

## ECE Program Review – 2024-2025

## Section One: Mission and Goals

## A. Describe the mission of the program.

The Early Childhood Education program went through a significant rebuilding and modernization to standards led by part-time Program Director Ashley Mickels until her departure in June 2022. After Ashley's departure, there was no Program Director for a couple of months until Dr. Mixchel Domingues was hired in 08/2022, this time as a part-time Director, Instructor, and grant manager; this was utterly undoable as a part-time hire, and she left the following year, 08/2023. Starting in the Fall of 2022, the ECE Program was moved out of CTE and into the Social Sciences Department to put it closer to the Elementary Education Program, remove its dependence on CTE needs and priorities, and return the focus to people and relationships. Since then, the program has had no director but was managed by the Social Science Department Chair, Child Partners' assistance, and the ECE Instructors' work. During this time, the mission of the program has not changed:

1. Increase the quality of our program and our graduates
2. Increase enrollment
3. Improve retention and graduation rates

## Mission:

We engage early childhood educators in reflective and collaborative learning that combines both theory and practice to sufficiently prepare them to provide high-quality, culturally responsive care and education for children, birth to age 8, in partnership with their families, as defined by the standards of the National Association for the Education of Young Children.

## Vision:

We engaged stakeholders in the process of creating a shared vision for the "Graduate of the Future", see Appendix X for more details.

## B. Describe program alignment with CGCC Mission/Strategic Priorities

CGCC prioritizes equitable access to education, empowers all students through learning, and drives inclusive prosperity throughout our community.

In our program, we have two main types of students: Students desiring to become early childhood professionals and students who are already working in the field. The latter group often needs to obtain a specific educational level (certificate, degree, or number of credits) to maintain employment or to advance their career and increase their income. The certificates and the AAS degree we offer are intended to create high-quality early childhood

professionals who provide care and education in our community. Providing children with high-quality learning experiences will certainly strengthen our community. We are also strengthening our early childhood community by increasing the number of qualified early childhood professionals who can both model and advocate for developmentally and culturally appropriate practices, which helps to professionalize our field further.

Core Theme/Strategic Priority 1: Ensuring equitable access to education and

Core Theme/Strategic Priority 2: Advancing equitable student learning and educational outcomes

Our program has shown growth over the past three years and the percentage of students that have completed the program for certification, as well as those students pursuing the AAS degree, has increased.

Cohort Term	# Enrolled	150% Program Completion
2018	5	20
2019	2	0
2020	4	0
2021	3	100
2022	8	50
2023	3	Too soon
2024	9	Too soon

Core Theme/Strategic Priority 3: Fostering economic growth, inclusive prosperity, and a thriving community

Students completing our program and desiring to find immediate employment are quickly finding employment as the need for childcare and daycare is a consistently growing occupation. While there is no formal tracking of graduates, we know this anecdotally.

## Section Two: Previous Review's Goals (Recommendations), Action, and Analysis

### A. List goals (recommendations) from previous reviews.

#### 2015 Recommendation:

- 1) hire a full-time instructor to keep the department updated on college requirements and changes.

This goal has not been met and is no longer considered viable as presented.

See Section Four: Recommendations

- 2) to have a budget that isn't shared with the Welding department.

This was met with the move from the CTE Department to the Social Science Department in the Fall of 2022.

2020 Recommendations:

- 1) Develop an every-other-year start date & sequential courses (i.e., ECE 121, before ECE 221).

This has been met starting with the 2023-2024 academic year. This has made it easier for students to finish the program on time and as planned.

- 2) Full-time enrollment of 16 to 18 credits per term (for the second year)

Many ECEFS students cannot attend full-time. 92% take 11 credits or fewer per term.

- 3) 420 practicum hours

This is challenging if a student works outside of the field or works in the field, but can't use their place of employment as their practicum site.

This has been met by removing the Advanced Practicum and Seminar courses and reducing the lab hours for both the first and second Practicum courses; both are now two hours each, with one-hour corresponding Seminars. We now also accept worksite time for practicum credit. We now have more students successfully completing first- and second-year practicums with the seminar. Currently, NAEYC has no minimum or maximum requirements for practicums.

