A B C Quality

ABC Quality Supplemental Information
April 2018 PILOT YEAR

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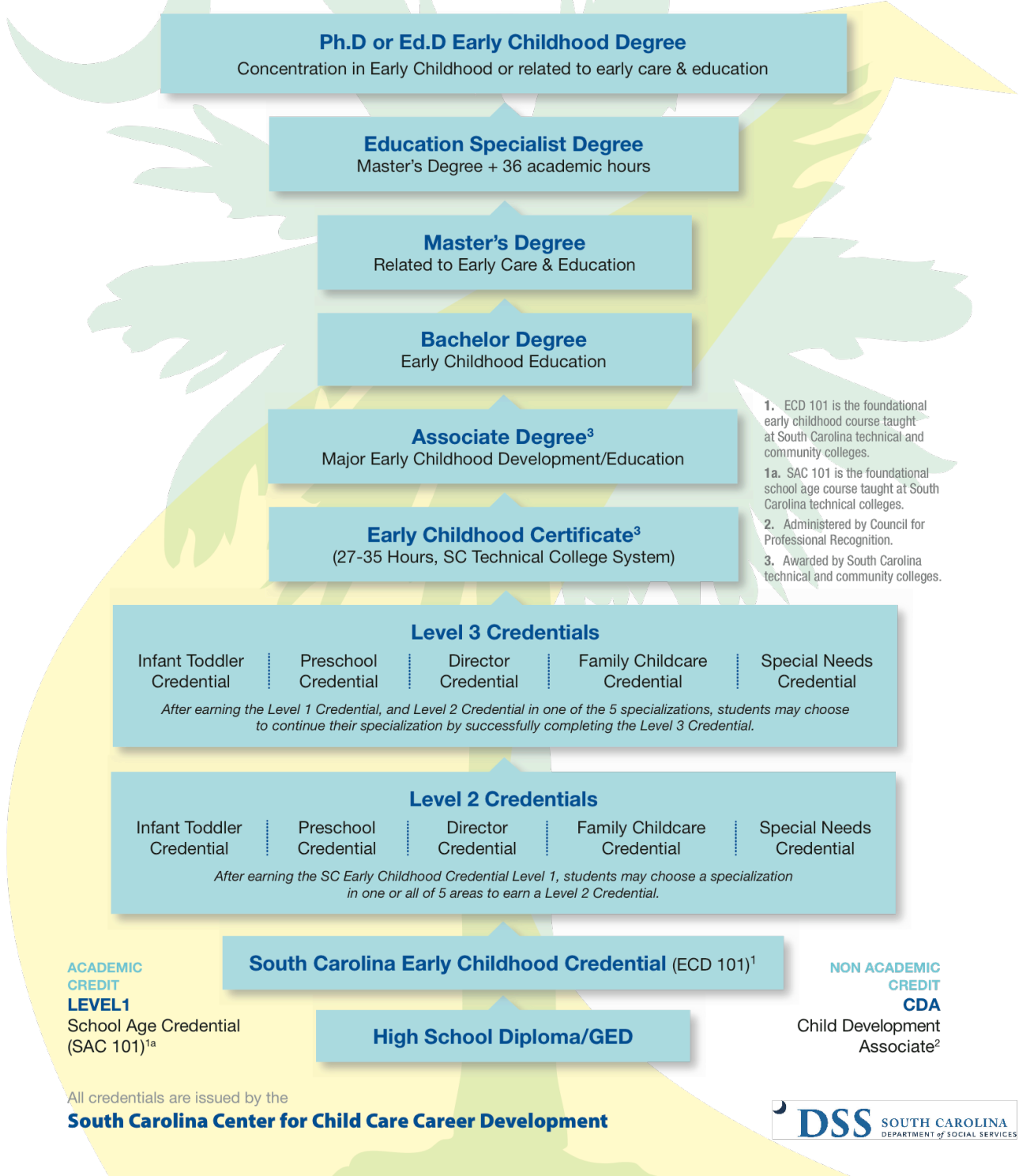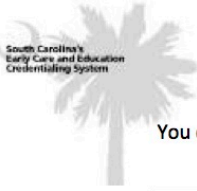
ABC Quality

