

# PROFESSIONAL RESOURCE FILE

The professional resource file is a collection of materials that early childhood professionals use in their work with young children and families. The file has two purposes:

- It provides a picture of what information candidates find valuable in their work (as a basis for assessing competence).
- It provides Candidates an important experience in locating resources and articulating their own view of the work in early childhood programs.

## ARRANGEMENT OF PROFESSIONAL RESOURCE FILE

The material in the resource file should be bound in a notebook with dividers. It should be professional looking, manageable in size, legible, and portable (designed to be carried to/from a work site, home visit, or meeting).

## CONTENTS

The Professional Resource File has 3 major sections; (1) Autobiography; (2) Statements of Competence; and (3) Resource Collection.

### **(1). AUTOBIOGRAPHY**

1. Write a statement about yourself (approximately 300 words).  
In the first part tell who you are and in the second part, what in your life influenced your decision to work with young children.
2. Include a formal resume' of education and work.

### **(2) STATEMENTS OF COMPETENCE**

1. Complete the Competency Goal Checklist.
2. Write 6 statements of competence based on the following goals:

- To establish and maintain a safe and healthy learning environment.
- To advance physical and intellectual competence.
- To support social and emotional development and to provide positive guidance.
- To establish positive and productive relationships with families.
- To ensure a well-run, purposeful program responsive to participant needs.
- To maintain a commitment to professionalism.

Begin each statement of competence by writing out the Competency Goal Statement. Then in your own words, describe the things you do with children and families. Each statement of competence should be 200 - 500 words in length, should state your goals /objectives for children and should address the "13 Functional Areas". Give specific examples of what you do with the children (activities) to achieve these goals.

### (3) RESOURCE COLLECTION

There are 17 specific items that go in this section of the Professional Resource File. Make sure they are labeled (by goal) and numbered according to the following list:

1. Provide **a summary of the legal requirements Florida has regarding child abuse and neglect.** Be sure to include contact information for the appropriate agency and your program's policy regarding your responsibility to report child abuse and neglect.
2. Provide **a current certificate of completion of a certified Pediatric First-Aid training** course that includes treatment for blocked airway and providing rescue breathing for infants and young children. Certification must be within the past 3 years.
3. Use the school or public library to obtain the **name and contact information for an agency that supplies information on nutrition for children** and/or nutrition education for families.

4. Provide a **sample of a weekly lesson plan** that includes goals for children's learning and development, a brief description of planned learning experiences and accommodations for children with special needs.

5. Select **4 songs, fingerplays, word games, or poems** that promote phonological awareness. Describe strategies that promote phonological awareness among children whose home language is other than English.

6. **Describe nine learning experiences for three, four and five year old children**; 3 for three-year olds, 3 for four-year olds and 3 for five- year olds. Each learning experience should promote physical, cognitive, and creative development. Describe the goals, materials, and teaching strategies used.

7. Make a **list of 10 age-appropriate children's books** that can be used to support development of children's self-concept and self-esteem and to help children deal with life's challenges. These books may support development of cultural and linguistic group identity; gender identity; children with disabilities or special needs; separation; divorce; remarriage or blended families; everyday activities and routines; and/or the cycle of life from human reproduction to death. **Provide the title, author, publisher, copyright date and a short summary for each book.**

8. Using the internet, public or school library, obtain at least **two resources designed to assist teachers** in constructively dealing with children with challenging behavior, such as aggressive behavior like hitting or biting.

9. **Provide the name and telephone number** of an agency in your community for making referrals to family counseling.

10. Find out where to obtain resources, materials and translation services for families whose home language is other than English. **Provide the agency's name and contact information.**

11. Document your program's policies that specify what parent's responsibilities are and what the program does for the parents.

12. Provide 3 samples of record - keeping forms used in Early Childhood programs. Include an accident report form, an emergency form and a third form of your choice.

13. Use the internet to obtain the name, address and phone number of your state's agency that regulates child care centers and homes. These regulations are available at the website of the National Resource Center for Health and Safety in Child Care; <http://nrc.uchsc.edu/STATES/states.htm>. Make a copy of the section(s) that describe qualification requirements for personnel (teachers, directors, and assistants) in a child care center. Do the same for family child care.

14. Review the websites of two or three national early childhood associations (one with a local affiliate). Obtain information about membership, their resources and how to order. Download and include at least two resources from the internet that will enhance your work with children.

15. Obtain four pamphlets or articles (may be downloaded from the internet) designed to help parents understand how young children develop and learn. Articles must help parents understand development of children from 3 to 5 years of age. At least one article must relate to guidance.

16. Locate an observation tool to use in recording information about children's behavior. One copy should be blank; the other one should be filled out to use as a sample of your observation of an individual child (child's name should not be included).

17. Obtain contact information for at least two agencies in the community that provide resources and services for children with disabilities. (In many communities the local school district provides these services).