- 4) Gaps in content & out-of-date outcomes

- o Trauma-informed care, supporting dual language learners, the arts, resiliency & wellness for educators, advocacy, technology to support learning & assessment, guidance & classroom management

Most of these have been met primarily through curricular additions; supporting dual-language learners is ongoing.

- 5) No clear transferability pathways to a 4-year college

A.A.S. is intended to lead directly into the workforce. If a student transfers to a 4-year college, they will need to take additional General Education credits to be a junior.

The CCCG ECE Program has an unofficial partnership with Western Oregon University; students who complete the AAS-ECE degree here have a clear path to finish the BAS degree program in Early Childhood Studies with an option to earn a license in Early Intervention/Early Childhood Special Education (EI/ECSE). It consists of a seven-term sequence that leads to 94 credits, allowing the student to transfer as a Junior to the OPU of their choice. Courses required are:

- o 52 credits of ECE
- o 4 credits of ECE Electives – Infant/Toddler Play Experiences; Storytelling in ECE
- o 3 credits of Education
- o 10 credits of Consumer & Family Studies
- o 1 credit of College Guidance & Success
- o 4 credits of Health Education

- 4 credits of Mathematics
- 8 credits of Writing
- 8 credits of GenEd electives

B. Other actions taken not based on previous review goals/recommendations

In the 2023-24 academic year, the ECE Program was moved into the Social Science Department to 1) have it closer to the Elementary Education Program and 2) provide it with a Department Chair for management and scheduling purposes.

Subsequent and successful annual ECE reviews were accomplished.

No other actions have been taken.

### Section Three: Current Department Assessment

#### A. Student Learning

##### 1. Course-Level Outcome Achievement

- a. Data and summary analysis of student achievement of CLO since last program review.

Year	Course	% successfully achieved
<b>2019-20</b>	ECE 179	100
	ECE 221	100
	ECE 224	75
<b>2020-21</b>	ECE 121	74
	ECE 120	76
	HEC 202	90
<b>2021-22</b>	ECE 126	94
	ECE 130A	100
	ECE 200	95
<b>2022-23</b>	ECE 235	84
	HE 262	83
	HEC 226	72
<b>2023-24</b>	ECE 121	99
	ECE 202	90
	ECE 232	90

The only course assessed a second time for student achievement of CLO was ECE 121. By increasing the direct student contact time from 50 minutes to 80 minutes, increasing the time for small breakout groups for students to discuss materials and work together, and making more assignments open-ended to allow for more creativity. The result was an increase in CLO achievement from 74% to 99%.

- b. How does ECE apply and support assessment-driven changes to improve the attainment of course-level student learning outcomes?

Unknown at this time until more of these courses are re-assessed in CLO achievement.

## 2. Degree/Certificate/Program-Level Outcomes

- a. Data and summary analysis of student achievement of degree/certificate/program level outcomes since the last program review

### AAS: Early Childhood Education Degree

Outcome	Academic Year	Program Assessment Results
1. Use multidimensional knowledge to make evidence-based decisions for creating and implementing curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	Class was cancelled
	2023-24	13/13 Passed
2. Use knowledge of family structures, positive parental and family development, available community resources, and a variety of communication and engagement skills to establish and sustain respectful, reciprocal relationships that affirm and respect family diversity and engage families in their child's development and learning as collaborative partners.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	Class was cancelled
	2023-24	13/13 Passed
3. Use observation, documentation, and assessment to inform instruction and planning in early learning settings in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to promote positive outcomes for each child in partnership with families and professional colleagues.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	Class was cancelled

	2023-24	13/13 Passed
4. Create an inclusive classroom culture, maintain supportive relationships and interactions with young children and use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning and meet the needs of each child.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	Class was cancelled
	2023-24	13/13 Passed
5. Use knowledge of child development and early learning standards to describe how young children learn across core content areas and use this understanding to select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	Class was cancelled
	2023-24	13/13 Passed
6. Use collaborative, reflective, and intentional practice in their work with young children and as members of the early childhood profession.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	Class was cancelled
	2023-24	13/13 Passed
7. Use knowledge of history, current issues, the NAEYC Code of Ethical Conduct, the mission of the early childhood education profession, and college-level speaking and writing skills to support and advocate for young children, families and the profession.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	Class was cancelled
	2023-24	13/13 Passed

