

Using the CDC Competencies Chart for Non-Credit Portfolio Preparation

Use this guide as your key for preparing a non-credit portfolio in one or more of the Competency Areas.

On the following pages you will find a list of suggestions for approved documentation for each competency area

Competency Areas	Core Knowledge Areas to Document
Introductory (Survey) Course in Administration and Supervision	All Competency Areas
Personnel Management and Staff Development	4 (all), 7 (all)
Budget/Fiscal Management	8 (all)
Leadership Skills	2 (all), 5 (all), 6 (all)
Child/Family/Community	1 (all), 3 (all), 5 (all)

Connecticut Directors Credential Outcomes and Competencies	Suggested Acceptable Forms of Competency Documentation for Portfolios
1) Ability to plan & implement developmentally appropriate care & education program for children & families.	
a) Children:	
i) Ensures that principles and practices of child growth and development are used to guide and develop inclusive quality programs.	<ul style="list-style-type: none"> • Parent handbook, newsletter or handout that explains program curriculum to families • Program plan for curriculum development • Program plan for professional development on curriculum planning • Explanation of how you work with teachers/staff to modify existing curriculum to meet needs of individual children • Sample of children's assessment form • Samples of Individual curriculum plans developed from child assessment • Samples of adaptations for children with special needs
ii) Understanding of diverse cultures of families served, and ability to apply this understanding to planning for children.	<ul style="list-style-type: none"> • Lists of classroom materials, annotated to reflect understanding of cultural diversity • Examples of activities, annotated to reflect understanding of cultural diversity • Examples of accommodation to cultural requirements
iii) Establish a system for evaluation of children's growth and development using accepted principles and practices.	<ul style="list-style-type: none"> • Examples of how evaluation is conducted, for example, anecdotal records, portfolios, observations, standardized assessments. • Examples of how evaluation information is used for curriculum planning, communicating with parents, staff, etc.
b) Families: Provide a family-friendly environment	
i) Establish and maintain ongoing and supportive communication and partnerships with families.	<ul style="list-style-type: none"> • Notebooks, logs • Newsletters • Bulletin boards • Parent resource library and area • Parent conference schedule • Parent volunteer program • Parent support groups • Parent activities • Written open door policy • Parent Handbook • Parent referral system • Electronic technology communication such as program website, email, sharing digital photos and videos

ii) Implement professional principles & practices which support family involvement in all aspects of children's programs.	<ul style="list-style-type: none"> • Parents serving on boards • Parent groups • Family social events • Parent visitation days • Statements in staff handbook, policy manual • Parent education activities • Parent resource library and area • Parent evaluations of the program
iii) Incorporate family cultures, needs and strengths throughout the program.	<ul style="list-style-type: none"> • Parents as resources for cultural, occupational activities • Curriculum activities that recognize different family compositions • Child care provision during parent meetings • Provisions for translators, as needed
2) Ability to develop & maintain an effective organization.	
a) Describe organizational structure (management theory) as related to roles and responsibilities of early childhood education center personnel.	<ul style="list-style-type: none"> • Flow chart • Job descriptions • Description of your management theory • Description of technology plan for effective management
b) Develop a clear philosophy, and integrate this philosophy into your programming	<ul style="list-style-type: none"> • Philosophy statement from organizational handbook • Personally developed statement • Program informational brochure
c) Work with boards, advisory groups and other stakeholders	<ul style="list-style-type: none"> • Documents that attest to collaborative involvement
d) Develop an implementation plan based on professional guidelines and accreditation criteria for quality programs.	<ul style="list-style-type: none"> • Accreditation certificates • Action plans • Work plans • Self-study materials
e) Identify and maintain ethical standards for the profession.	<ul style="list-style-type: none"> • Staff meetings on subject • Staff handbook • Code of ethical conduct • In-service training
f) Facilitate/create a sense of community with staff, parents, advisory persons and children.	<ul style="list-style-type: none"> • Parent volunteer program/schedule • Social events/schedule • Schedule of family activities • Evidence of use of electronic technology for communication such as program website, email, sharing digital photos and videos

