IDEAS

Confidentiality: Respecting the Privacy of All Families

Care and education professionals routinely receive confidential information about children and families as part of their work. Maintaining confidentiality is important both legally and ethically.

What is confidentiality?

Confidentiality involves the treatment of information that an individual has shared in a relationship of trust. Confidential information might include personal details about the lives of children and families, and/or details such as names, addresses, phone numbers, birth dates, health, Individual Education Plans (IEP) and employment information.



What does it mean to maintain confidentiality?

- Conversations, written documents and information, including photos or media about a child or family should be kept private.
- No information about a child or family should be shared with anyone without the written consent of the child's family or legal guardian.

Please note: exceptions include mandated reporting of child abuse required by law, and health conditions when the public health department must be notified.

Why is maintaining confidentiality important?

- Maintaining confidentiality demonstrates respect, which can support the development of a trusting relationship needed for successful family partnerships.
- Confidentiality is a legal protection and assurance of families' right to privacy.
- Practicing confidentiality assures the safety of children and families. It creates and maintains a reputation of high quality standards for the professional and the child care program.

How can care and education professionals honor their legal and ethical obligation to maintain family privacy?

- Know laws, regulations and guidelines on handling personal information.
- Do not give or receive records or other information about children or families without written permission from the parents or legal guardian.
- Understand that parental permission is voluntary and can be withdrawn at any time.
- Develop an internal program policy that guides information sharing among program staff, and with outside agencies and consultants.

Discuss confidential information in private locations, not in open or shared spaces (hallways, staff rooms, parking lots) where conversations can be overheard.

- Program policies describe how child records are secured, such as in a locked cabinet, who can access them and under what circumstances they can be shared.

Share policies regarding confidentiality practices.

- Review and distribute policies related to confidentiality during orientation for families and staff. Review with staff yearly, at least.
- If questions about family privacy arise, identify who in the program staff families should consult.

What procedures should be in place?

- Develop a parental consent for release form that gives the provider permission to share specific information about a child, such as an IEP, medical records, and/or observations.
- Informed consent means that when parents/guardians give consent to share information about their child, they understand why they are being asked to release these details, and the conditions that apply. Discuss parental consent for release forms carefully with parents/guardians.

Disclaimer: This information is for broad educational purposes only. It is not and does not take the place of legal advice for any specific situation nor is it offered as such.

Where to learn more:

See "[Confidentiality: Respecting the Privacy of All Families — Learning Links](http://ccids.umaine.edu/resources/ec-growingideas/confidentill/)" online at <http://ccids.umaine.edu/resources/ec-growingideas/confidentill/>

The University of Maine Center for Community Inclusion and Disability Studies gratefully acknowledges Helen M. Bailey, Esq., General Counsel, and Kristin Aiello, Esq., Staff Attorney, from the Disability Rights Center, Maine's federally-mandated protection and advocacy agency for individuals with developmental disabilities, for their technical assistance during the development of this tipsheet.



This update and expansion of the Growing Ideas Resources for Guiding Early Childhood Practices was completed by the University of Maine Center for Community Inclusion and Disability Studies with funding from the Maine Department of Health and Human Services' Office of Child and Family Services, Early Childhood Division. © 2011

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Updated: 02/27/14

Appendix C: Maine Inclusion Credential Application

Section 1: Contact Information

Name: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Home/Cell Phone: _____

Home Email: _____

Section 2: Application Requirements

Please initial:

_____ I am a member of the Maine Roads to Quality Registry

_____ I have met the educational requirements (check option completed):

☐ Current Maine Credential (Infant Toddler I or II, Youth Development, or Director) OR current Child Development Associate Credential (CDA)

☐ Associate's degree or above in Early Childhood Education or a related field

_____ I have completed all of the following trainings:

☐ *Inclusive Child Care* (30 hours) OR *Creating Inclusive Youth Development Settings* (30 hours)

☐ *Supporting Inclusion: Laws and Practices* (6 hours)

☐ *Foundations of Universal Design and Individualizing* (12 hours)

☐ *Collaborating with Others to Support Inclusion* (12 hours)

☐ *Positive Supports and Challenging Behavior* (15 hours)

☐ *Your Professional Development Portfolio* (9 hours)

_____ I have completed at least 480 hours of work or volunteer experience with young children and/or youth within the past five years.