## Early Childhood Education Curriculum Certificate (Goal = 80% C or better)

Outcome	Academic Year	Program Assessment Results
1. Use intermediate knowledge of early childhood development and of individual children for creating and implementing curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.	2020-21	90% earned a C or better
	2021-22	86% earned a C or better
	2022-23	2/3 Not Met
	2023-24	ECE 126:  Assign. #2: MET 85% earned a C or higher  Project #1: MET 92% earned a C or higher  HE 262-Not offered
2. Establish respectful, reciprocal relationships that engage families in their child's development and learning as collaborative partners.	2020-21	90% earned a C or better
	2021-22	Class was cancelled
	2022-23	83% earned a C or better
	2023-24	ECE 234-not offered
3. Use observation, documentation and assessment to inform instruction and planning in early learning settings.	2020-21	100% earned a C or better
	2021-22	Class was cancelled
	2022-23	71% earned a C or better – Not Met
	2023-24	ECE-236-not offered
4. Create an inclusive classroom culture, maintain supportive	2020-21	100% earned a C or better



relationships and interactions with young children and use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning and meet the needs of each child.		
	2021-22	86% earned a C or better
	2022-23	Met
	2023-24	ECE 126:  MET: 92% earned a C or higher
5. Use knowledge of child development and early learning standards to select and create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning.	2020-21	87.5% earned a C or better
	2021-22	Class was cancelled
	2022-23	71% earned a C or better – Not Met
	2023-24	ECE 235-Not offered  ECE 236-not offered
6. Use collaborative, reflective, and intentional practice in their work with young children and as members of the early childhood profession.	2020-21	80% earned a C or better
	2021-22	Class was cancelled
	2022-23	48.5% earned a C or better – Not Met
	2023-24	ECE 234-not offered  ECE 236-not offered
7. Support and advocate for young children in their care.	2020-21	67% earned a C or better

	2021-22	Class was cancelled
	2022-23	85% earned a C or better
	2023-24	ECE 234-not offered

Early Childhood Education Fundamentals Certificate (Goal = 80% C or better)

Outcome	Academic Year	Program Assessment Results
1. Use introductory knowledge of early childhood development and of individual children in the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	100% earned a C or better
	2023-24	14/14 earned an A MET
2. Use knowledge of family structures and available community resources to establish respectful, reciprocal relationships that affirm and respect family diversity and engage families in their child's development and learning as collaborative partners.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	100% earned a C or better
	2023-24	14/14 earned an A MET
3. Use observation, documentation and assessment to inform instruction	2020-21	Class was cancelled

and planning in early learning settings in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to promote positive outcomes for each child in partnership with families and professional colleagues.		
	2021-22	Class was cancelled
	2022-23	100% earned a C or better
	2023-24	14/14 earned an A MET
4. Use supportive relationships and interactions with young children along with developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies to meet the needs of each child.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	100% earned a C or better
	2023-24	14/14 earned an A MET
5. Use critical thinking and problem solving to apply knowledge of child development and early learning standards to the implementation of curriculum across content areas, facilitating individual and group learning.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	100% earned a C or better
	2023-24	14/14 earned an A MET
6. Use collaborative, reflective, and intentional practice in their work with	2020-21	Class was cancelled

young children and as members of the early childhood profession.		
	2021-22	Class was cancelled
	2022-23	100% earned a C or better
	2023-24	14/14 earned an A MET
7. Use knowledge of history, current issues, the NAEYC Code of Ethical Conduct, and the mission of the early childhood education profession to support and advocate for young children, families and the profession.	2020-21	Class was cancelled
	2021-22	Class was cancelled
	2022-23	100% earned a C or better
	2023-24	14/14 earned an A MET

b.

Student achievement of the program outcomes is demonstrated in the Practicum Portfolio. Students compile artifacts for their portfolio in ECE 130C/135. This class is continually cancelled, and as a result, the document used to assess students' achievement is not evaluated by faculty; this also can delay program completion and the earning of an AAS.