3) Ability to plan and implement administrative systems that effectively carry out the program's mission, goals, & objectives.	
a) Incorporate quality criteria into all aspects of program management.	<ul style="list-style-type: none"> • Description/reflection on previous system • Action plans • Self-study
b) Develop a system for implementing curriculum.	<ul style="list-style-type: none"> • Curriculum guidelines for staff • Schedule of classroom observations • Written observations & conference notes
c) Develop a system for implementing effective family communication & programming.	<ul style="list-style-type: none"> • Calendar of family events • Parent conference reports • Staff Handbook • Parent Handbook • Samples of newsletters & handouts • Parent surveys • Home Visits • Provisions for translators • Use of parent liaison or family social worker on staff
d) Develop a system for managing nutrition and food service.	<ul style="list-style-type: none"> • Menus & other supporting paperwork • Procedures for setting menus, managing nutritional needs • Procedures for monitoring sanitation & food safety • Policies regarding food allergies • Provisions for children with special diets
e) Develop a system for recruitment and enrollment of children.	<ul style="list-style-type: none"> • Parent handbook • Advertisements • Description of interview process • Waiting lists • Marketing plans • Open house flyers & programs • Participation in community events and activities • Communication or interaction with related school or community groups
f) Develop a system for organization of tasks in a team.	<ul style="list-style-type: none"> • How collaborative tasks within the center are organized • Description of guidance given teams of teachers for managing classroom shared tasks • Position descriptions • Organizational flow charts

g) Develop a system to help parents access social services and health care appropriate to the needs of the family group.	<ul style="list-style-type: none"> • Current list of resource/referral sources for families • Written procedures outlining the communication with families • Cooperative agreements with agencies • Community liaison or social worker on staff
h) Develop a system for meeting the needs of families that reflects the center's philosophy and goals.	<ul style="list-style-type: none"> • Staff handbook • Parent handbook • Mission/vision statements • Action Plan • Social events • Workshops for parents
i) Develop and implement systems to communicate with all staff and parents.	<ul style="list-style-type: none"> • Sample communications to parents, staff • Daily logs for parents – how implemented • Newsletters • Staff Handbook • Parent Handbook • Evidence of technology use of word process and other applications
4) Ability to administer effectively a program of personnel management & staff development.	
a) Management:	
i) Maintain staff motivation and promote team building among staff	<ul style="list-style-type: none"> • Agenda for staff meetings • Staff events (social) • In-service training • Support for off-site continuing education • Evidence of team meetings • Procedures for receiving feedback from staff, e.g. surveys
ii) Exercise conflict resolution techniques to facilitate on-going communication and problem solving	<ul style="list-style-type: none"> • Evidence of training in conflict resolution • Conflict resolution plan • Examples of staff issues and how they were resolved

<p>iii) Design, apply, revise personnel policies, procedures, and legal requirements for recruiting, hiring, supervision, evaluation, grievance procedures and termination</p>	<ul style="list-style-type: none"> • Staff handbook • Action plans including staff input • Evaluations • Policy Handbook • Grievance procedures • Evidence of knowledge of legal requirements • Reflections on examples of discipline issues and how they were resolved • Plan for discipline - written procedures •
<p>iv) Plan staffing patterns for required and preferred ratios in all classrooms</p>	<ul style="list-style-type: none"> • Class schedules with flow chart illustrating # of children and teachers • Staffing Schedule • Evidence of policy and appropriate practices on staffing
<p>v) Possess knowledge of training skills and training methods</p>	<ul style="list-style-type: none"> • Professional development background, areas of strength • Examples of staff surveys, workshops offered, professional development training plans • Knowledge and application of training
<p>vi) Demonstrate staff recruitment techniques, including interview procedures and assessment of qualifications.</p>	<ul style="list-style-type: none"> • Interview questions • Sample job descriptions • Procedures for interviews • Procedures for checking references and background checks for prospective staff • Job announcements
<p>vii) Create and implement an orientation plan for new staff</p>	<ul style="list-style-type: none"> • New Teacher orientation plans, schedule, handouts
<p>viii) Conduct ongoing communication with the purpose of gathering information about the program and staff members.</p>	<ul style="list-style-type: none"> • Reflections • Evaluations • Questionnaires • Surveys
<p>ix) Demonstrate effective skills in delegation.</p>	<ul style="list-style-type: none"> • Job Descriptions • Reflections & evaluations • Memos • Flow chart of responsibilities • Team meeting action minutes
<p>x) Demonstrate procedures used for recruiting, accepting, and retaining a diverse group of staff members.</p>	<ul style="list-style-type: none"> • Approaches/contacts used • Reflections & evaluation of process • New staff orientation • Examples of incentives

