ABC Quality Supplemental Information
April 2018 PILOT YEAR
# Table of Contents

- SC Early Care and Education Career Path and Credential Levels ................................................. 3
- Standard II.C Pro-Rated Professional Development Hours .......................................................... 5
- Standard II.C.2 Sample Professional Development Plan .............................................................. 6
- Standard II.C.5 SAMPLE Staff Evaluation Form ......................................................................... 7
- Summary of Structural Indicators That Do Not Apply to School-Age Only Programs .................. 9
SC Early Care and Education Career Path and Credential Levels

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
Major Early Childhood Development/Education

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

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.

South Carolina Early Childhood Credential (ECD 101)

High School Diploma/GED

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

**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*

**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.

**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

**Preschool 2**
- ECD 102 Child Development I
- ECD 105 Guidance and Classroom Management
- ECD 107 Exceptional Children

**Director 2**
- ECD 105 Guidance and Classroom Management
- ECD 108 Family and Community Relations
- ECD 109 Administration and Supervision

**Special Needs 2**
- ECD 102 Child Development I
- ECD 107 Exceptional Children
- ECD 210 Early Childhood Intervention OR ECD 132 Creative Expressions

**Family Child Care 2**
- ECD 102 Child Development I
- ECD 135 Health, Safety, and Nutrition
- ECD 205 Socialization and Group Care of Infants/Toddlers

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

**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 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 3**
- ECD 131 Language Arts
- ECD 132 Creative Expressions OR ECD 133 Science and Math
- ECD 203 Child Development II

**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 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 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.
# Standard II.C Pro-Rated Professional Development Hours

<table>
<thead>
<tr>
<th>Hire Date Between</th>
<th>Number of Hours Director</th>
<th>Number of Hours Teachers / Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1 - February 29</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>March 1 - April 30</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>May 1 - June 30</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>July 1 - August 31</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>September 1 - October 31</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>November 1 - December 31</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
Standard II.C.2 Sample Professional Development Plan

Individual Professional Development Plan

Name: ______________________________________

Annual Professional Development / Education Goal:

______________________________________________________________

Current Career Level: __________________________

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>Skill / Practice Development Activities</th>
<th>Education Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next 6 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next 12 Months</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.