Too often, student enrollment in the ECE Program was considered too low for classes to continue, so in many instances, the courses were canceled. There was noted a concern that for even "active" students, any assignments that heavily emphasized writing were not completed; alternative modalities of some assignments need to be considered to get past this "barrier." Increased faculty input is needed for considerations of any options, including more project-based and multi-model measurement tools.

- c. Data and summary analysis of student achievement of Related Instruction outcomes addressing communication, computation, and human relations (certificates of 45 credits or more only)

There was no Related Instruction in the ECE Program.

- d. How ECE applies and supports assessment-driven changes made to improve attainment of program-level student learning outcomes.

We are hopeful that the recent growth in student numbers will continue, allowing us to complete assessments and develop a better summary and future-facing plan. The faculty needs to meet and review those assignments that would be considered writing-heavy and consider alternative modalities that will still meet the goals. A consideration of an annual meeting of ECE faculty every Fall term to review assessment data and options is warranted.

### 3. Institutional Learning Outcomes (degrees only)

- a. How does ECE use data to develop assessment-driven changes that impact student learning of Institutional Learning Outcomes (ILOs)?

Currently, it is up to each Instructor to follow through and develop any assessment-driven changes to positively impact student learning of ILOs. There is a noted need for more ECE faculty to meet periodically and work together to develop and share instructional and assessment methods to better ensure students are meeting ILO goals.

- b. How effective are those changes and their impact on student achievement of the ILOs.

With so many course cancellations and the five-year rotation for individual ILOs, we are currently unable to measure the success of instructional changes.

- c. How does ECE integrate ILO instruction into courses to support student achievement of the Institutional Learning Outcomes?

Instructors are using student self-assessment of the rubric, role-playing the different levels of competence (i.e., accomplished vs. not demonstrated), increasing the use and instruction on the use and reading of graphs, YouTube videos on rubric components, and increasing the exposure of students to children of a wider, more varied cultural background than theirs.

### 4. Completion Rates

- a. Data and analysis on student graduation within 150% of time.

Cohort Term	Certificate - ECEC	Certificate - ECEC	Certificate - IECE	Degree
2018-29				1`
2019-20				
2020-21		1		
2021-22	1	1		
2022-23	2	1	1	
2023-24				

ECEC – Early Childhood Education Curriculum ECEF – Early Childhood Education Fundamentals

## IECE – Initial Early Childhood Education

Analysis: The rate of student graduation within 150% of the time is quite low. The primary influence was the COVID pandemic, the long social recovery involved, and the changed attitudes that resulted. Most ECE students are part-time, so they often take longer than 150%. Another large percentage of ECE students aren't attempting to complete a 2-year program but rather one or more of the certification programs. With an increase in social stability and life consistency, along with the growing interest and student numbers in ECE, we expect to see the graduation rate increase.

## b. Data and analysis of the average GPA for program graduates.

Program Awarded	Date Awarded	GPA	Completions
Early Childhood Education Curriculum	12/2023	3.47	2
	06/2024	2.72	3
Early Childhood Education Fundamentals	09/2023	4.00	1
	12/2023	3.44	1
	06/2024	3.90	4
Initial Early Childhood Education	09/2023	3.44	1
	06/2024	3.90	6
Early Education and Family Studies	06/2019	4.00	
		3.91	18

Analysis: With few exceptions, students graduating from ECE in any of the several areas offered are solid "A" and "B" students. This demonstrates both the motivation to succeed and a strong interest in the subject matter.

## B. Curriculum

## 1. Alignment with professional and national standards and/or university transfer

## a. Course changes

No course changes were recommended to meet NAEYC standards. The plans and results of the program outcomes assessment demonstrate that the program outcomes were purposefully revised to align directly with NAEYC standards. No changes are required. ECE did begin working with staff to establish standards and minimum/maximum credits for Credit for Prior Learning (CPL).

## b. Degree/certificate/program changes

There were no recommended degree/certificate/program changes as necessary to meet NAEYC standards.

c. Department and Advisory Committee relationship

There has been no Advisory meeting since the loss of the Program Director.

d. Future employment opportunities for students

According to informal information from Childhood Partners, employment looks good, and a shortage of qualified ECE-trained personnel is expected to continue for the foreseeable future. In the immediate area of the college, pay is averaging \$21/hour without an ECE graduation, going up to a range averaging \$27-28/hour with an AAS. The average living wage in this college area is \$25-26/hour for a single person with zero kids.