xi) Demonstrate knowledge of different supervisory styles and methods that can meet individual needs of supervisees and be appropriate to classroom and non classroom personnel.	<ul style="list-style-type: none"> • Professional Development Records of sessions attended • Reflection on evaluation of personal supervisory style, identify areas of strength and on-going goals • Evidence of training • Examples of supervisory styles implemented
xii) Set and communicate clear/realistic standards/goals/expectations for self and staff and support growth to meet those standards.	<ul style="list-style-type: none"> • Set yearly; (ongoing) goals/objectives • Report on outcomes • In-service training
b) Staff Development:	
i) Inspire and stimulate staff to ongoing improvement in the development of high quality programs including	<ul style="list-style-type: none"> • Staff meeting agendas • Evaluations • Set goals and objectives • Reflections • Staff training • Workshops • Provision for supporting continuing education • Evidence of a professional library where staff can obtain books, journals, etc., and view or check out electronic media about early childhood education
ii) Observe objectively and give positive and negative feedback in a way that helps individuals improve their professional practice.	<ul style="list-style-type: none"> • Teacher evaluation/observation forms • Procedures for and examples of staff evaluations and goal setting • Conference notes • Peer reviews • Goal setting as part of solution • Sample of employee evaluations of supervisors
iii) Develop individual staff development plans in coordination with the evaluation process.	<ul style="list-style-type: none"> • Examples of how evaluation/action plans were translated (implemented) • Individual goal setting • Outcome assessment •
5) Ability to foster good community relations & to influence child care policy that affects the program.	
a) Demonstrate knowledge & develop links to other community agencies to assure that the program is known throughout the community.	<ul style="list-style-type: none"> • Current list of community resources available • Examples of linkages to community agencies
b) Create and/or be part of existing networks, boards or committees of early childhood organizations.	<ul style="list-style-type: none"> • Evidence of participation/involvement
c) Articulate program philosophy and definition of quality.	<ul style="list-style-type: none"> • Philosophy Statement
d) Advocate on behalf of children and families by building relationships	<ul style="list-style-type: none"> • Evidence of community collaborations

with community leaders.	<ul style="list-style-type: none"> • Description of partnership duties • Evidence of participation/involvement with community groups
e) Make use of current range of community services and functions.	<ul style="list-style-type: none"> • List the community services & their functions • Evidence of participation/involvement with community groups
f) Network in the field to access up-to-date information, strategies for problem solving, and awareness of available resources	<ul style="list-style-type: none"> • Compiled list of current organizations, web sites • Evidence of participation/involvement with community groups • Evidence of participation on relevant email listservs
g) Demonstrate effective skills in communication	<ul style="list-style-type: none"> • Evidence of Public speaking • Sample letters and other documents written using technology • Written proposals, marketing plans, and business plans • Evidence of work with media to develop positive image • Brochures, flyers, parent handbooks, and other materials • Communication with other advocates with the goal of influencing policies for care and education of young children • Communications to educate the community on issues affecting young children and their programs on a regular basis. • Participation in workshops/course work on communication skills • PowerPoint presentations • Evidence of technology use (program website, use of Internet, use of email, and use of digital photos and videos) • Flyers • Newspaper or other print media clippings (articles about program written by applicant, program promotions, or articles shared with families) • Personal log or journal (demonstrating intrapersonal communication skills)
6) Ability to maintain & develop the physical facility.	
a) Develop and provide leadership to ensure the implementation of procedures to monitor and update compliance with fire, health, safety, sanitation, building and zoning regulations	<ul style="list-style-type: none"> • Copies of fire/health/safety checklists • Health/safety action plans • Evacuation plans • Evidence of licensing related to compliance with codes and regulations