_____ I have completed a Portfolio that confirms that I have met the educational requirements and demonstrates competency in each of the Competency Areas. **A link to my electronic Portfolio has been emailed to mrtq.credentials@maine.edu.**

_____ I have included my self-assessment in my Portfolio.

_____ I am enclosing a check for \$25 made out to the University of Southern Maine.

Application and check should be mailed to:

Maine Roads to Quality
University of Southern Maine
PO Box 9300, 34 Bedford Street
Portland, ME 04104-9300

Signature

Date

Appendix D: Work Sample Cover Sheet Template and Sample

This section contains a template for the Work Sample Cover Sheet and a sample of a completed template. Applicants must include a Work Sample Cover Sheet for the Competency Area and Family Engagement portions of the Portfolio (Sections 2 and 3). As you complete your Portfolio, you may note that you will be asked to submit the same assignments from the training(s) to show evidence in more than one Competency Area. The Work Sample Cover Sheet is how you **differentiate** and **individualize** each assignment submitted, explaining how each sample demonstrates competency in the identified area.

Template

Competency Area:

Core Knowledge Training(s):

Description of the Work Sample:

- Remember to include information in your description of the work sample about **knowledge and skill(s) gained** and **practice changes made**.

Sample

Competency Area: 1.A: Foundations of Quality Inclusive Practices: Access, Participation, and Support, Relevant Laws, Featuring the Americans with Disabilities Act (ADA)

Core Knowledge Training(s): Inclusive Child Care, Supporting Inclusion: Laws and Practices

Description of Work Sample: *I have included two copies of the KIT Inclusion Checklist from Module 3 of the Inclusive Child Care curriculum. The first one I did in class and then I completed the checklist again a few months later to see if anything had changed. When I first completed the checklist, I identified the following practice changes I wanted to make:*

- *Change written materials to state our policies on welcoming all individuals;*
- *Working with staff to be more sensitive to the individual sensory tolerances of all in our program;*
- *Develop a system of resources to research and learn about accommodations for specific disabilities.*

The first change is something that the owner of the program is working on through revising all of our policy handbooks. The second time I completed the checklist, these revisions have been completed. The second change is something all of us have to work together to be more aware of. Sound can be a real issue in our program because of the small classroom spaces. We are trying to identify what contributes to the noise level getting too loud and limiting some of those activities. We have also begin using music in the background at a low volume to prompt the children to lower their noise level so they can hear the music. The second time I completed the checklist I felt like we had made lots of improvement with this. The third change is to create a system of resources for staff and families to educate us on disabilities. I've started this by compiling all the resources I've received in a binder. I will keep adding to this binder as I find new resources.

Additional samples are available from MRTQ PDN.

Appendix E: Family Engagement Title Page Template and Sample

Below is the template for the Family Engagement Title Page. Applicants should use this template as the first page in the Family Engagement section (Section 3) of the Portfolio. IN the far left column, Applicants should number in order from 1 – 7 the Indicators of Best Practice for which they have chosen to submit evidence of competency. Please remember to include a Work Sample Cover Sheet with each sample of evidence submitted (see Appendix D for information on Work Sample Cover Sheets).