SOUTH CAROLINA

Early Care and Education Career Path

Created to support the professional development system for early care and education professionals developed by the Center for Child Care Career Development and funded by the Department of Social Services.
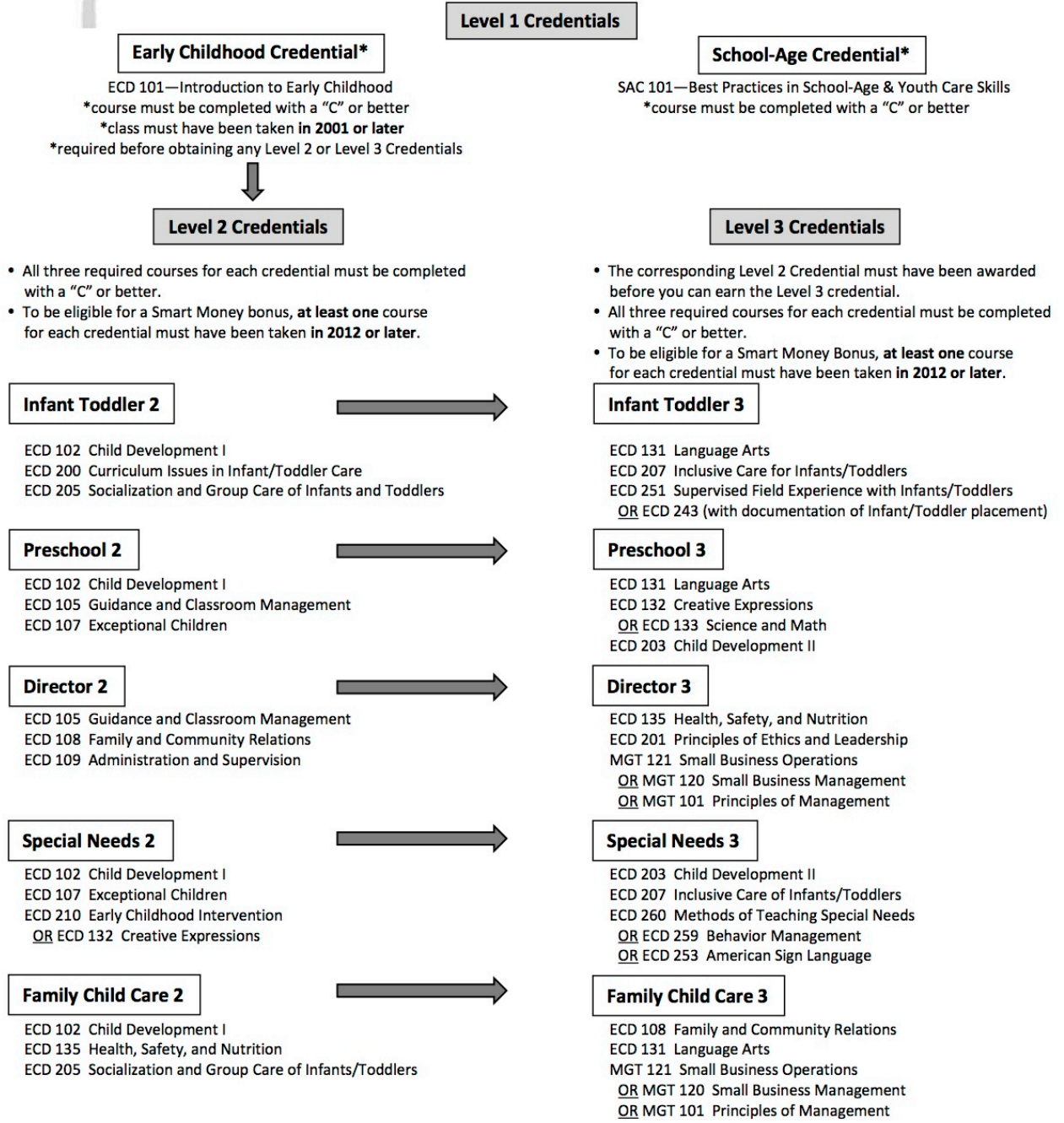
Ph.D or Ed.D Early Childhood Degree
Concentration in Early Childhood or related to early care & education

Education Specialist Degree
Master's Degree + 36 academic hours

Master's Degree
Related to Early Care & Education

Bachelor Degree
Early Childhood Education

Associate Degree[3]
Major Early Childhood Development/Education

Early Childhood Certificate[3]
(27-35 Hours, SC Technical College System)

1. ECD 101 is the foundational early childhood course taught at South Carolina technical and community colleges.

1a. SAC 101 is the foundational school age course taught at South Carolina technical colleges.