b) Establish written procedures for children and adults to assure cleanliness and hygiene for routines such as: eating, diaper changing, toileting, hand washing, and tooth brushing	<ul style="list-style-type: none"> • Copies of policies • Outline daily routines for cleanliness/hygiene • Staff handbook • Policy handbook • Procedures for updating • Evidence of center's meeting licensing or accrediting standards
c) Devise or revise emergency health procedures including: how to respond when a child is bleeding, how to handle toileting accidents, how to notify families and emergency personnel	<ul style="list-style-type: none"> • Written procedures for emergency situations
d) Ensure that the facility is prepared for emergency situations requiring evacuation or sheltering in place.	<ul style="list-style-type: none"> • Written procedures for emergency management • Agreements with local emergency management organizations • Photos or records of supplies prepared for emergency situations
e) Observe and suggest possible safety improvement to daily procedures and classroom routines	<ul style="list-style-type: none"> • Evidence in classroom observations of suggestions/improvements
f) Ensures that children's records note allergies, medications, chronic health conditions, families' emergency contact information	<ul style="list-style-type: none"> • List items to be collected in child's information folder • Samples of forms included in each child's folder
g) Develop plans for and monitor the administration of medication to ill children	<ul style="list-style-type: none"> • Policies • Cycle of when records are updated • Procedures for reading records • Procedures for transfer of information to classroom teachers
h) Establish and maintain security practices at all times	<ul style="list-style-type: none"> • Written description of practices for security, i.e. sign-n procedures, locked doors
i) Ensure the maintenance of all equipment and establish procedures for maintenance and repair	<ul style="list-style-type: none"> • Maintenance plan for indoor spaces • Sample maintenance checklist • Repair schedule • Licensing/accreditation of center • Maintenance plan for outdoor spaces
j) Ensure the development and implementation of developmentally appropriate room arrangements and outdoor spaces.	<ul style="list-style-type: none"> • Indoor Floor plans • Outdoor diagrams • Photographs

<p>k) Supply appropriate materials and equipment for active, creative exploration with the goal of promoting the cognitive, creative, physical, emotional, social and personal domains of growth and development of the young child.</p>	<ul style="list-style-type: none"> • Indoors and Outdoors: <ul style="list-style-type: none"> ○ Provide program plan for maintaining a creative, diverse physical facility. ○ Provide program plan for meeting the physical needs of children with special needs. ○ Photos • Examples of changes/modifications made to physical facility • Documentation of renovation plans or plans for building new facility (if applicable)
<p>l) Provide a work environment that supports teachers' ability to implement developmentally appropriate programming and provide nurturing care to children</p>	<ul style="list-style-type: none"> • Documentation of space that meets the needs of staff, including adult restroom, storage area for personal belongings and adult-sized furniture
<p>7) Have the legal knowledge necessary for effective management.</p>	
<p>a) Establish and comply with staff policies, procedures, and job descriptions which are consistent with applicable laws, regulation, policies, procedures and affirmative action.</p>	<ul style="list-style-type: none"> • Evidence of professional development on Legal Aspects, etc. • Policy handbook • Staff handbook
<p>b) Apply relevant federal, state and local laws and regulations in the operation of children's programs and relative to building, health, and safety regulations to program planning.</p>	<ul style="list-style-type: none"> • Evidence of compliance with local, state and federal regulations: <ul style="list-style-type: none"> ○ Copies of staff meeting minutes covering licensing health and safety regulations ○ Copies of program's indoor and outdoor safety checklists ○ Copies of relevant sections of parent and staff manuals ○ Copies of relevant sections of policy manual ○ Copies of licensing inspection reports • Copies of handouts from sessions with legal responsibilities for operations • Copies of Human Resource policies that are in compliance with state and federal regulations • Copy of risk management plan
<p>c) Comply with federal, state and local laws, regulations, policies and procedures when providing services to children with special needs.</p>	<ul style="list-style-type: none"> • Evidence of compliance with codes and plans for adaptations • Examples of accommodations • Copies of meeting minutes, handouts, training to document collaboration with local school district(s) in relation to services to children with special needs
<p>d) Comply with legal requirements and professional standards in reporting child abuse and neglect.</p>	<ul style="list-style-type: none"> • Documentation of your professional development on reporting child abuse and neglect. • Documentation of staff training on reporting child abuse and neglect. • Outline protocol for reporting child abuse (staff handbook) in compliance with DCF and DPH regulations • Copies of policies for reporting child abuse (parent handbook or handout)