Template

Number Sections 1 – 7	Competency Area and Indicator of Best Practice
	1.B.1: Describe the benefits of inclusion for children, families, professionals, and communities.
	2.7: Recognize parents and families as experts about their child and how their child's disability affects their family.
	3.B.8: Utilize family input in planning and implementing individualized practices for their child.
	3.B.11: Compile a list of supports and resources available for families and children in terms of assessment and services.
	4.A.6: Describe the importance and benefit of creating programs that reflect the diversity of the larger community and society in which children and their families live.
	4.B.1: Describe family-centered practice.
	4.B.2: Identify ways that parenting a child with disabilities may impact a parent and family.
	4.B.3: List strategies for authentically engaging and involving families.
	4.B.4: Collaborate with parents and families as equal partners in understanding and problem-solving situations of challenging behavior.
	4.B.5: Produce a list of supports and services available to families and children.
	4.B.6: Explain how the cycle of grief and loss impacts a parent of a child with disabilities.
	5.B.2: Adhere to the standards of ethical conduct in working with children, families, and professional, paying particular attention to issues of confidentiality.

Sample

Competency Area: 1.A: Foundations of Quality Inclusive Practices: Access, Participation, and Support, Relevant Laws, Featuring the Americans with Disabilities Act (ADA)

Core Knowledge Training(s): Inclusive Child Care, Supporting Inclusion: Laws and Practices

Description of Work Sample: *I have included a copy of the letter I sent out to the families in our program describing the Maine Inclusion Credential process and my goals in seeking the credential. This was an assignment from Module 3 of Inclusive Child Care. We also talked a lot and did class activities around how inclusion benefits everyone in the other classes, like Foundations of Inclusion and Collaborating Others to Support Inclusion.*

Additional samples are available from MRTQ PDN.

Appendix F: Authenticity Statement

The Applicant should review and sign the following statement and include a signed copy with the Portfolio:

I hereby certify that the material in this Maine Inclusion Credential Portfolio represents solely my own work, that no one has written it for me, that I have not copied another individual's work, and that all sources that I have used have been properly cited and clearly documented. I understand that any investigation of misconduct concerning any aspect of my work may lead to my disqualification as an Applicant for the Maine Inclusion Credential.

Applicant Name (print)

Applicant Signature

Date

Appendix G: Maine Inclusion Credential On-Site Observation Tool

Applicant's Name: _____ Program Name: _____

Observer: _____ Date: _____

Setting: ☐ Child Care Center ☐ Family Child Care ☐ Early Head Start ☐ License Exempt ☐ Other: _____

Number of children: ____ Infants (birth to 12 months) ____ Toddlers (12 to 36 months) ____ Preschoolers (3 to 5 years)

____ Kindergarteners ____ School Aged (1st grade and up)

Is the Applicant multi-lingual? ☐ Yes ☐ No If yes, which languages are spoken in the program? _____

The items in this guide are a combination of indicators of best practice from the *Indicators for Quality, Inclusive Practice (IQUIP)* checklist and the DEC Recommended Practices. The checklist was developed by the Center for Community Inclusion and Disability Studies to support *Quality for ME*, Maine's quality rating and improvement system (QRIS) to promote quality inclusive practices in early childhood and out-of-school time settings and to assist practitioners in examining their current practices in this area. The DEC recommended practices consist of 66 evidence-informed practices for early intervention and early childhood special education organized into eight topic areas. These can be accessed at <http://www.dec-sped.org/dec-recommended-practices>.

Observers for the Maine Inclusion Credential are instructed to use this guide for the on-site observations they conduct with Applicants. Observers also collaborate with the Applicants to include any input they have regarding specific practices the Applicant would like the observer to recognize and give feedback on.

Observers will note that some items are not solely within the control of the Applicant (e.g. the accessibility of the building). Items of these sort are included to provide some feedback as to the minimal inclusive standards and requirements. The Applicant and the program may use this information as a consideration for potential areas for future consideration.

Observers will also note that at the end of each section of the guide there is a space called "Applicant Observation Input."

These spaces are available for Applicants to provide any additional information they would like included in the observation summary.