2. Enrollment

a. Data and analysis of course enrollment since the last review

Course Enrollment (sum of ECE, HEC, & HE)

Academic Year	Unduplicated Headcount	Duplicated Enrollment
2019-20	126	183
2020-21	146	215
2021-22	114	137
2022-23	204	320
2023-24	199	418

The program has seen a revival in student numbers since the COVID-19 low, and it is expected that these numbers will continue through the next ECE evaluation cycle. While there is no hard data to substantiate it, it is believed that the hiring of a full-time Professional Development Navigator with Child Care Partners has been a boon to the increased number of students and the quality of said students.

b. Data and analysis of degree/certificate/program enrollment since the last review

Unduplicated Headcount for Each ECE Program

Program	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Early Childhood Education				4	12	31	43
Early Childhood Education & Family Studies	3			3	NA	NA	NA

Early Childhood Education Curriculum						2	1
Early Childhood Education Fundamentals					2	5	7
Early Education & Family Studies	12	13	16	13			
Grand Total	15	13	16	13	14	38	51

The program is showing growth compared to both pre-COVID-19 and during COVID-19 in each of the three current areas ECE is offering (Education, Curriculum, & Fundamentals).

- c. Analysis of student retention in classes in the program, progression term-to-term and year-to-year

#### Student Retention Based upon Year 1 and Year 2 Completion

Academic Year	1 <sup>st</sup> Year Completion	2 <sup>nd</sup> Year Completion
2019-20	7	6
2020-21	6	3
2021-22	4	4
2022-23	12	10
2023-24	18	17

Any drop in numbers between Year 1 and Year 2 of the program was because of “F” grades and/or a “W.”

- d. Current and projected demand and enrollment patterns

At this time, enrollment is showing growth and should level off and maintain starting the 2025-26 academic year. It is expected that job demand will continue to outpace program completion for quite a while, ensuring our graduates have jobs waiting.

#### C. Teaching and Faculty Development

1. Evaluate your department’s incorporation of instructional best practices and their effectiveness on student learning



As noted in our mission statement, we believe in creating collaborative learning experiences that are rich in reflection and encourage continuous growth. Working with adult learners, we understand they need to feel safe and supported to take risks and grow, both personally and professionally. We strive to provide a safe, respectful, and stimulating environment in our physical and virtual classrooms. All learners, including adults, enjoy learning about things they are interested in, so we try to provide choices and scaffolding whenever possible as we explore theory and practice. Students experience hands-on activities, engage in discussions, go on site visits, listen to guest speakers, and complete projects (potential artifacts) that prepare them for the field.

Based on numerous Student Course Evaluations, our students appreciate all the instructional practices mentioned above. When students are present for class, these practices support students in meeting the intended outcomes.

2. Describe your department's professional development activities since the last review and evaluate their effectiveness in improving teaching and learning.

Academic Year	# Faculty w/Prof. Dev.	Comments
2020-21	1	DS: ITERS-3 – interpreting and improving learning environments
2021-22	1	DS: Classroom DEI Training positive outcomes focus for families with /DEI considerations
2022-23	3	BR: NAEYC Conference – insights and strategies to creating pathways. EK: Head Start and CCR&R Prof. Dev. Coursework. DS: OSPI – Pyramid Model high-functioning environments.
2023-24	1(x2)	DS: Trauma Informed Care (EC) – working with children/families with a high ACE score. DS: Creative Curriculum – curriculum design for infants, toddlers and twos.

3. Describe how your department faculty have supported the college's mission and vision outside their primary teaching responsibilities. This can include college committee work, community outreach, and co-curricular activities

Over half of the current ECE faculty are working in the field, or a directly related field, to their thematic instruction within the ECE program. Two work directly with Head Start programs, one is a child & family therapist, one administers in the Mid-Columbia Children's Council, one is involved in SafeSpace Children's Advocacy Center, and two administer and instruct in the Region 3 Migrant Education Program.