2. Administered by Council for Professional Recognition.

3. Awarded by South Carolina technical and community colleges.

Level 3 Credentials

| Infant Toddler Credential | Preschool Credential | Director Credential | Family Childcare Credential | Special Needs Credential |

After earning the Level 1 Credential, and Level 2 Credential in one of the 5 specializations, students may choose to continue their specialization by successfully completing the Level 3 Credential.

Level 2 Credentials

| Infant Toddler Credential | Preschool Credential | Director Credential | Family Childcare Credential | Special Needs Credential |

After earning the SC Early Childhood Credential Level 1, students may choose a specialization in one or all of 5 areas to earn a Level 2 Credential.

ACADEMIC CREDIT
LEVEL1
School Age Credential (SAC 101)[1a]

South Carolina Early Childhood Credential (ECD 101)[1]

High School Diploma/GED

NON ACADEMIC CREDIT
CDA
Child Development Associate[2]

All credentials are issued by the
South Carolina Center for Child Care Career Development

DSS SOUTH CAROLINA
DEPARTMENT of SOCIAL SERVICES

LOOK What You Can Earn...

through the South Carolina Early Care and Education Credentialing System.

By taking courses at South Carolina Technical Colleges, you can earn Early Care and Education Credentials.
You can also earn Smart Money Bonuses if you work in a licensed or registered child care program in South Carolina.

Level 1 Credentials

Early Childhood Credential*

ECD 101—Introduction to Early Childhood
*course must be completed with a "C" or better
*class must have been taken **in 2001 or later**
*required before obtaining any Level 2 or Level 3 Credentials

School-Age Credential*

SAC 101—Best Practices in School-Age & Youth Care Skills
*course must be completed with a "C" or better

Level 2 Credentials

- All three required courses for each credential must be completed with a "C" or better.
- To be eligible for a Smart Money bonus, **at least one** course for each credential must have been taken **in 2012 or later**.

Level 3 Credentials

- The corresponding Level 2 Credential must have been awarded before you can earn the Level 3 credential.
- All three required courses for each credential must be completed with a "C" or better.
- To be eligible for a Smart Money Bonus, **at least one** course for each credential must have been taken **in 2012 or later**.

Infant Toddler 2

ECD 102 Child Development I
ECD 200 Curriculum Issues in Infant/Toddler Care
ECD 205 Socialization and Group Care of Infants and Toddlers

Infant Toddler 3

ECD 131 Language Arts
ECD 207 Inclusive Care for Infants/Toddlers
ECD 251 Supervised Field Experience with Infants/Toddlers
    OR ECD 243 (with documentation of Infant/Toddler placement)

Preschool 2

ECD 102 Child Development I
ECD 105 Guidance and Classroom Management
ECD 107 Exceptional Children

Preschool 3

ECD 131 Language Arts
ECD 132 Creative Expressions
    OR ECD 133 Science and Math
ECD 203 Child Development II

Director 2

ECD 105 Guidance and Classroom Management
ECD 108 Family and Community Relations
ECD 109 Administration and Supervision

Director 3

ECD 135 Health, Safety, and Nutrition
ECD 201 Principles of Ethics and Leadership
MGT 121 Small Business Operations
    OR MGT 120 Small Business Management
    OR MGT 101 Principles of Management

Special Needs 2

ECD 102 Child Development I
ECD 107 Exceptional Children
ECD 210 Early Childhood Intervention
    OR ECD 132 Creative Expressions

Special Needs 3

ECD 203 Child Development II
ECD 207 Inclusive Care of Infants/Toddlers
ECD 260 Methods of Teaching Special Needs
    OR ECD 259 Behavior Management
    OR ECD 253 American Sign Language

Family Child Care 2

ECD 102 Child Development I
ECD 135 Health, Safety, and Nutrition
ECD 205 Socialization and Group Care of Infants/Toddlers

Family Child Care 3

ECD 108 Family and Community Relations
ECD 131 Language Arts
MGT 121 Small Business Operations
    OR MGT 120 Small Business Management
    OR MGT 101 Principles of Management

To Receive a Credential:
Submit a completed Credential Form with an unofficial copy of your transcript to:
Center for Child Care Career Development
P.O. Box 5616, Greenville, SC 29606
        OR
Fax to: (864) 250-8680
(You do not need to be working in child care to receive a Credential.)