The items included in this guide are designed to be measurable and observable within the parameters of the examples and descriptions provided. The examples and descriptions provided are intended to support Observers in identifying specific practices in which one could expect to observe an Applicant engaging. The rating scale reflects if the items were observed and met, not observed or not met, and met by interview. It should be noted that the descriptions and examples provided are intended to frame the Observer's approach but are not exhaustive of all the possible practices that may be observed nor are they required to be observed exactly as described in order to give "credit." Additional space is provided for Observers to make notes about the evidence that supports each rating.

- Observed and Met: The practice item was observed during the on-site visit. The Applicant is currently engaging in this practice and is confident in his or her knowledge and skill.
- Not Observed or Not Met: The practice item was not observed during the on-site visit. The Applicant is either working towards making change in his or her practice or the Applicant is aware that change in practice is needed and in either case is not yet engaging in the practice. Observers may choose to identify resources and supports that are available to support the Applicant in making practice changes.
- Met by Interview: This practice item is difficult to observe directly. The Observer rated the practice as met by interviewing the Applicant.

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
Licensing and ADA Compliance				
Facility meets accessibility requirements. <ul style="list-style-type: none">There is an accessible route to enter and exit the building.There is an accessible route to enter and exit the outdoor environment.Passageways within the classroom are wide enough to accommodate children and adults with and without assistive equipment.				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
<ul style="list-style-type: none"> Sinks and toilets are accessible to children and adults with and without disabilities. 				
Applicant Input:				
Learning Environment/Developmentally Appropriate Practice (DAP)				
<p>Applicant engages in environmental practices that support all children's access and participation within the indoor and outdoor space and with materials, equipment, routines, and activities:</p> <ul style="list-style-type: none"> The Physical Environment (indoor and outdoor) – Space, equipment, and materials are arranged so that all children can access them and participate in activities. <ul style="list-style-type: none"> UDL principles are evident in creating accessible environments. Examples of UDL: <ul style="list-style-type: none"> Shelves and storage of toys and materials are at levels that provide equal access to all children. 				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
<ul style="list-style-type: none"> ▪ Varied seating allows for different motor abilities and activity levels. ▪ Outdoor space includes a path, track, or surface for wheeled toys or wheelchairs and other adaptive equipment. ▪ Sensory-related environmental considerations are evident (noise level, lighting, visual stimulation on walls, etc.). ▪ Adaptations for existing materials, additional toys with special features and assistive/supportive technology is naturally incorporated into the environment. <ul style="list-style-type: none"> • The Social Environment (interactions with peers, teachers/staff, and families) – Promotes a nurturing and responsive caregiving and learning environment. <ul style="list-style-type: none"> ○ Group sizes are conducive to specific activities/teaching methods. ○ Applicant models respectful interactions with all individuals 				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
<p>(adults and children).</p> <ul style="list-style-type: none"> ○ Applicants promotes social development by encouraging all children to initiate and sustain positive interactions with peers and adults during routines and activities through modeling, teaching, feedback, and other types of support. ○ Applicant provides opportunities for all children to be helpers in accomplishing routine activities. ○ Applicant uses positive methods to address situations of challenging behavior, such as: <ul style="list-style-type: none"> ▪ Applicant attempts to understand or interpret the message inherent in behavior(s) by assessing the reasons for the behavior, when it occurs, with whom and why. ▪ Applicant responds respectfully to the child by acknowledging feelings, teaching, supporting, and guiding the child in learning skills while maintaining safety. ▪ The use of punishment, 				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
<p>reward/bribes, and other means of external control are absent.</p> <ul style="list-style-type: none"> • The Temporal Environment (daily schedule and sequence and length of routines and activities) – Support access and participation in learning opportunities across developmental domains. <ul style="list-style-type: none"> ○ Daily schedule is posted. ○ The daily schedule includes: <ul style="list-style-type: none"> ▪ A predictable routine ▪ A balance of activities through the day (e.g. quiet/active, social/reflective, child/adult initiated, etc.) ▪ Planned transitions that limit the number of daily changes, warning, and signals that are both auditory and visual ▪ The length and number of activities consider the developmental ages of the children 				