4. Use data to analyze and evaluate whether the quantity and balance of full and part-time faculty is adequate to meet the needs of the program

This document is proof of the need for an involved program director. Currently, the program has no full-time faculty; all instructors are adjunct (part-time) with ECE-related jobs outside of instructing. Without a full-time person in the program besides the Department Chair (who has 12 other sub-departments to monitor), attention to detail, Advisory work, and efforts to keep the program up to changing Oregon and Federal standards are not consistent.

#### D. Budget

- 1, Analyze and describe the adequacy of the budget for meeting the needs of the program/department

Currently, the ECE Program only has faculty costs in its budget. This is inadequate as it has nothing for professional development, extra time for faculty to do reports such as this one, extra time outside of instructing for activities such as community outreach, Advisory committee meetings and related work, etc.

### Section Four: Goals

- A. Provide goals for the next review cycle.

1. Hire a full-time faculty member to function as a ½-time ECE Program Director and a ½-time ECE Instructor.
2. With the increase in student enrollment in ECE, and the continued demand for trained ECE employees, 1-2 additional qualified adjunct instructors will be required to keep student numbers at an appropriate level for quality instruction.

3. Have the Program Director work closely with ECE/HEC/HE faculty to develop the next 5-year review. Use the Department Chair for final review before submitting to the Administration.
4. The ECE Program Advisory Board should be restarted with members from the community and Child Care Partner organizations, and regularly attended by the ECE Program Director.
5. Have all ECE faculty meet as needed to research student writing barriers and working solutions to ensure student completion.
6. Research and develop the ECE program to become an integral part of the four-year BAS in Education/ECE degree pathway.
7. Faculty teams review and update the portfolios and their part in the ECE program, including how they work with completion of the practicum/seminar series.
8. Successfully integrate the ECE program with the new IET program.
9. Research adoption of Spanish versions of ECE courses that could possibly lead to a Spanish-language initial ECE certification.
10. Look at possible expansion or addition to the special needs curriculum, to include IDEA Sect. C.
11. Expand the program to offer a better focus on children in the infant/toddler stages of development.
12. Hold an annual Fall term meeting of all ECE/HEC/HE faculty to review and share assessment data, discuss new standards, work on program options, and alternative modalities to some of the writing assignments, and work together on any other official program issues.

## Appendix X: Graduate of the Future Our Shared Vision for the Graduate of the Future

By: Students, Instructors & Employers

### Knowledgeable/Skilled

- Knowledgeable about child development (2)
- Knowledge about the whole child
- Able to focus on and build on strengths
- Knowledgeable of best practices on guidance
- Knowledgeable about trauma-informed care (2)
- Creative lesson planning (2)
- Ability to make learning visible
- Growth mindset for children
- Knowledgeable about Pre-K and K-5 standards (2)
- Knowledgeable of how to help kids reach benchmarks & become active learners (3)
- Knowledgeable about child and infant care
- Understand licensing standards
- Understands so many things
- Responsive to Cultural, Linguistic, and Ability Diversity
  - Applies developmentally appropriate practices (3)
  - Open to new perspectives
  - Advocates for children and families
  - Culturally competent (or cultural humility)
  - Knowledgeable about 2nd language acquisition
  - Culturally sensitive
  - Knowledge of anti-bias education (2)

### Community & Family Partnerships

- Community service oriented
- Bonds with the whole family (parents, family caregivers, and children)
- Knowledgeable about resources to support children and families

### Professionalism

- Acts professional (2)
- Ready to be employed
- Acts ethically
- Skilled communicator (orally, written and with body language)
- Leadership skills (2)
- Job accountability
- Time management skills
- Understands what it means to be a “good” employee (soft skills)

### Collaborative (3)

- Team player (2)
- Works well with other staff members
- Able to see and value multiple perspectives

### Problem Solvers (2)

- Creative approaches to difficult situations

### Lifelong Learners (2)

- Understands & believes in continuous quality improvement
- Growth mindset
- Self-reflective & willing to change
- Knowledgeable about resources for professional development

### Self-Care & Wellness

- Skilled at stress management
- Strong self-care practices
- Resilient

### Positive Qualities & Attributes

- Compassionate (3)
- Flexible

- Hard worker
- Creative (3)
- Enthusiastic
- Passionate (2)
- Curious
- Patient
- Love for kids