

**The minimum standards and qualification requirements professionals have to meet vary per setting and role.**

For professionals interested in working in a **licensed child care**, visit: **DCMR 29**  
*Please note that this includes a wide range of qualifications. Licensed child care programs can require staff to meet any of standards within this range.*

For professionals interesting in working in **DC Public Schools**, visit:  
<http://dcps.dc.gov/DCPS/About+DCPS/Human+Resources>

For professionals interested in working in a **Head Start or Early Head Start** program, visit:  
[http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMs/2008/resour\\_ime\\_012\\_0081908.html](http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMs/2008/resour_ime_012_0081908.html)

For professionals interested in working in **DC Charter Schools**, visit:  
<http://www.dcpubliccharter.com/Contact-Us.aspx>

For professionals interested in meeting **state teacher licensure requirements**, visit:  
<http://osse.dc.gov/seo/cwp/view,a,1224,q,562481,seoNav,%7C31193%7C.asp>

## Core Knowledge Areas

**The Core Knowledge Areas, as defined by the Division of Early Childhood Education, outline the broad knowledge and skills professionals need to work effectively with all young children and families. The goals of the Core Knowledge Areas are to support the implementation of the *District of Columbia (DC) Infant and Toddler and Pre-Kindergarten Early Learning Standards* and create positive outcomes for young children and their families. The Core Knowledge Areas are intentionally broad and should be tailored to support professionals working with all children across all age groups.**

**The Core Knowledge Areas are not isolated professional standards. They are aligned with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, the Child Development Associate (CDA) Competency Standards, DCPS Effective Schools Framework and the Federal Head Start Program Performance Standards.**

### 1. Child Growth and Development

- a) Principles of child growth and development
- b) Domains and stages of development (motor, language, cognitive, social-emotional)
- c) Links between various aspects of development and learning

### 2. Observing, Documenting and Assessing to Support Young Children and Families

- a) Observation and assessment of children's behavior
- b) Screening instruments for all domains (motor, language, cognitive, social-emotional)
- c) Using observations and assessments in a effective way to support children and families
- d) Recognize the types and signs of child mental health issues

### 3. Health, Safety, and Nutrition

- a) Physical Development, Health and Safety
- b) Nutrition
- c) Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect
- d) Developmental consequences of abuse, neglect, stress and trauma

### 4. Curriculum

- a) Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development
- b) Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts
- c) Considering culturally-valued content and home experiences
- d) Strategies that offer choices and foster curiosity, problem solving and decision-making
- e) Planning and implementing a curriculum that is aligned with DC's Early Learning Standards

### 5. Inclusive Practices

- a) Characteristics of children with varied disabilities
- b) Adaptations of curricula to include children with disabilities in all classroom activities
- c) Interventions to enhance the growth and development of children with disabilities and development of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP)

### 6. Learning Environments

- a) Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children
- b) Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age)
- c) Adaptations to fully include children with special needs

### 7. Building Family and Community Relationship

- a) Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles
- b) Establishing relationships and communication with families and other community systems that are productive, supportive and pro-active
- c) Issues, challenges, and services regarding mental health

### 8. Diversity: Family, Language, Culture, and Society

- a) Culture, language and ethnicity as a positive influence on a child's development
- b) Helping young children understand and appreciate different cultural traditions
- c) Science of language acquisition, research-based language acquisition models, and best practices in teaching English Language Learners

### 9. Program Management, Operation and Evaluation

- a) Approaches and techniques to plan, organize, and use available resources
- b) Effective strategies for working productively with staff and community resource individuals and agencies
- c) Techniques to conduct program evaluation and to implement program improvements
- d) Interpersonal development and communication including team building, collaboration, and conflict management principles and skills
- e) Fiscal planning and management

10. Professionalism and Advocacy

- a) Scope of the early childhood profession
- b) Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact children, programs and early childhood professionals
- c) Approaches to evaluate one's professional skills and need for professional development
- d) Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession

11. Social-Emotional Development and Mental Health

- a) Social and emotional development
- b) Communication techniques for guiding young children toward self-direction and confidence
- c) Guidance and management strategies that support developmentally appropriate practices
- d) Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions
- e) Approaches to meet the mental health needs of all children