To Be Eligible for Smart Money Bonuses:
In addition to earning the Credential, you must:
- be 18 years or older, and
- be currently working in a licensed or regulated child care program in South Carolina and
- have your director complete, sign, and date the Employer Information section of the Credential Form

CF 01/16

Standard II.C Pro-Rated Professional Development Hours

Hire Date Between	Number of Hours Director	Number of Hours Teachers / Assistant Teachers
January 1 - February 29	20	15
March 1 - April 30	17	12
May 1 - June 30	15	10
July 1 - August 31	12	7
September 1 - October 31	10	5
November 1 - December 31	5	2

Standard II.C.2 Sample Professional Development Plan

Individual Professional Development Plan

Name: _____

Annual Professional Development / Education Goal**:**

_____

Current Career Level: _____

TIMEFRAME Dates	Skill / Practice Development Activities	Education Development Activities
Next 6 months		
Next 12 Months		

Professional Development Plan discussed and approved on _____ .

ECE Professional Signature _____

Supervisor Signature _____

Standard II.C.5 SAMPLE Staff Evaluation Form

Staff Evaluation

Employee: _____   Date of Evaluation: _____

Date of Hire: _____   Evaluation Period: _____

Classroom Age Level (circle):   INFANTS   TODDLERS   PRE-SCHOOL   SCHOOL-AGE

To Be Completed by Director

For each of the following areas, rate the employee using a score of 1-5 to indicate how the employee is mastering the skill. Use the comments section to discuss all items ranked 3 or lower and to highlight employee strengths.

5 – Has mastered this area and could teach others
4 – Is strong in this area but could improve
3 – Is average in this area
2 – Is below average in this area and could learn more about this
1 – Needs help with this to be more effective

Professional Conduct:

_____   works when scheduled
_____   arrives at work on time
_____   gives ample notice for absences
_____   dresses appropriately for working with young children
_____   maintains confidentiality concerning children
_____   maintains good working relationships with other staff members
_____   works as a team player, completing job tasks in a timely manner
_____   has conversations that are positive and related to the children and work
_____   is open to constructive feedback

Skills Working with Children:

_____   presents a friendly and warm demeanor
_____   gets down on the floor with the children
_____   shows respect for individuals
_____   encourages independence/self help
_____   promotes self-esteem in communications
_____   avoids labeling of children
_____   reinforces positive behavior
_____   speaks to children regularly using positive phrases and tone
_____   has good sanitary practices (hand-washing for self and children as required, classroom environment, etc.)

Skills Working with Parents:

_____	listens and responds well to parents
_____	is tactful when discussing children
_____	seeks partnership with parents
_____	has good relationships with parents
_____	regularly communicates with parents verbally and in writing as needed
_____	greets parents by name and with a smile
_____	is available and approachable with parents

Skills Working in Classroom:

_____	reads to children in small groups several times a day
_____	develops and implements daily lesson plans based on thematic units
_____	provides developmentally and culturally appropriate activities
_____	uses learning centers in the classroom in appropriate ways
_____	provides a creative and inviting learning environment
_____	sets up the room before children arrive
_____	speaks to children using positive phrases and a positive tone
_____	maintains a clean and orderly environment
_____	rotates learning materials in and out regularly

Professional Development:

_____	attends all staff development meetings
_____	shows improvement in areas on which s/he has received training
_____	uses new instructional strategies
_____	seeks additional educational credential or degree in the field

Strengths:

Areas of Improvement:

We have discussed and agreed with this evaluation for the current year.

Director Signature: _____ Date: _____

Staff Signature: _____ Date: _____

Summary of Structural Indicators That Do Not Apply to School-Age Only Programs

I.B.3- The orientation includes SC Early Learning Standards

I.C.5* The program's staffing plan ensures that children remain in their assigned classroom for at least 85% of the day.

I.C.8* The program provides paid planning time for teachers as a part of their staffing plan. This time can be used for teachers to plan together, mentor each other, etc.

I.C.9* The program has a transition policy that includes practices to support successful internal transitions (moving into new classrooms within the center) for children and their families. The policy must include plans to limit internal transitions of children to a new age group/classroom to no more than once a year.

I.C.10* The Transition Policy has a plan to ensure successful external (children moving to a new program or school) transitions for children and their families.

I.C.14* The program has a procedure to support ongoing observation and documentation of child learning and development.

I.C.15* The program has lesson plans that are linked to specific learning goals and objectives based on individual child assessments.

Element III Standard D: Child Screening and Referrals (all indicators under this standard)

IV.A.4* Teachers offer a minimum of 2 family/teacher conferences annually.