|  |  |  |
| --- | --- | --- |
| Planning a safe and healthy learning environment | Instruction/Training | Hours |
| Safety |  |  |
| First Aid |  |  |
| Health |  |  |
| Nutrition |  |  |
| Planning the learning environment |  |  |
| Materials and equipment |  |  |
| Advancing children’s physical and intellectual development | Instruction/Training | Hours |
| Areas of development |  |  |
| Content areas |  |  |
| Supporting children’s social and emotional development | Instruction/Training | Hours |
| Adult modeling |  |  |
| Self-esteem |  |  |
| Self-regulation |  |  |
| Socialization |  |  |
| Cultural identity |  |  |
| Conflict resolution |  |  |
| Building productive relationships with families | Instruction/Training | Hours |
| Parent involvement |  |  |
| Home visits |  |  |
| Conferences |  |  |
| Referrals |  |  |
| Communication strategies |  |  |
| Managing an effective program operation | Instruction/Training | Hours |
| Planning |  |  |
| Record keeping |  |  |
| Reporting |  |  |
| Community services |  |  |
| Maintaining a commitment to professionalism | Instruction/Training | Hours |
| Advocacy |  |  |
| Ethical practices |  |  |
| Workforce issues |  |  |
| Professional development |  |  |
| Goal setting |  |  |
| Networking |  |  |
| Observing and recording children’s behavior | Instruction/Training | Hours |
| Tools and strategies for objective observation & assessment |  |  |
| Developmental delays |  |  |
| Intervention strategies |  |  |
| Individual education plans |  |  |
| Understanding principles of child developing and learning | Instruction/Training | Hours |
| Child development from birth through 5 years |  |  |
| Special needs |  |  |
| Cultural influences on development |  |  |
| Brain development and theories in ECE |  |  |

**NMCAA considers the above competencies to be comparable to a preschool CDA credential**