e) Understand and comply with regulatory standards and concepts as they apply to rights of licensees, custody issues, confidentiality and child welfare laws, labor laws antidiscrimination laws that affect childcare and employee rights, liability issues, health rules and basic contracts that affect the center.	<ul style="list-style-type: none"> • Examples of compliance • Evidence of training • Procedures for staying current
f) Seek legal counsel as appropriate	<ul style="list-style-type: none"> • List of counsel available
8) Ability to apply financial management tools:	
a) Budget/Record Keeping:	
i) Maintain accurate and complete financial records; supervise record keeping.	<ul style="list-style-type: none"> • Copies/Samples • Description of procedures • Evidence of training • Audit report
ii) Prepare financial reports.	<ul style="list-style-type: none"> • Copies/Samples • Description of procedures • Evidence of training • Audit report • Evidence of technology use of spreadsheet applications
iii) Use effective budget planning and monitoring, setting an annual budget and projections.	<ul style="list-style-type: none"> • Evidence of professional development on finance and budget • Budget cycle • Description of staff input
iv) Develop and implement fee policies that fit the needs of the organization.	<ul style="list-style-type: none"> • Samples • Minutes of meetings • Description of policies
v) Develop a compensation structure that rewards retention and increased knowledge and skills of staff.	<ul style="list-style-type: none"> • Samples • Salary schedule • Incentives
vi) Implement basic marketing concepts.	<ul style="list-style-type: none"> • Action plans • Evidence of training • Public relations • Samples

vii) Apply principles of sound financial management and develop a financial plan for the program, considering factors such as including the use of fund-raising.	<ul style="list-style-type: none"> • Samples of fund raising efforts • Evidence of professional development in grant writing • Documentation of completed grant applications • Marketing materials • Marketing • Unrelated business income • Governmental grants • Third-party purchase-of-service agreements
viii) Apply computer based financial systems.	<ul style="list-style-type: none"> • Examples of system used • Action plans • Evidence of training
ix) Establish fiscally responsible staffing and tuition patterns.	<ul style="list-style-type: none"> • Copy of tuition schedule
b) Grants:	
i) Identify federal, state and local funding sources, both public and private.	<ul style="list-style-type: none"> • Creation of a resource list
ii) Identify grant opportunities based on program need	<ul style="list-style-type: none"> • Compiled applicable list
iii) Develop grant writing skills or network with those who have those skills.	<ul style="list-style-type: none"> • Sample grant • Evidence of training
iv) Develop systems to ensure grant compliance.	<ul style="list-style-type: none"> • Follow up procedures
c) Fundraising:	
i) Formulate and implement a fund raising plan based on the appropriateness of the resources and the program needs.	<ul style="list-style-type: none"> • Action plan for fund raising • Fund raising outcomes