<p>Applicant implements a curriculum that includes activities to support the development of skills across all developmental domains.</p> <ul style="list-style-type: none"> • A written lesson/activity plan is evident. • The curriculum activities and materials 				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
<p>incorporate children's home language and culture, as well as differing abilities. Materials – including dolls, posters, books, food, clothing, family photographs, prop boxes – are available for all children.</p> <ul style="list-style-type: none"> • The curriculum is flexible and play-based. • The curriculum is universally designed, providing learners a variety of ways to access information (visual, auditory, and/or kinesthetic). • Applicant embeds therapies identified by children's IFSP/IEP and/or individual learning plans/goals in classroom activities and routines. 				
<p>Applicant uses instructional strategies to support participation and engagement of all children, including children with disabilities and other special populations by:</p> <ul style="list-style-type: none"> • Using a wide variety of hands-on learning activities that provide children opportunities to discover and explore independently. • Identifying and using what the Applicant knows about individual children's preferences, interests, strengths, knowledge, and skills to offer activities that are challenging, yet achievable. • Uses individualized supports when 				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
<p>needed, such as:</p> <ul style="list-style-type: none"> ○ Using peers to increase a child's participation ○ Simplifying an activity to break it into smaller parts or reduce the steps. ○ Providing adult assistance through visual, verbal, or physical prompts (e.g. sits next to a child to encourage/support; shows a child how to hold scissors, etc.) ● Providing directions in a manner that matches the developmental needs of all children. 				
<p>Applicant uses a wide variety of strategies and procedures that are sensitive to the unique cultural and learning needs of each child, to gather information about what all children know and can do. Examples that may be seen through observation include:</p> <ul style="list-style-type: none"> ● Anecdotal notes, running records, observation checklists, language samples, parent interviews, journals, and/or digital photography, video, audio, portfolio apps, etc. <p>Applicant uses individual assessment of each child to inform group instruction and to plan the daily schedule, structured transitions, and</p>				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
arrange learning centers that address individual and collective interests, strengths, and needs.				
Applicant Input:				
Administrative Policies and Procedures				
<p>Evidence of the following policies may be visible in the program, such as bulletin boards or handouts or classroom display:</p> <ul style="list-style-type: none"> • Formal mission/philosophy statement for the program that reflects a commitment to inclusion and diversity. • Admissions and enrollment policy that is in compliance with the ADA and other relevant laws and is the same for every child and family. This may be seen if a copy of the staff or parent handbook is present in the program or in other documentation that may be visible, such as medication administration documentation or allergy alerts. • Dismissal/transition policy or other postings that refer to the program's 				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
<p>philosophy/approach to discipline or postings that reflect the program's philosophy/approach to supporting social and emotional development.</p> <ul style="list-style-type: none"> Confidentiality policy that reflects that all personal information related to children and families is confidential; no identifying information is displayed where other can see the information; only first names of children are used when marking cubbies, materials, or collecting observations, etc. 				
Applicant Input:				
Family Engagement				
Applicant smiles and greets all family members as they enter with their child, honors and respects family viewpoints and advice.				
<p>Applicant regularly shares information with families, such as:</p> <ul style="list-style-type: none"> Daily information about their children (e.g. notebooks, observation notes, daily feeding, 				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	
diapering, and/or sleeping charts, etc.) <ul style="list-style-type: none"> Resources on child development and other topics from professional organizations, such as NAEYC; information is general or of specific interest to families Information about community resources and educational opportunities 				
Applicant regularly shares information with families through a variety of formats to support family functioning and developmental goals: <ul style="list-style-type: none"> Child-specific and general information to help families extend learning into the home and help their child achieve specific learning goals. 				
Applicant Input:				
Applicant Input Not Addressed in the Above Categories:				

Indicator	Data Collection Method			Evidence/Notes
	Observed and Met	Not Observed or Not Met	Met by Interview	